

Orange County Public Schools

# Maitland Middle



## 2017-18 Schoolwide Improvement Plan

## Maitland Middle

701 N THISTLE LN, Maitland, FL 32751

<https://maitlandms.ocps.net/>

### School Demographics

#### School Type and Grades Served

(per MSID File)

Middle School  
6-8

#### 2018-19 Title I School

No

#### 2018-19 Economically Disadvantaged (FRL) Rate

(as reported on Survey 3)

47%

#### Primary Service Type

(per MSID File)

K-12 General Education

#### Charter School

No

#### 2018-19 Minority Rate

(Reported as Non-white on Survey 2)

49%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Orange County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

**Orange - 0731 - Maitland Middle - 2017-18 SIP**

*Maitland Middle*

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Maitland Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Diane Leinenbach</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The administration, faculty, and staff of Maitland Middle School offer opportunities both in and out of the classroom to learn about culture. There are various activities, such as lessons, demonstrations, and discussions. Students have opportunities to share their cultural experiences with their peers. The morning news is used as a vehicle to spotlight diverse cultures in current events and during times of national recognition, such as Hispanic Heritage Month and Black History Month. Furthermore, the Best Practices for Inclusive Education (BPIE) assessment was used to evaluate and analyze the practice of inclusion at the school level as well as identify the key people who monitor the implementation of best practices and the utilization of resources in order to strengthen the multi-tiered system of support (MTSS). The BPIE has 34 indicators which helps, which helps the school focus on planning, communication and use of the MTSS system.

##### b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Maitland Middle consistently strives to create and maintain an environment where students feel safe and respected before, during and after school by ensuring that the administrative team, resource personnel, and teachers are in the hallways or in their assigned duty areas during these times. Each person strives to get to know students on an individual basis by developing a rapport with them prior to any crisis. The School Resource Officer is also available to assist students as needed. The administrative team, resource personnel, teachers and clerks are always available to discuss any concerns a student may have. Students are afforded every opportunity to express anything that affects their safety and well-being and appropriate measures are immediately taken. In the mornings, 6th grade students are sent to the cafeteria, while 7th and 8th grade students are sent to the gymnasium to ensure that grade levels are separated as much as possible. While in the 100 building, which is the only two story building on campus, each grade level has a separate entryway and exit, to ensure student safety while traveling to and from classes. Lunches are separated according to grade level. Maitland Middle School has adopted the "give me five" countdown system to get students' attention during classes, assemblies and lunches with the goal of making sure students are paying attention to information being disseminated during these times. The faculty, staff and administrative team are committed to eliminating acts of bullying, harassment and violence. Once there is a report of bullying, the administrative team immediately conducts an investigation, contacts parents of all students involved, makes a



determination and choose courses of action, including but not limited to: no contact contracts, administrative detention, Positive Alternative to School Suspension (PASS), out of school suspension, counseling services provided by guidance and/or the CHILL counselor (a mental health counselor, funded in part by the Winter Park Health Foundation), a safety plan, alternate transition times, change of the aggressor's class schedule, etc., Maitland Middle strives to ensure a safe atmosphere by working with students to resolve conflicts before they result in incidents of bullying, harassment, or physical altercation. Once a member of the faculty, staff, or administration receives word of a potential conflict, students are spoken to and the concerns are communicated to parents. If the students and parents agree to mediation, the school will provide this service. If not, the school will provide no contact contracts to all parties involved.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

Teachers were trained during pre-planning regarding a common set of school wide policies and procedures. Teachers must utilize classroom strategies such as alternate seating, coaching or conferencing with the student. It is expected that teachers communicate with parents during this process to give the parent the opportunity to address and correct their child's behavior. It is expected that a minimum of three interventions, including a mandatory phone call to the parent, are utilized prior to writing a referral. Also, to minimize the number of students spending instructional time out of the classroom because they need to go to the office to get a tardy slip, Maitland Middle has instituted a hallway traffic log system, where students who are tardy will sign their name and time of arrival to class. This results in minimizing the amount of instructional time lost to the teacher and student discussing tardiness. A discipline matrix has been established to address tardiness as well as other classroom discipline infractions.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The social-emotional needs of students are met through services that are provided by the guidance department, CHILL counselor, and Every Kid Outreach (EKO). Guidance counselors are available on campus each day to serve the general and specific needs of our students. The Winter Park Health Foundation and Maitland Middle School share in the funding of the CHILL counselor. Teachers can readily access CHILL referral forms via SharePoint if they feel that a child is in need of counseling services. The CHILL counselor makes referrals for additional support as it is needed for students and their families. WPHF also partially funds a School Nurse to attend to the physical needs of our students. EKO is a community-based outreach program that works with the at-risk student population. EKO provides mentoring, open dialogue with students, problem-solving strategies and character development. BPIE - best practices for inclusive education - is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

1. Attendance below 90 percent, regardless of whether absence is excused or as a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	9	23	17	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	20	33	27	0	0	0	0	80
Course failure in ELA or Math	0	0	0	0	0	0	13	6	1	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	20	33	27	0	0	0	0	80

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	18	26	21	0	0	0	0	65

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

The following lists in-depth descriptions of the early warning indicators:

1. Attendance below 90 percent, regardless of whether absence is excused or as a result of out-of-school suspension
  - a. Attendance is monitored by the Reading Coach and a clerk and five and ten day absence notification letters are generated and mailed to parents.
  - b. If the pattern of poor attendance continues the Child Study Team will meet.
  - c. Referral to School Social Worker will follow the above listed procedures.
  
2. One or more suspensions, whether in school or out of school
  - a. Work is provided for students to complete
  - b. Students who have a 504 Plan or an IEP will be given the opportunity to receive support from ESE teachers.
  - c. The PASS program has been developed and staffed with a certified, trained teacher to reduce the number of suspensions by giving students the opportunity to complete assignments and participate in a character development and self-esteem program.
  - d. Development of Behavior Intervention Plans and Behavior Contracts
  - e. Use of Restorative Justice
  - f. Referral to MTSS process

## g. Guidance and/or CHILL referral

## 3. Course failure in English Language Arts or mathematics

- a. An online course recovery system, Edgenuity, will be offered to students to recover grades.
- b. Tutoring in ELA and math takes place during the after-school YMCA program. Tutoring is also offered by individual teachers, through the calculus project, and by utilizing Khan Academy.
- c. Peer Counseling classes offer time for students to work on Edgenuity during the school day for recovery.
- d. Referral to MTSS process

## 4. A level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

- a. Students are placed into ELA and Math classes based upon previous scores.
- b. Intensive remedial courses are offered.
- c. Referral to MTSS process

## 5. Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered system of student supports (MTSS) and assist with the formation of tier II and tier III strategies.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

#### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### 2. Description

Maitland Middle School receives strong support from the PTA. Approximately 90% of our parents and staff are members of the PTA and in 2017-2018 we expect no less than 92% of parents and staff to participate. We have a strong and vibrant School Advisory Council and that will continue into this school year. Parents are also involved in our athletic programs, our performing arts programs and in our television production programs. Maitland Middle communicates with the community via email, newsletters, Connect Orange, our school marquee, and offers opportunities for parents and members of our community to volunteer their services at the school to serve as mentors, tutors, field trip chaperones and assist in the classroom when needed.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Maitland Middle School builds and sustains partnerships with the local community by the continuous involvement of the PTA and SAC. The PTA, in coordination with the school, sends weekly electronic newsletters to inform the community of upcoming events and news of interest. Maitland Middle School has two Partners in Education coordinators who build relationships with stakeholders in the community for the purpose of securing resources to support students. Also, the ADDitions program has been an invaluable resource in attracting volunteers. Partnerships with the PTA, Winter Park Health Foundation, EKO, Rotary, Love Pantry and Maitland Men's Club are well established and school personnel work to sustain these partnerships that provide support to our students. Teach In is held in November and community members are invited to share their expertise with students. During National Engineering Week in February, Maitland Middle will host its 3rd annual STEM Career Awareness Day. Community members who work in diverse jobs in STEM will share their expertise with students.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Leftakis, Andrew	Principal
Bloom, David	Other
Barnett, Lisa	Guidance Counselor
Singer, Randon	Guidance Counselor
Kendall, Danielle	Assistant Principal
Albright, Anne	Teacher, K-12
Orseno, Amy	Instructional Media
Ziegler, Floyd Clark	Teacher, K-12
Lyders, Sara	Dean
Brown, AskiMelik	Assistant Principal
Rauls, Cherrie	Teacher, K-12
Brockmeier, Brittany	Instructional Coach
Mahaffey, Melanie	Instructional Media

**b. Duties**

**1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Principal - Andrew Leftakis: Oversees all aspects of the school and communicates with all stakeholders to ensure shared decision-making. Oversees the reading, science, resource staff, and the performing arts department.

Assistant Principal for Instruction - Mrs. Danielle Kendall: Oversees the math, social studies, guidance, and ESE departments, as well as course recovery. Responsible for the master schedule and works with guidance to ensure appropriate course offerings.

Assistant Principal - Mr. Melik Brown: Oversees the ELA, electives, and physical education departments. Mr. Brown also is responsible for school operations and discipline.

Resource Teacher - Amy Orseno: Responsible for all aspects of student testing. Provides professional development and supports teachers and administrators in their Deliberate Practice. Serves as the school's testing coordinator. Assists teachers in the development of common formative assessments. Also serves as an instructional coach for math and science.

Staffing Specialist - David Bloom: Oversees the ESE department, Support Facilitation model, Gifted Services model and Learning Strategies courses. Monitors ESE students. Works with teachers in the identification and monitoring of Gifted learners. Monitors students in the Top 30% and those assigned to high school credit classes. Coordinates with the Media Specialist to monitor MTSS Referrals and the Achievement Gap.

Guidance Counselor - Randon Singer: Provides counseling services and creates student schedules for students in sixth grade and seventh graders with last names starting with letters A through L. Monitoring of attendance, grades and assessments of assigned students. Coordinates with the Media Specialist to monitor MTSS Referrals and ensure proper class placement. Meets with teachers and parents to write and monitor 504 Plans.

Guidance Counselor - Lisa Barnett: Provides counseling services and creates student schedules for students in Grade 8 and seventh graders with last names starting with letters M through Z. Monitoring of attendance, grades and assessments of assigned students. Coordinates with the Media Specialist to ensure proper class placement for students in MTSS. Meets with teachers and parents to write and monitor 504 Plans. Works with 8th grade students and the high schools for transition, as well as incoming 6th graders and the feeder elementary schools.

Instructional Coach/Reading Coach - Brittany Brockmeier: Monitors the identification of students in the Bottom 30% in Reading schoolwide. Works with the Testing Teacher to provide Professional Development and supports teachers and administrators in their Deliberate Practice. Monitors student attendance. Leads the Reading department PLC and monitors student data and implementation of Research-based intervention programs. Additionally, Ms. Brockmeier is responsible for ELL student monitoring.

Media Specialist - Melanie Mahaffey: Responsible for integration of digital resources. Works with teachers across the curriculum to provide technology resources. Also serves as textbook manager and co-coordinates Partners in Education with the STEM Coordinator and ADDitions with the School Secretary. Works with Compact to secure mentors and spearheads Learning for Life initiative.

STEM Coordinator/Science Department Chair/Science Teacher - Dr. Anne Albright: Monitors student achievement on common formative assessments in science. Serves as the school STE(A)M coordinator to promote the integration of Science, Technology, Engineering, Arts and Math. Co-coordinates Partners in Education with the Media Specialist.

Student Support - Clark Ziegler: Responsible for monitoring of all discipline data by

subgroup and frequency. Works closely with all members of the Leadership Team to ensure the safety of students on campus.

Student Support - Sara Lyders: Responsible for monitoring of all discipline data by subgroup and frequency. Works closely with all members of the Leadership Team to ensure the safety of students on campus.

PASS Coordinator/Dean - Cherrie Rauls: Responsible for investigations into acts of bullying and the after school tutoring program. Monitors discipline data by subgroup and frequency. Coordinates mentoring programs with outside agencies and serves as the teacher in charge of the PASS classroom as needed.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Classroom teachers and guidance counselors monitor student grades, attendance and discipline data. As the data, both quantitative and qualitative indicate, interventions should be implemented to meet individual student needs. A parent conference is held as the first step towards developing support structures. If additional intervention is needed, the school-based MTSS/RtI Team will convene to more formally address the needs, develop plans for support systems and monitor progress. The school-based leadership team members function as a guiding system for support structures and interventions for students requiring more than the core instruction in a classroom setting.

Federal, state, and local funds are coordinated at Maitland Middle School. We do not receive Title 1 Funds. The school has a full-time Reading Coach and the position is funded as such: 0.35 Supplemental Academic Instruction (SAI) Funds, 0.41 SRI Funds, and 0.24 General Funds. The school has a designated Homeless Coordinator and a nutrition program that is operated by Orange County Public Schools. Breakfast and lunch are served daily. The school also has a partnership with the Winter Park Health Foundation that coordinates the activities of the Healthy School Team. CTE classes are funded through the school budget. The Orange County Commission funds an after school program that is run by the YMCA at Maitland Middle School and is free of charge to all students. There is also a fee-based morning program in operation.

An inventory of department-specific resources are monitored by each department chair and the media specialist. The placement of technology resources is coordinated by the school Technology Support Representative, Media Specialist, Testing Coordinator, and the principal. The instructional staff, Leadership Team, PTA and SAC engage in problem-solving activities to determine how to apply resources for the highest impact.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Andrew Leftakis	Principal
Floyd Ziegler	Teacher
Donna Batten	Parent
Daneen Cross	Parent
Cynthia Forness	Parent
Jenny Bowman	Parent
Linda Kula Gunter	Parent
Debbie Beattie	Parent
Robyn Jenkins	Parent
Romessea Lewis	Parent
Sara Cambron	Parent
Amy Palmer	Parent
Julie Stanakis	Student
Elizabeth Bernbaum	Parent
Jessica Collazo	Parent
Jose Ramos	Education Support Employee
Cherrie Rauls	Teacher

## b. Duties

### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

The SAC committee meets monthly to determine school needs and looks at school data to determine the progress of the implementation of our School Improvement Plan. This committee looks at all pertinent data to ensure that Maitland Middle is on target to meet and exceed expectations set forth in the School Improvement Plan. Last year's school improvement plan will be reviewed with the SAC when actual student performance data is available.

#### *b. Development of this school improvement plan*

The SAC meets monthly to provide input into the development and implementation of the school improvement plan. Data from FSA, EOC, and CFE exams are available and will be used to create the school improvement plan.

#### *c. Preparation of the school's annual budget and plan*

The principal and the SAC members discuss a shared vision regarding the relationship between the school budget and the school improvement goals. Budget allocations for personnel, curriculum needs and plans are shared. New programs and district initiatives are reviewed. Budgeting procedures are explained such as: timelines, discretionary and categorical funds, school budget and school improvement funds, appropriation, significant changes for the year and the school-based budget process. Input is sought

from all stakeholders into the development of the annual budget and plan and the SAC receives a monthly report as to the expenditure of SAC funds.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

Funds allocated last year:

\$6,000 was allocated from School Improvement Funds. These funds will be used for after school and weekend tutoring programs.

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kendall, Danielle	Assistant Principal
Lovell, Lori	Teacher, K-12
Bloom, David	Teacher, ESE
Albright, Anne	Teacher, K-12
Fuller, Laura	Teacher, K-12
Leftakis, Andrew	Principal
Booker, John	Teacher, K-12
Orseno, Amy	Instructional Media
Brockmeier, Brittany	Instructional Coach
Mahaffey, Melanie	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership Team promotes literacy within the school. The team meets monthly to share literacy topics across departments. Book Clubs featuring young adult, high interest books are offered to all students and meet during lunch periods. Teachers volunteer their time to lead a book club and they are open to students at all instructional levels. Books are highlighted and promoted on the daily news program. Webcasts that feature celebrities are shown to students to encourage a love for literacy.

Media Center Reading Initiatives:

1. Celebrate Literacy Week - daily activities such as dressing up like a favorite book character and other fun reading-related adventures occur.
2. Book fairs are scheduled including a family night with each one.
3. The final book fair offers a BOGO to support the school's summer reading initiative.



4. Mobile libraries are set up in the cafeteria periodically to make book checkouts more accessible.
5. Battle of the Books - a county-wide Sunshine State book competition occurs annually.
6. 6th graders participate in the Book-it! reading program.
7. Our Media Center is open from 9am until 4pm daily.
8. The morning and after-school YMCA programs have access to the media center.
9. Authors speak to classes of students.

Language Arts and Social Studies:

1. Language Arts classes require each student to read 20-30 minutes daily and keep a reading journal.
2. Maitland Middle School has a summer reading initiative. Students have the opportunity to choose novels that have themes that are consistent with each grade level's Springboard theme for the school year.
3. Language Arts and Social Studies teachers are paired to work with one another in designing curricula that supports literacy. Language Arts teachers utilize the Springboard curriculum as well as the Social Studies curriculum to drive their instruction. Language Arts teachers support Social Studies teachers in showing students how to be critical readers so that they can utilize a variety of texts to support their responses in DBQs.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

Teachers are provided common planning time every Wednesday morning and afternoon in the media center. This allows content areas to work together in an effort to vertically and horizontally align their content. During these times teachers plan collaboratively and discuss student data on common assessments and high yield strategies for student achievement.

### **2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Maitland Middle School has the distinction of being a school where highly qualified, certified-in-field, effective teachers desire to work. Amy Orseno and Brittany Brockmeier (instructional coaches), provide support that aids in the retention of the highly qualified teachers. As teachers retire and new teachers are hired, we provide a new teacher induction program that includes assigning a mentor to each new teacher. The induction program assists in reviewing policies, procedures, technology, classroom management, curriculum, and support services. Danielle Kendall, Reading Coach coordinates the new teacher induction program.

### **3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.**

Danielle Kendall, Assistant Principal, has created a Teacher Mentoring Program at Maitland Middle School. The program includes teachers who are either new to Maitland or in their first year of teaching. The goal of the mentoring program is to mentor and train teachers on the importance of, and necessity for effective classroom management. This program further assists teachers in the implementation of strategies to create a positive learning

environment with high expectations for all students. Mrs. Kendall meets once a month with the teachers to discuss the iObservation evaluation system, participate in book talks, discuss reflections from journal assignments, and discuss any concerns, questions, or problems the teachers may be experiencing throughout the school year. Mrs. Kendall has also paired the teachers with a mentor teacher in the same subject area to assist in guiding, mentoring, and training the targeted teachers.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

##### **1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida State Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida State Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### b. Instructional Strategies

##### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Maitland Middle has developed data management, progress monitoring plan, which looks at multiple data points. Individual student data is analyzed to ensure individual student needs are being met. Discussions center around how each child is performing and how gaps can be reduced and/or enrichment provided.

One area where we use data is to provide additional help and differentiation in reading. Data from the 2016-17 FSA, EOC, and CFE exams were used to exam student proficiency and placement. If students scored a Level 1 they were placed in intensive reading classes or a double block ELA class. All students take the iReady diagnostic three times throughout the school year. Students are placed in the reading class that best fits students' needs: iReady is used to support struggling students along with a rotational model of instruction.

All students at Maitland Middle School take the iReady diagnostic three times a year, which determines strengths and areas of growth. This measurement is useful for both teachers and students as it shows whether or not the student is reading within the expected grade level range. Teachers consider this data when planning their lessons. Students are cognizant of their Lexile levels and expected ranges which are useful when choosing independent reading books. Having students track and monitor their own growth is powerful as it helps him/her set goals to become more independent and active learners.

Students with identified special needs such as ELL, ESE and 504's have their plans posted on our SharePoint for easy identification and access by teachers. ELL students are identified and placed with ESOL endorsed teachers for reading and language arts. ESE assistance is provided through both classroom teachers (using appropriate strategies for

each student) as well as Learning Strategies classes as needed and determined by IEPs. Students' growth and needs are monitored through scheduled LEP/IEP meetings where their team of teachers provides input, evidence, and observational data that guide their plans. In addition, our CCT and Staffing Specialist oversee and assist teachers as needed.

Using the Universal Design for Learning model, potential barriers to student learning are reduced as instruction is made comprehensible and accessible to all students. We provide supplemental articles at a lower reading level, and using the gradual release model, expose students to stretch text (that is text at grade level and higher) so these students experience grade-level rigor. Think Pair Share is one strategy example widely used in classrooms for accountable talk. This is an added aural layer of learning to address diverse learning modalities. Graphic organizers, learning maps, etc., help students understand complex concepts. Some students need guided notes. Others need their text enlarged. The use of programs such as Rosetta Stone and translation services offer ELL assistance while making the transition from students' home language to English.

Finally, The Best Practices for Inclusive Education (BPIE) are based upon a school level self-assessment used to determine needs and identify strategies which are then incorporated into Tier II and Tier III interventions in which indicator 20 focuses on multi-tiered system of student supports (MTSS).

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 5,400

The after school YMCA program offers many enrichment activities/clubs for students. The STEM club provides students with additional opportunities to focus on and explore Science, Technology, Engineering and Mathematics. Additionally, a Youth in Government club provides students an opportunity to deepen their knowledge of world events and politics. Tutoring and Homework Help is offered through the YMCA.

**Strategy Rationale**

Students can broaden their knowledge in core subjects in a more focused and in-depth avenue of learning.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Ziegler, Floyd Clark, floyd.ziegler@ocps.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

We will compare Florida Standards Assessment and End of Course exam results of students involved in these programs with students who were not.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

#### **1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

During the spring of each school year, Maitland Middle School offers an orientation program for incoming 6th grade students and their parents. Students tour the school and meet key personnel and their parents attend an informational session. Guidance counselors are available to assist with course selection for the following school year. Ongoing tours are provided to parents whose students do not attend the feeder elementary schools and are considering placement back in the public school system at Maitland Middle School. Maitland Middle School offers Jumpstart, which is a two day summer camp for incoming ESE 6th grade students. The purpose of this program is to provide an orientation to the school's culture, academic and behavioral expectations. A "Meet and Greet" is held the week before the school year starts, and students receive their schedules, meet their teachers, and enroll in the YMCA before and/or after school program. Additional services that serve to support students academically are present at the "Meet and Greet," such as the PTA, ADDitions, Transportation, Winter Park Crew, Mathnasium, and COMPACT mentoring.

### b. College and Career Readiness

#### **1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Academic and career planning begins with fifth grade orientation to our curriculum and programs. Through parent night events and visitation to the campus, fifth graders are well informed of the course of study they can choose for themselves. Additionally, eighth grade students are advised on course selections and career paths through the Florida College and Career Planner document provided by Florida Virtual Campus. This document addresses career choices, high school diploma requirements, Bright Futures Scholarships, and the State University System. The Guidance Counselors and Staffing Specialist work with students and parents to create personally relevant and meaningful schedules.

Additionally, Maitland Middle is promoting STEM + the Arts = STEAM. Guest speakers representing many different corporations have spoken to students about their respective fields. In orchestra classes, students learned about the engineering process in building violins and constructed a three dimensional instrument in the violin family. Students had to describe the process of creation, the challenges encountered, a timeline of construction and a cost of materials. Maitland Middle also hosts the STEM Career Awareness Day, where students are introduced to professionals who work in STEM fields. Some of the many participants were: Rollins College, NASA, the Orlando Magic, Orange County Public Schools, National Center for Simulation. News Channel 13, Mathnasium Learning Center, The City of Maitland, The University of Central Florida, Local 6 WKMG, EA Games and the City of Winter Park.

Partnering with a local faith-based organization, Every Kid Outreach, a mentor who works as an engineer at Universal Studios gave at-risk male students a backstage tour of the attractions at both Universal Studios and Island of Adventure theme parks. Students had

the opportunity to see first-hand how rides are designed and constructed and the importance that math, science and the arts play in creating a great experience for those visiting the theme parks.

Field Trips are planned that advance college and career awareness, with tours of the Rosen College of Hospitality and the Sanford Burnham Medical Institute. Students have participated in the Verizon App Challenge, Nelson Ying Science Fair, Lockheed Martin Challenge and Odyssey of the Mind, all in partnership with organizations outside of the school. The school has a STEM coordinator, a Science teacher who has an additional planning period to permit time to coordinate these partnerships.

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

The school incorporates applied and integrated courses into the elective offerings for students. ICTS classes that help prepare students for industry certifications are offered. The high school level Intro to IT course includes students having the opportunity to take the CIW exam and also earn college credit through Valencia Community College. Television New Crew, including 3D Animation are offered in addition to courses in the fine arts. During our "Teach-In" Day, every first period class will have a guest speaker from a variety of career fields who will teach about their vocations and connect them to current classroom content. During our STEM Career Awareness Day, held during National Engineering Week in February, guest speakers from STEM fields visit first period classes once again. School counselors visit classrooms to educate students on the Florida Choices Planner. This website gives students access to career interest inventories, career searches in Florida's 16 career clusters, and assistance with resumes and interviews.

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

Seventh grade students are provided an opportunity to participate in the Duke Talent Identification program and seventh graders identified as being in the top 10% can additionally participate in Orange County TIP. Counselors educate students about courses that will be available during the upcoming school year through classroom visitations. We offer high school credit classes in Technology, including Information Technology, 3D Animation, Algebra, Physical Science and Earth/Space science. These courses offer students access to a more rigorous curriculum. Students and parents are informed about these course offerings through the Guidance Department and online curriculum guide.

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

Maitland Middle offers a number of high school credit courses on campus. Students have the opportunity to earn high school credit for the following courses: Algebra 1 Honors, Geometry Honors, Earth Space Honors, Physical Science Honors, Spanish 1 and 2, Introduction to Information Technology and 3D Animation.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

## 1. Data to Support Problem Identification

### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving  
Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase Civics proficiency in all subgroups (accelerate student performance and narrow achievement gaps).
- G2.** Increase ELA, Mathematics, and science proficiency in all subgroups (Division Priority; accelerate student performance).

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1.** Increase Civics proficiency in all subgroups (accelerate student performance and narrow achievement gaps). 1a

G095328

**Targets Supported** 1b

Indicator	Annual Target
Civics EOC Pass	80.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack an understanding of the impact of effective assessment practices on student achievement.
- Teachers are unclear of how to interpret data and adjust their instructional strategies.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Creation of common planning time, District PLC trainings, Performance Matter/Unify System.

**Plan to Monitor Progress Toward G1.** 8

Instructional focus calendars and teacher created formative assessments.

**Person Responsible**

Danielle Kendall

**Schedule**

Monthly, from 8/7/2017 to 5/2/2018

**Evidence of Completion**

Formative assessment data stored in Performance Matters and teacher created instructional focus calendars.



**G2.** Increase ELA, Mathematics, and science proficiency in all subgroups (Division Priority; accelerate student performance). 1a

G095329

**Targets Supported** 1b

Indicator	Annual Target
ELA Achievement District Assessment	68.0
Math Achievement District Assessment	73.0
Statewide Science Assessment Achievement	67.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack meaningful professional development on the Marzano Instructional Framework as well as effective planning, instructional delivery, and strategies to deconstruct the Florida Standards.
- Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the Florida Standards

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Florida Standards, OCPS Instructional Management System, CPALMS, county created CRMs, Instructional Coaches.
- Marzano Instructional Framework

**Plan to Monitor Progress Toward G2.** 8

iObservation data, teacher submitted lesson plans, and iReady student diagnostic data will be frequently monitored to determine element usage and if student tasks are appropriate and rigorous.

**Person Responsible**

Andrew Leftakis

**Schedule**

Daily, from 8/7/2017 to 5/30/2018

**Evidence of Completion**

iObservation reports, lesson plans, and iReady diagnostic data reports.

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal      **B** = Barrier      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase Civics proficiency in all subgroups (accelerate student performance and narrow achievement gaps). **1**

 G095328

**G1.B1** Teachers lack an understanding of the impact of effective assessment practices on student achievement. **2**

 B256634

**G1.B1.S1** Teachers lack an understanding of the impact of effective assessment practices on student achievement. **4**

 S271423

### Strategy Rationale

The process of creating, administering, and analyzing formative assessments provides teachers with critical information to adjust instruction based on data and individual student needs.

### Action Step 1 **5**

Administration will provide professional development to assist teachers with the creation of formative assessments.

#### Person Responsible

Amy Orseno

#### Schedule

Monthly, from 8/8/2017 to 5/30/2018

#### Evidence of Completion

Completed formative assessments that individual PLCs have created and professional development sign in sheets.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Administrators will monitor instructional focus calendars and formative assessment data.

**Person Responsible**

Danielle Kendall

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Administration will compile and review quarterly instructional focus calendars as well as completed formative assessments.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Administrators will review all formative assessments before delivery to determine if question types are appropriate and meet the rigor of the standards. Administrators will also actively participate in PLCs to help guide the data analysis discussion.

**Person Responsible**

Danielle Kendall

**Schedule**

Monthly, from 8/7/2017 to 5/30/2018

**Evidence of Completion**

Teachers will become familiar with the data analysis process and will alter their instructional focus calendars and lesson plans based on data trends discovered from formative assessments. In addition to work done during PLCs, instruction based on data analysis should also be evident during classroom visits.

**G1.B2** Teachers are unclear of how to interpret data and adjust their instructional strategies.

2

B256635

**G1.B2.S1** Teachers will make appropriate instructional adjustments based on the results from formative assessments. 4

S271424

### Strategy Rationale

Teachers will review students' data, determine students' needs, and adjust instruction based on individual student strengths and areas of growth.

### Action Step 1 5

The instructional coaches will provide teachers with professional development on how to utilize data from formative assessments to help inform instruction.

#### Person Responsible

Amy Orseno

#### Schedule

On 8/11/2017

#### Evidence of Completion

Administration will collect formative assessment data at the conclusion of each assessment as well as updated instructional focus calendars and lesson plans.

### Action Step 2 5

The Instructional Leadership team will participate in District PLC trainings in order to gain a deeper understanding of effective instructional practices in order to meet individual student needs.

#### Person Responsible

Andrew Leftakis

#### Schedule

Every 6 Weeks, from 9/13/2017 to 5/9/2018

#### Evidence of Completion

Use of additional instructional strategies implemented in the classroom as a result of DPLC trainings.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Administration will monitor instructional focus calendars implementation dates, as well as the data collection system to review formative assessment data.

**Person Responsible**

AskiMelik Brown

**Schedule**

Monthly, from 8/14/2017 to 5/23/2018

**Evidence of Completion**

Administration will review formative assessment data, as well as modified instructional focus calendars and lesson plans following the data analysis phase.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administrators will actively participate in PLCs to guide the data analysis process and review instructional adjustments based on data.

**Person Responsible**

AskiMelik Brown

**Schedule**

Weekly, from 8/7/2017 to 5/23/2018

**Evidence of Completion**

Teachers will use formative assessment data to understand student trends and inform instruction.

**G2.** Increase ELA, Mathematics, and science proficiency in all subgroups (Division Priority; accelerate student performance). 1

G095329

**G2.B1** Teachers lack meaningful professional development on the Marzano Instructional Framework as well as effective planning, instructional delivery, and strategies to deconstruct the Florida Standards. 2

B256636

**G2.B1.S1** Teachers will utilize the Marzano Instructional Framework with fidelity. 4

S271425

### Strategy Rationale

By deconstructing the standards, teachers will have a better idea of what their students need to know or be able to do. Teachers can utilize research-based strategies within the instructional framework to effectively deliver rigorous lessons.

### Action Step 1 5

The instructional coaches will provide professional development on deconstructing standards and review student achievement data in order to create lessons using appropriate elements.

#### Person Responsible

Amy Orseno

#### Schedule

On 8/11/2017

#### Evidence of Completion

Professional development sign-in sheets/handouts and deconstructed standards worksheets.

### Action Step 2 5

Provide follow-up coaching support to teachers in the use of high yield instructional strategies

#### Person Responsible

Amy Orseno

#### Schedule

Weekly, from 8/14/2017 to 5/1/2018

#### Evidence of Completion

Lesson plans, iObservation data, weekly coaches meetings

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administrators will examine teacher lesson plans and student work samples for standards-alignment and will listen to students' collaborative discussions to determine effective use of the instructional framework elements.

**Person Responsible**

Andrew Leftakis

**Schedule**

Daily, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

The leadership team will utilize iObservation data to determine the frequency of element usage as well as formative assessment data.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Administrators will work with Professional Learning Communities to help facilitate the planning and reflecting process of the lesson, as well as provide feedback during the delivery portion.

**Person Responsible**

Andrew Leftakis

**Schedule**

Weekly, from 8/7/2017 to 5/30/2018


**Evidence of Completion**

Administration will review PLC notes and agendas, as well as iObservation data to determine element usage. Lesson plans will also be monitored for grade level appropriate student tasks.

**G2.B2** Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the Florida Standards **2**

 B256637

**G2.B2.S1** Students enter each class at different ability levels and background knowledge. Teachers must be able to teach to the individual learning needs of students. **4**

 S271426

### Strategy Rationale

Teachers need to understand how to differentiate instruction to provide appropriate scaffolding and remediation to students not meeting the grade level standards and enrichment for students who are already at proficiency.

### Action Step 1 **5**

Guide math, ELA, and science Professional Learning Communities to make data-driven instruction a priority to positively impact student achievement and meet the individual learning needs of students.

#### Person Responsible

Andrew Leftakis

#### Schedule

Daily, from 8/28/2017 to 5/1/2018

#### Evidence of Completion

PLC agendas, lesson plans, common formative assessment data, and classroom observations.

### Action Step 2 **5**

Provide coaching support in analyzing iReady diagnostic and growth monitoring data in order to help teachers develop intervention and enrichment plans

#### Person Responsible

Amy Orseno

#### Schedule

Weekly, from 8/7/2017 to 5/23/2018

#### Evidence of Completion

Coaching calendars, weekly coaches meetings, documented feedback provided to teachers, iReady data.



**Action Step 3** 5

Provide professional development on effective, high yield instructional strategies that aid in differentiated instruction.

**Person Responsible**

Amy Orseno

**Schedule**

Monthly, from 8/7/2017 to 5/1/2018

**Evidence of Completion**

Professional development sign-in sheets, handouts, and classroom walk-through data.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

A calendar of SIP action steps with persons responsible, deadlines, and method of documentation will be set up and distributed to all stakeholders. Progress on the calendar will be discussed at our weekly administrative/coaching meetings.

**Person Responsible**

Andrew Leftakis

**Schedule**

Weekly, from 8/28/2017 to 5/1/2018

**Evidence of Completion**

Evidence will include PLC agendas, instructional focus calendars, iReady data, classroom walk-through data, and professional development attendance sheets and agendas/handouts.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Administrators and resource personnel will review teacher and student performance data on a regular basis to look for evidence of the effectiveness of the professional development on differentiated instruction.

**Person Responsible**

Danielle Kendall

**Schedule**

Monthly, from 8/28/2017 to 5/1/2018

**Evidence of Completion**

Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from language arts common assessments, writing prompts and iReady. These data points will be analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B2.S1.A1 A363889	The instructional coaches will provide teachers with professional development on how to utilize...	Orseno, Amy	8/2/2017	Administration will collect formative assessment data at the conclusion of each assessment as well as updated instructional focus calendars and lesson plans.	8/11/2017 one-time
G2.B1.S1.A1 A363891	The instructional coaches will provide professional development on deconstructing standards and...	Orseno, Amy	8/2/2017	Professional development sign-in sheets/handouts and deconstructed standards worksheets.	8/11/2017 one-time
G2.B1.S1.A2 A363892	Provide follow-up coaching support to teachers in the use of high yield instructional strategies	Orseno, Amy	8/14/2017	Lesson plans, iObservation data, weekly coaches meetings	5/1/2018 weekly
G2.B2.S1.MA1 M389007	Administrators and resource personnel will review teacher and student performance data on a regular...	Kendall, Danielle	8/28/2017	Evidence of teacher implementation of differentiated instruction will be collected using the iObservation system along with data from language arts common assessments, writing prompts and iReady. These data points will be analyzed at weekly administrative / resource personnel meetings to determine necessary adjustments to our professional development.	5/1/2018 monthly
G2.B2.S1.MA1 M389008	A calendar of SIP action steps with persons responsible, deadlines, and method of documentation...	Leftakis, Andrew	8/28/2017	Evidence will include PLC agendas, instructional focus calendars, iReady data, classroom walk-through data, and professional development attendance sheets and agendas/handouts.	5/1/2018 weekly
G2.B2.S1.A1 A363893	Guide math, ELA, and science Professional Learning Communities to make data-driven instruction a...	Leftakis, Andrew	8/28/2017	PLC agendas, lesson plans, common formative assessment data, and classroom observations.	5/1/2018 daily
G2.B2.S1.A3 A363895	Provide professional development on effective, high yield instructional strategies that aid in...	Orseno, Amy	8/7/2017	Professional development sign-in sheets, handouts, and classroom walk-through data.	5/1/2018 monthly
G1.MA1 M389004	Instructional focus calendars and teacher created formative assessments.	Kendall, Danielle	8/7/2017	Formative assessment data stored in Performance Matters and teacher created instructional focus calendars.	5/2/2018 monthly
G1.B2.S1.A2 A363890	The Instructional Leadership team will participate in District PLC trainings in order to gain a...	Leftakis, Andrew	9/13/2017	Use of additional instructional strategies implemented in the classroom as a result of DPLC trainings.	5/9/2018 every-6-weeks
G1.B2.S1.MA1 M389002	Administrators will actively participate in PLCs to guide the data analysis process and review...	Brown, AskMelik	8/7/2017	Teachers will use formative assessment data to understand student trends and inform instruction.	5/23/2018 weekly
G1.B2.S1.MA1 M389003	Administration will monitor instructional focus calendars implementation dates, as well as the...	Brown, AskMelik	8/14/2017	Administration will review formative assessment data, as well as modified instructional focus calendars and lesson plans following the data analysis phase.	5/23/2018 monthly

**Orange - 0731 - Maitland Middle - 2017-18 SIP**

*Maitland Middle*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A2 A363894	Provide coaching support in analyzing iReady diagnostic and growth monitoring data in order to help...	Orseno, Amy	8/7/2017	Coaching calendars, weekly coaches meetings, documented feedback provided to teachers, iReady data.	5/23/2018 weekly
G2.MA1 M389009	iObservation data, teacher submitted lesson plans, and iReady student diagnostic data will be...	Leftakis, Andrew	8/7/2017	iObservation reports, lesson plans, and iReady diagnostic data reports.	5/30/2018 daily
G1.B1.S1.MA1 M389000	Administrators will review all formative assessments before delivery to determine if question...	Kendall, Danielle	8/7/2017	Teachers will become familiar with the data analysis process and will alter their instructional focus calendars and lesson plans based on data trends discovered from formative assessments. In addition to work done during PLCs, instruction based on data analysis should also be evident during classroom visits.	5/30/2018 monthly
G1.B1.S1.MA1 M389001	Administrators will monitor instructional focus calendars and formative assessment data.	Kendall, Danielle	8/14/2017	Administration will compile and review quarterly instructional focus calendars as well as completed formative assessments.	5/30/2018 weekly
G1.B1.S1.A1 A363888	Administration will provide professional development to assist teachers with the creation of...	Orseno, Amy	8/8/2017	Completed formative assessments that individual PLCs have created and professional development sign in sheets.	5/30/2018 monthly
G2.B1.S1.MA1 M389005	Administrators will work with Professional Learning Communities to help facilitate the planning...	Leftakis, Andrew	8/7/2017	Administration will review PLC notes and agendas, as well as iObservation data to determine element usage. Lesson plans will also be monitored for grade level appropriate student tasks.	5/30/2018 weekly
G2.B1.S1.MA1 M389006	Administrators will examine teacher lesson plans and student work samples for standards-alignment...	Leftakis, Andrew	8/14/2017	The leadership team will utilize iObservation data to determine the frequency of element usage as well as formative assessment data.	5/30/2018 daily

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase Civics proficiency in all subgroups (accelerate student performance and narrow achievement gaps).

**G1.B1** Teachers lack an understanding of the impact of effective assessment practices on student achievement.

**G1.B1.S1** Teachers lack an understanding of the impact of effective assessment practices on student achievement.

### **PD Opportunity 1**

Administration will provide professional development to assist teachers with the creation of formative assessments.

#### **Facilitator**

Amy Orseno and Brittany Brockmeier

#### **Participants**

All classroom teachers

#### **Schedule**

Monthly, from 8/8/2017 to 5/30/2018

**G1.B2** Teachers are unclear of how to interpret data and adjust their instructional strategies.

**G1.B2.S1** Teachers will make appropriate instructional adjustments based on the results from formative assessments.

### **PD Opportunity 1**

The instructional coaches will provide teachers with professional development on how to utilize data from formative assessments to help inform instruction.

#### **Facilitator**

Amy Orseno and Brittany Brockmeier

#### **Participants**

All Teachers

#### **Schedule**

On 8/11/2017

## PD Opportunity 2

The Instructional Leadership team will participate in District PLC trainings in order to gain a deeper understanding of effective instructional practices in order to meet individual student needs.

### Facilitator

Instructional Leadership Team Members

### Participants

All teachers

### Schedule

Every 6 Weeks, from 9/13/2017 to 5/9/2018

**G2.** Increase ELA, Mathematics, and science proficiency in all subgroups (Division Priority; accelerate student performance).

**G2.B1** Teachers lack meaningful professional development on the Marzano Instructional Framework as well as effective planning, instructional delivery, and strategies to deconstruct the Florida Standards.

**G2.B1.S1** Teachers will utilize the Marzano Instructional Framework with fidelity.

## PD Opportunity 1

The instructional coaches will provide professional development on deconstructing standards and review student achievement data in order to create lessons using appropriate elements.

### Facilitator

Amy Orseno and Brittany Brockmeier

### Participants

All teachers

### Schedule

On 8/11/2017

**G2.B2** Teachers struggle with differentiating instruction so that all students can reach or exceed the level of rigor required by the Florida Standards

**G2.B2.S1** Students enter each class at different ability levels and background knowledge. Teachers must be able to teach to the individual learning needs of students.

**PD Opportunity 1**

Provide professional development on effective, high yield instructional strategies that aid in differentiated instruction.

**Facilitator**

Amy Orseno and Brittany Brockemeir

**Participants**

All core content teachers

**Schedule**

Monthly, from 8/7/2017 to 5/1/2018

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Administration will provide professional development to assist teachers with the creation of formative assessments.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0731 - Maitland Middle	General Fund	1.0	\$500.00
			<i>Notes: Will provide subs for teachers in order to provide professional development.</i>			
<b>2</b>	<b>G1.B2.S1.A1</b>	<b>The instructional coaches will provide teachers with professional development on how to utilize data from formative assessments to help inform instruction.</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B2.S1.A2</b>	<b>The Instructional Leadership team will participate in District PLC trainings in order to gain a deeper understanding of effective instructional practices in order to meet individual student needs.</b>				<b>\$0.00</b>
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>The instructional coaches will provide professional development on deconstructing standards and review student achievement data in order to create lessons using appropriate elements.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0731 - Maitland Middle	General Fund		\$500.00
			<i>Notes: Provide substitutes for teachers so they can receive additional training over the course of the school year.</i>			
<b>5</b>	<b>G2.B1.S1.A2</b>	<b>Provide follow-up coaching support to teachers in the use of high yield instructional strategies</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B2.S1.A1</b>	<b>Guide math, ELA, and science Professional Learning Communities to make data-driven instruction a priority to positively impact student achievement and meet the individual learning needs of students.</b>				<b>\$0.00</b>
<b>7</b>	<b>G2.B2.S1.A2</b>	<b>Provide coaching support in analyzing iReady diagnostic and growth monitoring data in order to help teachers develop intervention and enrichment plans</b>				<b>\$0.00</b>
<b>8</b>	<b>G2.B2.S1.A3</b>	<b>Provide professional development on effective, high yield instructional strategies that aid in differentiated instruction.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0731 - Maitland Middle	General Fund		\$500.00
			<i>Notes: Provide substitutes so teachers can attend professional development.</i>			
<b>Total:</b>						<b>\$1,500.00</b>