

Orange County Public Schools  
**Maitland Middle**



**2018-19 Schoolwide Improvement  
Plan**

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# 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)

43%

### 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  
Grade

2017-18

B

2016-17

B

2015-16

B

2014-15

A\*

## School Board Approval

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

## SIP Authority

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

## 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. 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: School Information

### School Mission and Vision

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

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

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

To be the top producer of successful students in the nation

### School Leadership Team

#### 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
Orseno, Amy	Instructional Media
Ziegler, Floyd Clark	Teacher, K-12
Brown, AskiMelik	Assistant Principal
Rauls, Cherrie	Teacher, K-12
Brockmeier, Brittany	Instructional Coach
Thomas, Carla	Dean
Delaney, Kelly	Instructional Media
Stuppard, Alphonse	Teacher, K-12

#### Duties

#### 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.

Instructional Coach - 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 - Kelly Delaney: 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.

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 - Carla Thomas: 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. Part of the threat assessment team and coordinates MTSS services.

Student Support - SAFE Coordinator - Cherrie Rauls: Responsible for coordinating counseling services for students, working with students in crisis, and coordinating services for families. Additionally, this individual work work with our PASS program to implement restorative justice practices and sit on our Threat Assessment Team.

PASS Coordinator - Alphonse Stuppard: 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.

## Early Warning Systems

### Year 2017-18

#### 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	37	41	43	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	38	23	37	0	0	0	0	98
Course failure in ELA or Math	0	0	0	0	0	0	28	33	46	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	0	0	0	79	68	85	0	0	0	0	232

#### 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	47	35	50	0	0	0	0	132

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### Date this data was collected

Monday 7/16/2018

### Year 2016-17 - As Reported

#### 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

**Year 2016-17 - Updated**

**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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

Our two lowest data components were ELA and Math Learning Gains for the lowest 25%, both categories were at 42%. This has been a trend over the past few years, but we have seen growth over the past two years.

**Which data component showed the greatest decline from prior year?**

Math showed the greatest decline for the 2017-18 school year, declining a total of 16 points over three categories. This is not a trend as we improved in all three math categories the year before.

**Which data component had the biggest gap when compared to the state average?**

The data component that had the biggest gap when compared to the state average was math, lowest 25% learning gains with a gap of 9%.



**Which data component showed the most improvement? Is this a trend?**

Civics and ELA showed the most improvement from the previous year, with both component areas improving a total of six points.

**Describe the actions or changes that led to the improvement in this area.**

Use of common planning, effective formative assessment use, standards based instruction, and the use of close read strategies across content areas.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	52%	53%	60%	52%	52%
ELA Learning Gains	55%	50%	54%	48%	53%	53%
ELA Lowest 25th Percentile	42%	42%	47%	29%	44%	45%
Math Achievement	64%	53%	58%	66%	53%	55%
Math Learning Gains	57%	51%	57%	54%	53%	55%
Math Lowest 25th Percentile	42%	44%	51%	35%	46%	47%
Science Achievement	58%	51%	52%	61%	48%	50%
Social Studies Achievement	81%	68%	72%	76%	67%	67%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	37 (9)	41 (23)	43 (17)	121 (49)
One or more suspensions	38 (20)	23 (33)	37 (27)	98 (80)
Course failure in ELA or Math	28 (13)	33 (6)	46 (1)	107 (20)
Level 1 on statewide assessment	79 (20)	68 (33)	85 (27)	232 (80)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	59%	48%	11%	52%	7%
	2017	66%	52%	14%	52%	14%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2018	59%	48%	11%	51%	8%
	2017	57%	52%	5%	52%	5%
Same Grade Comparison		2%				
Cohort Comparison		-7%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	66%	55%	11%	58%	8%
	2017	63%	52%	11%	55%	8%
Same Grade Comparison		3%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	52%	35%	17%	52%	0%
	2017	68%	43%	25%	51%	17%
Same Grade Comparison		-16%				
Cohort Comparison						
07	2018	49%	51%	-2%	54%	-5%
	2017	61%	52%	9%	53%	8%
Same Grade Comparison		-12%				
Cohort Comparison		-19%				
08	2018	52%	32%	20%	45%	7%
	2017	20%	30%	-10%	46%	-26%
Same Grade Comparison		32%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	56%	49%	7%	50%	6%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	60%	-60%	63%	-63%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	79%	66%	13%	71%	8%
2017	74%	67%	7%	69%	5%
Compare		5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	61%	20%	62%	19%
2017	83%	53%	30%	60%	23%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	99%	65%	34%	56%	43%
2017	100%	43%	57%	53%	47%
Compare		-1%			

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	30	26	22	32	24	15	22			
ELL	41	43	39	43	45	43	40	70			
ASN	78	59		86	71				86		
BLK	32	43	43	30	42	35	24	61	66		
HSP	48	44	39	51	48	34	42	69	81		
MUL	62	42		67	59			82	73		
WHT	81	65	49	81	65	60	74	92	85		
FRL	43	46	41	41	45	38	36	67	67		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	31	24	19	34	30	22	35			
ELL	29	61	58	39	58	50	20	40			
ASN	93	86		87	79		82		88		
BLK	30	37	25	35	46	42	21	49	71		
HSP	53	50	43	59	59	53	51	68	79		
MUL	70	50		74	72						
WHT	76	61	50	82	66	61	79	87	82		
FRL	38	40	31	46	54	44	34	53	76		

### **Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### **Areas of Focus:**

<b>Activity #1</b>	
<b>Title</b>	Improve teacher capacity - ELA, Math, Science, Civics Proficiency - Accelerate Student Performance
<b>Rationale</b>	As we make the switch to digital learning, it is important that teachers are planning standards based, engaging lessons utilizing digital and traditional resources.
<b>Intended Outcome</b>	By improving teacher capacity, we anticipate student achievement and engagement to increase. Additionally, we anticipate ELA proficiency to improve by 5%, moving from 63% to 68%; Math proficiency to improve by 5%, moving from 64% to 69%; science proficiency to improve by 5%, moving from 58% to 63%; and civics proficiency to improve by 3%, moving from 81% to 84% - as measured by FSA and EOC exams. .
<b>Point Person</b>	Andrew Leftakis (andrew.leftakis@ocps.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1). Develop professional development calendar during the summer</li><li>2). Identify teacher leaders who can assist in monitoring of systems and deliver professional development</li><li>3). Restructure Instructional Leadership Team who will monitor instructional systems</li><li>4). Develop meeting schedule - admin team meets every Friday and instructional leadership team meets twice a month on Wednesday morning. Purpose is to review structures, monitor student achievement via formative assessments, and to plan shifts in instruction and operations.</li><li>5). Provide targeted professional development during pre-plan, which may include formative assessment creation, blended classroom strategies, and engagement strategies.</li><li>6). Provide on-going, monthly professional development based on classroom walkthrough data and teacher feedback.</li><li>7). Create a daily sweep schedule to observe classroom instruction</li><li>8). Provide teachers with common planning time as well as protected, weekly planning/meeting time</li></ol>
<b>Person Responsible</b>	Danielle Kendall (danielle.kendall@ocps.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Effectiveness of implementation is monitored by administration through PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data. Additionally, instructional leadership team will review observation/sweep data to examine trends in instruction and use exit tickets from professional development to plan shifts in teacher development in bi-monthly meetings.
<b>Person Responsible</b>	Andrew Leftakis (andrew.leftakis@ocps.net)

<b>Activity #2</b>	
<b>Title</b>	Utilize close read strategies across content areas - Lowest 25% Learning Gains ELA and Math - Accelerate Student Performance and Close Achievement Gaps
<b>Rationale</b>	A significant body of research links the close reading of complex text, whether the student is a developing or advanced reader, to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.
<b>Intended Outcome</b>	By utilizing close read strategies across content areas, students will be able to interact with complex text on a daily basis, and as a result, learning gains in the lowest 25% in ELA and math will increase by 8%, moving from 42% the previous year, to 50% for the 2018-19 school year as measured by FSA and EOC state exams.
<b>Point Person</b>	Brittany Brockmeier (brittany.brockmeier@ocps.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"><li>1). Identify DPLC members</li><li>2). Review successes and areas for growth from the previous school year</li><li>3). Develop team/school specific goals centered around close read strategies</li><li>4). Identify model classrooms</li><li>5). Develop system to open up classroom practice utilizing technology in order to signup during planning periods.</li><li>6). Based on county provided training, provide teachers with monthly updates in order to improve practice, which may include training on how to select complex text, effective lesson planning, and structure close read activities.</li><li>7). Utilize classroom sweeps in order to identify areas of success and continued areas of growth.</li></ol>
<b>Person Responsible</b>	Brittany Brockmeier (brittany.brockmeier@ocps.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Effectiveness of implementation is monitored by administration through PLC documentation, lesson plan documentation, classroom observation data, teacher walk-through sessions, student work samples, and formative and summative assessment data. Additionally, DPLC team will meet monthly to review observation data and next steps for implementation.
<b>Person Responsible</b>	Brittany Brockmeier (brittany.brockmeier@ocps.net)

### Activity #3

**Title**

Utilize Culturally Responsive Instruction - Learning gains in ELA and Math - Close achievement gaps

**Rationale**

Changing demographics demand that teachers and administrators alter preconceived notions about a child's family experiences and structure. Teachers are facing classes of students who speak multiple languages and come from varied backgrounds. In order to reach all students, it is vital that teachers are receptive and open to all students, regardless of background.

**Intended Outcome**

Teachers will use culturally responsive pedagogy in order to use students' existing cultural knowledge to facilitate learning. This teaching approach will demonstrate a respect for students and families from all cultural and linguistic backgrounds, as well as use a diverse and representative curriculum and collaborative instructional strategies that taps into students' prior knowledge. As a result, we anticipate learning gains in ELA and Math to improve, increasing by 5% in both categories.

**Point Person**

AskiMelik Brown (askimelik.brown@ocps.net)

**Action Step****Description**

- 1). Create school based culturally responsive plan
- 2). Guest speaker during pre-plan, which will specifically focus on culture, relationship building, and planning for culturally responsive instruction
- 3). Help teachers develop individualized classroom plans (20, 90, and 180 days)
- 4). Provide monthly professional developments, which will focus on classroom strategies, lesson planning, and material adoption that focuses on diverse student backgrounds.

**Person Responsible**

AskiMelik Brown (askimelik.brown@ocps.net)

**Plan to Monitor Effectiveness****Description**

Effectiveness of implementation is monitored by administration through PLC documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data as well as behavioral trend data and implementation of individualized teacher plans.

**Person Responsible**

Andrew Leftakis (andrew.leftakis@ocps.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Maitland Middle School receives strong support from the PTA. Approximately 90% of our parents and staff are members of the PTA and in 2018-2019 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.

### **PFEP Link**

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

### **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.

### **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.



**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.

**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. Counselors and Staffing Specialist work with students and parents to create personally relevant and meaningful schedules.

Additionally, MMS is promoting STEM + the Arts = STEAM. Guest speakers representing 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.

**Part V: Budget**

<b>Total:</b>	<b>\$4,000.00</b>
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