

Orange County Public Schools

Maitland Middle



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	12
Planning for Improvement	18
Title I Requirements	24
Budget to Support Goals	26

Maitland Middle

701 N THISTLE LN, Maitland, FL 32751

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

Demographics

Principal: Andrew Leftakis

Start Date for this Principal: 6/15/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (65%) 2017-18: B (61%) 2016-17: B (61%) 2015-16: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>43%</p>
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<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>49%</p>
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School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	B

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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. 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	Job Duties and Responsibilities
Leftakis, Andrew	Principal	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.
Bloom, David	Other	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.
Singer, Randon	Guidance Counselor	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.
Kendall, Danielle	Assistant Principal	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.
Orseno, Amy	Instructional Media	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.
Ziegler, Floyd Clark	Teacher, K-12	PASS Coordinator - Mr. Ziegler: Responsible for investigations into acts of

Name	Title	Job Duties and Responsibilities
		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.
Rauls, Cherrie	Teacher, K-12	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.
Brockmeier, Brittany	Instructional Coach	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.
Thomas, Carla	Dean	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.
Delaney, Kelly	Instructional Media	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.

Name	Title	Job Duties and Responsibilities
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Higgs, Crystal	Assistant Principal	Assistant Principal - Ms. Crystal Higgs: Oversees the ELA, electives, and physical education departments. Ms. Higgs is also responsible for school operations, one to one initiative, and discipline.
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Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	278	270	258	0	0	0	0	806
Attendance below 90 percent	0	0	0	0	0	0	26	27	26	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	48	39	44	0	0	0	0	131
Course failure in ELA or Math	0	0	0	0	0	0	41	51	37	0	0	0	0	129
Level 1 on statewide assessment	0	0	0	0	0	0	69	69	48	0	0	0	0	186

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	46	52	37	0	0	0	0	135

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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FTE units allocated to school (total number of teacher units)

52

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	47	35	50	0	0	0	0	132

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	47	35	50	0	0	0	0	132

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	52%	54%	63%	52%	52%
ELA Learning Gains	57%	52%	54%	54%	53%	54%
ELA Lowest 25th Percentile	47%	45%	47%	37%	42%	44%
Math Achievement	66%	55%	58%	68%	53%	56%
Math Learning Gains	63%	55%	57%	61%	55%	57%
Math Lowest 25th Percentile	49%	50%	51%	50%	48%	50%
Science Achievement	67%	51%	51%	62%	49%	50%
Social Studies Achievement	80%	67%	72%	75%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	278 (0)	270 (0)	258 (0)	806 (0)
Attendance below 90 percent	26 (37)	27 (41)	26 (43)	79 (121)
One or more suspensions	48 (38)	39 (23)	44 (37)	131 (98)
Course failure in ELA or Math	41 (28)	51 (33)	37 (46)	129 (107)
Level 1 on statewide assessment	69 (79)	69 (68)	48 (85)	186 (232)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	62%	52%	10%	54%	8%
	2018	59%	48%	11%	52%	7%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	58%	48%	10%	52%	6%
	2018	59%	48%	11%	51%	8%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
08	2019	70%	54%	16%	56%	14%
	2018	66%	55%	11%	58%	8%
Same Grade Comparison		4%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	48%	43%	5%	55%	-7%
	2018	52%	35%	17%	52%	0%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	59%	49%	10%	54%	5%
	2018	49%	51%	-2%	54%	-5%
Same Grade Comparison		10%				
Cohort Comparison		7%				
08	2019	49%	36%	13%	46%	3%
	2018	52%	32%	20%	45%	7%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	66%	49%	17%	48%	18%
	2018	56%	49%	7%	50%	6%
Same Grade Comparison		10%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	66%	12%	71%	7%
2018	79%	66%	13%	71%	8%
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	63%	30%	61%	32%
2018	81%	61%	20%	62%	19%
Compare		12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	99%	65%	34%	56%	43%
Compare		1%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	25	37	28	24	32	24	13	55			

2019 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 2017-18	C & C Accel 2017-18
ELL	40	55	50	45	54	44	31	57	82		
ASN	65	67		85	72		82	92	87		
BLK	33	44	43	31	39	32	36	54	71		
HSP	54	55	48	53	55	43	52	63	90		
MUL	70	45		84	68		58		100		
WHT	82	62	52	83	74	75	83	94	94		
FRL	44	49	45	45	49	41	47	62	84		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	646
Total Components for the Federal Index	10

ESSA Federal Index	
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	78
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest data component was ELA Learning Gains for the lowest 25%, at 47%. This has been a trend over the past few years, but we have seen growth over the past three years. We have increased 15 percentage points over the last three years. Contributing factors continue to be prior reading ability of students, which requires a great deal of remediation to improve overall ability level. We have recently shifted to a new instructional model and teachers continue to grow in the use of rotations and small group instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Civics showed the greatest decline for the 2018-19 school year, declining 1 overall percentage point, moving from 81 to 80%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the biggest gap when compared to the state average was ELA lowest 25% learning gains with a gap of 3%. Maitland Middle School achieved 47% learning gains in the lowest 25% compared with the state average of 50% learning gains in the lowest 25%. Contributing factors continue to be prior reading ability of students, which requires a great deal of remediation to improve overall ability level. We have

recently shifted to a new instructional model and teachers continue to grow in the use of rotations and small group instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Science showed the most improvement from the previous year, increasing a total of 9 points. This can be attributed to an increased focus on standards based instruction, professional development regarding high yield strategies, and frequent monitoring by administration including data meetings, classroom sweeps, and feedback.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reviewing the EWS data, one area of concern is the number of students with two or more indicators, which is at 135, or 17% of our total population. Students are suspended from school due to behavior issues, which leads to course failure and/or potentially scoring a level 1 on state assessments. We have to actively find ways to manage student behavior to keep students in the classroom in order to adequately deliver instruction and provide support to struggling learners.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Close the achievement gap between ESE and white students in ELA (ESSA Focus), which is a 64 point gap
2. Close the achievement gap between black and white students, in ELA, which is a 49 point gap
3. Improve achievement data in ELA and math lowest 25% learning gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve teacher capacity - ELA, Math, Science, Civics Proficiency - Accelerate Student Performance
Rationale	As we integrate digital learning components with the one to one device initiative, it is important that teachers are planning standards based, engaging lessons utilizing digital and traditional resources to engage all learners.
State the measurable outcome the school plans to achieve	By improving teacher capacity, we anticipate student achievement and engagement to increase. Additionally, we anticipate ELA proficiency to improve by 3%, moving from 66% to 69%; Math proficiency to improve by 3%, moving from 66% to 69%; science proficiency to improve by 3%, moving from 67% to 70%; and civics proficiency to improve by 3%, moving from 80% to 83% - as measured by FSA and EOC exams.
Person responsible for monitoring outcome	Andrew Leftakis (andrew.leftakis@ocps.net)
Evidence-based Strategy	Create a system of continuous feedback for classroom teachers. This 'sweep' system would require instructional coaches and administrators to sweep through every content classroom, everyday, and provide actionable feedback based on observation or instructional practices and student tasks.
Rationale for Evidence-based Strategy	By providing continuous feedback to teachers, ineffective or non-standards based lessons can be corrected immediately, teachers will be provided with actionable feedback on a daily/weekly basis, and coaching opportunities will be presented to support individual teacher growth.
Action Step	
Description	<ol style="list-style-type: none"> 1). Develop professional development calendar during the summer 2). Identify teacher leaders who can assist in monitoring of systems and deliver professional development 3). Restructure Instructional Leadership Team who will monitor instructional systems as well as those who will conduct classroom sweeps and provide feedback 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. Additionally, these meetings allow coaches and administrators to discuss sweep observations, teacher needs, and coaching opportunities, as well as calibrate feedback. 5). Provide targeted professional development during pre-plan, which may include formative assessment creation, blended classroom strategies, and engagement strategies. 6). Provide on-going, monthly professional development based on classroom walkthrough data and teacher feedback. 7). Create a daily sweep schedule to observe classroom instruction and monitor that the schedule is being followed on a daily/weekly basis. 8). Provide daily/weekly actionable feedback to teachers and develop professional development based on classroom observation trend data.

8). Provide teachers with common planning time as well as protected, weekly planning/meeting time

**Person
Responsible**

Danielle Kendall (danielle.kendall@ocps.net)

#2	
Title	Utilize close read strategies across content areas - ELA Proficiency - Accelerate Student Performance and Close Achievement Gaps
Rationale	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.
State the measureable outcome the school plans to achieve	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, ELA proficiency will increase by 3%, moving from 66% the previous year, to 69% for the 2019-20 school year as measured by the Florida Standards Assessment. Additionally, by using close read strategies with ESE learners, we hope to improve in this category from 17% proficiency to 41% proficiency (ESSA area of focus).
Person responsible for monitoring outcome	Andrew Leftakis (andrew.leftakis@ocps.net)
Evidence-based Strategy	The use of close read strategies across content areas, which utilize grade level appropriate text, academic conversations, and text dependent questions in an effort to help students adequately process the information.
Rationale for Evidence-based Strategy	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. The resources used to make this determination is 'Text Dependent Questions; Pathways to Close and Critical Reading' by Fisher and Frey. Additionally, 'Academic Conversations' by Zwiers and Crawford.
Action Step	
Description	<ol style="list-style-type: none"> 1). Identify school based teacher leadership team who will champion this strategy 2). Review successes and areas for growth from the previous school year 3). Develop team/school specific goals centered around close read strategies 4). Identify model classrooms 5). Develop system to open up classroom practice utilizing technology in order to sign up during planning periods. 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. 7). Utilize classroom sweeps in order to identify areas of success and continued areas of growth, and provide actionable feedback to teachers.
Person Responsible	Brittany Brockmeier (brittany.brockmeier@ocps.net)

#3	
Title	Utilize Culturally Responsive Instruction - Learning gains in ELA and Math - Close achievement gaps
Rationale	<p>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.</p>
State the measureable outcome the school plans to achieve	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 3% in both categories; increasing from 57% to 60% in ELA and increasing 63% to 66% in math.
Person responsible for monitoring outcome	Andrew Leftakis (andrew.leftakis@ocps.net)
Evidence-based Strategy	Conduct analyses of textbooks, mass media, internet, literary sources, and personal narratives in order to include represented classroom cultures.
Rationale for Evidence-based Strategy	Teaching strategies associated with culturally responsive pedagogy are meant to de-emphasize teacher lectures and busy work in favor of active and collaborative activities that lead to deeper student learning. When implemented appropriately, culturally responsive pedagogy is not only compatible with, but actually requires an academically rigorous curriculum. This resource evidence was taken from 'Best Practices in Culturally Responsive Curriculum, Instruction, and Assessment from Hanover Research.
Action Step	
Description	<ol style="list-style-type: none"> 1). Create school based culturally responsive plan 2). Help teachers develop individualized classroom plans (20, 90, and 180 days) 3). Provide monthly professional developments, which will focus on classroom strategies, lesson planning, and material adoption that focuses on diverse student backgrounds. 4). Use student interest surveys and community building activities to understand student backgrounds 5). Provide tutoring opportunities that all students can take advantage of by offering bus transportation 5). Use classroom sweep data to determine areas of growth and additional professional development as well as provide targeted feedback to support classroom instruction.
Person Responsible	Crystal Higgs (crystal.higgs@ocps.net)

#4	
Title	Build classroom communities to improve overall school climate - Provide empowering environments
Rationale	A community is a setting made up of individuals who come together for a common purpose. Students should feel welcome, that they have a connection to others, and that they are valued. The benefits students realize from being a member of their classroom community include increased trust to take academic risks, decreased behavior issues, and a feeling of ownership of their environment and learning.
State the measureable outcome the school plans to achieve	We hope to reduce overall discipline infractions by 5% from the previous year, decreasing from 604 overall referrals to 574 while also decreasing the number of disrespect, bullying, and harassment by 20% respectively, decreasing from 46 combined referrals to 36.
Person responsible for monitoring outcome	Cherrie Rauls (cherrie.rauls@ocps.net)
Evidence-based Strategy	<p>The teacher uses classroom meetings to review and process rules and procedures.</p> <p>Teacher relates content- specific knowledge to personal aspects of students' lives.</p> <p>Teacher has side discussions with students about events in their lives</p> <p>Teacher builds student interests into lessons</p> <p>Teachers uses discussion of students' personal interests to highlight or reinforce conative skills</p> <p>The teacher will use additional classroom community building activities to connect students.</p>
Rationale for Evidence-based Strategy	Many of these strategies are embedded in the Marzano evaluation system as a way to establish and maintaining effective relationships with students. This is done to reduce off task behavior and help students feel welcome in the classroom.
Action Step	
Description	<ol style="list-style-type: none"> 1. Introduce the concept of classroom community building during pre-plan 2. Model classroom strategies during pre-plan 3. Provide targeted professional development 4. Create a shared message board where teachers can share community building ideas 5. Adopt a SEL curriculum to reinforce desired student behaviors. Plan to operate curriculum through P.E. 6. Highlight students who display positive peer interactions with new Hero system (student tracking system) 7. Partner with the Holocaust Center to provide character education and field trip opportunities to teachers and students
Person Responsible	Cherrie Rauls (cherrie.rauls@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will continually address school safety and external stakeholder feedback through leadership meetings, campus observations, SAC/PTA meetings, and parent input surveys.

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 Schoolwide Improvement Plan 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.

The school uses a number of communication methods to relay important information and gain feedback; methods include Facebook, website, electronic newsletter, Canvas, and the county messenger system. Additionally, we hold parent/community input nights every month as well as community events, which highlight the school and student accomplishments. Finally, we work with our feeder schools to include incoming students in an effort to help them feel comfortable with the transition to middle school.

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.

Maitland employs two full time guidance counselors and a full time SAFE Coordinator to provide social emotional support to students. Additionally, we partner with the PTA to provide families in need with food and clothing throughout the year. Furthermore, we partner with the Life Church in Eatonville to provide mentorship opportunities to students from the Eatonville community. Teachers are provided training on how to identify and refer students that may be in need of social-emotional support. 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.

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. Additionally, Maitland works with area high schools to host on campus orientation sessions, parent nights, and registration for rising 9th grade students.

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.

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.

The school currently uses the Naviance program to help students track college and career interest. Students receive guidance on this program through his/her social studies class in 8th grade. Additionally, students have the option to earn industry certification in Adobe and Microsoft Office. Finally, we partner with the Winter Park Tech Center to expose students to different technical career paths, the Adcap Program, and Valencia College Horizon Scholars Program. 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.

Part V: Budget						
1	III.A.	Areas of Focus: Improve teacher capacity - ELA, Math, Science, Civics Proficiency - Accelerate Student Performance				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3610	140-Substitute Teachers	0731 - Maitland Middle	General Fund	815.0	\$2,000.00
			<i>Notes: Provide substitute teachers so teachers can observe other classrooms or attend professional development.</i>			
2	III.A.	Areas of Focus: Utilize close read strategies across content areas - ELA Proficiency - Accelerate Student Performance and Close Achievement Gaps				\$0.00
3	III.A.	Areas of Focus: Utilize Culturally Responsive Instruction - Learning gains in ELA and Math - Close achievement gaps				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3610	239-Other	0731 - Maitland Middle	General Fund	815.0	\$3,000.00
4	III.A.	Areas of Focus: Build classroom communities to improve overall school climate - Provide empowering environments				\$5,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3610	239-Other	0731 - Maitland Middle	General Fund	815.0	\$5,800.00
			<i>Notes: Money to purchase a new student monitoring system (Hero) in order to track student behavior and provide incentives.</i>			
					Total:	\$10,800.00