Orange County Public Schools

Maitland Middle

2016-17 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)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	41%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Maitland Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - [Diane Leinenbach](#)	Not In DA - 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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	29	45	40	0	0	0	0	114
One or more suspensions	0	0	0	0	0	0	45	61	46	0	0	0	0	152
Course failure in ELA or Math	0	0	0	0	0	0	9	11	6	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	42	73	73	0	0	0	0	188

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	38	47	44	0	0	0	0	129

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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP 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 2016-2017 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 Mens' 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

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

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
Frey, Margaret	Other
Bloom, David	Other
Barnett, Lisa	Guidance Counselor
Singer, Randon	Guidance Counselor
Smith, Diane	Instructional Coach
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

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, Testing - Margaret Frey: 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. Responsible for ELL student monitoring. Assists teachers in the development of common formative assessments.

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 - Diane Smith: 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.

Media Specialist - Amy Orseno: 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.

Dean of Students - 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.

Dean of Students - 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
Diane Smith	Teacher
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

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 for computers for math classrooms to support the rotational model. Since the school received Lenovo ThinkPads these were used in lieu of the desktop computers in most math classrooms. PTA donated $6,000 to partially fund a new computer lab that was used for testing on a rotating basis. All other initiatives were funded by Maitland Middle School's General Fund.

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
Smith, Diane	Instructional Coach
Frey, Margaret	Instructional Coach
Lovell, Lori	Teacher, K-12
Bloom, David	Teacher, ESE
Albright, Anne	Teacher, K-12
Fuller, Laura	Teacher, K-12
Leftakis, Andrew	Principal
Privitera, Robert	Teacher, K-12
Kendall, Danielle	Assistant Principal
Booker, John	Teacher, K-12
Orseno, Amy	Instructional Media

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 response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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. Margaret Frey, Testing Coordinator, and Diane Smith, Reading Coach, 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. Diane Smith, 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.

Diane Smith, Reading Coach, 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. Smith 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. Smith 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 a Data Room for the dissemination and analysis of student scores by teams of teachers. Individual student data is posted to ensure that each child matters. 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 2015-16 FSA, EOC, and CFE exams were used to exam student proficiency. If students scored a Level 1 they were placed in intensive reading classes. All students take the RI (Reading Inventory) to get a baseline Lexile measure. If their score is lower than 600, further testing ensues with the PI (Phonics Inventory). Students are placed in the reading class that best fits students' needs: Read 180, Read 180 Universal or System 44. Reading students take other informal measures to ascertain their placement. The RI is taken again in spring to monitor growth.

All students at Maitland Middle School take the RI (Reading Inventory) which gives each student a reading Lexile. 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 them 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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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 TIPs. 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.

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 ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance).

G2.　Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow achievement gaps).

G3.　Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Accelerate student performance).

G4.　Increase Civics Proficiency in all subgroups (Division Priority: Accelerate student performance).

G5.　Increase participation and performance in accelerated courses (Division Priority: Ensure career and college readiness).

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 ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance). `1a`

🔑 G084388

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	71.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal `3`

- Teachers lack a full understanding of the standards nor do they plan using vertical alignment.

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

- Scope and Sequence, MTPs, CPalms, PLC collaboration to deconstruct standards, school based coaches and professional development.

Plan to Monitor Progress Toward G1. `8`

PLCs will be utilized to deconstruct standards and plan both vertically and horizontally, model lessons, and gain a deeper understanding of the standards.

Person Responsible
Andrew Leftakis

Schedule
Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion
Deconstructed standards, focus calendars, PLC meeting notes common forms of assessment and iObservation data.

G2. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow achievement gaps). `1a`

🔑 G084389

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Teachers do not have an effective system to teach, assess, reteach and extend student understanding of the standards.

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

- Florida standards, county MTPs, CPALMS, school based coaches, PLC groups.

Plan to Monitor Progress Toward G2. `8`

PLCs will be utilized to deconstruct standards and plan both vertically and horizontally, model lessons, and gain a deeper understanding of the standards in order to help students achieve mastery of the standards.

Person Responsible

Andrew Leftakis

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Deconstructed standards, focus calendars, PLC meeting notes common forms of assessment and iObservation data.

G3. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Accelerate student performance). 1a

G084390

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0
Math Gains	76.0

Targeted Barriers to Achieving the Goal 3

- Students who demonstrate mastery of the standards, through task based evidence, are not being provided extension opportunities in order to deepen their understanding.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based coaches, county MTPs, Marzano instructional framework, and instructional library.

Plan to Monitor Progress Toward G3. 8

Leadership team will review and monitor lesson plans and observation data for extension opportunities as well as common formative assessments

Person Responsible

Danielle Kendall

Schedule

On 5/31/2017

Evidence of Completion

lesson plans, iObservation framework, and common formative assessments.

G4. Increase Civics Proficiency in all subgroups (Division Priority: Accelerate student performance). 1a

🔑 G084391

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	85.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack a full understanding of the standards and how to effectively monitor for student mastery

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scope and Sequence, MTPs, CPalms, PLC collaboration to deconstruct standards, school based coaches and professional development.

Plan to Monitor Progress Toward G4. 8

PLCs will be utilized to deconstruct standards and plan both vertically and horizontally, model lessons, and gain a deeper understanding of the standards.

Person Responsible

Andrew Leftakis

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Deconstructed standards, focus calendars, PLC meeting notes common forms of assessment and iObservation data.

G5. Increase participation and performance in accelerated courses (Division Priority: Ensure career and college readiness). 1a

🔑 G084392

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	83.0

Targeted Barriers to Achieving the Goal 3

- Parents and students are apprehensive for middle school students to take high school level courses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Master schedule, course rosters, parent information sessions.

Plan to Monitor Progress Toward G5. 8

Administration will monitor class rosters and student data to determine participation and performance in accelerated courses

Person Responsible

Andrew Leftakis

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

class rosters and student data

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 ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance). 1

🔑 G084388

G1.B1 Teachers lack a full understanding of the standards nor do they plan using vertical alignment. 2

🔑 B224206

G1.B1.S1 Teachers will work within PLCs to deconstruct the standards and plan using the county MTPs. 4

🔑 S236600

Strategy Rationale

Teachers are unfamiliar with the complexity level of Florida Standards and how to integrate the standards effectively into lessons in order to help students achieve mastery of the content.

Action Step 1 5

Coaches will provide professional development on how to deconstruct the standards providing a more in-depth understanding of their complexity and how to integrate the standards into their daily lessons.

Person Responsible

Danielle Kendall

Schedule

Weekly, from 8/16/2016 to 5/31/2017

Evidence of Completion

Deconstructed standards , focus calendar, lesson plans and iObservation feedback tool

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

Administrators will monitor for alignment between lesson plans and instructional delivery by utilizing the Marzano Instructional Framework.

Person Responsible

Danielle Kendall

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Lesson plans, and classroom observations using the iObservation feedback tool.

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

Teachers will use various forms of formative assessments in order to monitor student progress toward mastery of the standards.

Person Responsible

Danielle Kendall

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Formative assessments and data analysis by PLCs

G1.B1.S2 Teachers will utilize formative assessments, both common and individualized, to inform and drive instruction. 4

🔑 S236601

Strategy Rationale

It is vital that teachers understand individual student progress toward mastery of the standards

Action Step 1 5

The leadership team will provide professional development on the creation and implementation of formative assessments as well as data analysis to inform and drive instruction.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Formative assessments, data stored in Performance Matters, data analysis sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators and PLC leaders will review teacher created formative assessments as well as corresponding data to determine areas of re-teaching and/or acceleration.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Teacher created formative assessments and student data.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Leadership team will utilize data meetings with PLCs to disaggregate common formative assessment data to help inform and drive instruction.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PLC notes and data analysis forms

G2. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow achievement gaps). 1

🔍 G084389

G2.B1 Teachers do not have an effective system to teach, assess, reteach and extend student understanding of the standards. 2

🔍 B224207

G2.B1.S1 Teachers will utilize rotational model in order to differentiate instruction and help all students achieve mastery of the standards. 4

🔍 S236602

Strategy Rationale

in order to meet individualized learning needs of all student, teachers must differentiate their instruction on a daily basis.

Action Step 1 5

Teachers will be provided professional development and support in order to effectively implement the rotational model.

Person Responsible

Danielle Kendall

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

observation data and lesson planning

Action Step 2 5

Instructional rounds will be utilized to model high yield strategies.

Person Responsible

Margaret Frey

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

instructional rounds observation notes

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

Administration and Coaches will monitor implementation through lesson plans and classroom observations, utilizing the Marzano Instructional Framework.

Person Responsible

Andrew Leftakis

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Lesson plans and the iObservation feedback data.

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

The leadership team will monitor for effectiveness using the iObservation feedback data, classroom observations, and planning done through PLC groups.

Person Responsible

Andrew Leftakis

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

iObservation data and PLC notes.

G2.B1.S2 Teachers will utilize formative assessments, both common and individualized, to inform and drive instruction. 4

🔍 S236603

Strategy Rationale

It is vital that teachers understand student progression toward mastery of the standards.

Action Step 1 5

The leadership team will provide professional development on creation and implementation of formative assessments as well as data analysis.

Person Responsible

Danielle Kendall

Schedule

On 5/31/2017

Evidence of Completion

Formative assessments, data stored in Performance Matters, data analysis sheets.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators and PLC leaders will review teacher created formative assessments as well as corresponding data.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Teacher created formative assessments and student data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Leadership team will utilize data meetings with PLC to help teachers focus on areas of re-teach and/or acceleration opportunities.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PLC notes and data analysis forms

G3. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Accelerate student performance). `1`

🔑 G084390

G3.B1 Students who demonstrate mastery of the standards, through task based evidence, are not being provided extension opportunities in order to deepen their understanding. `2`

🔑 B224208

G3.B1.S1 Teachers will differentiate their instruction in order to meet the individualized needs of all learners. `4`

🔑 S236604

Strategy Rationale

Students that show mastery of the standards should be given opportunities to deepen their understanding of the standards through extension and enrichment activities.

Action Step 1 `5`

Teachers will be provided professional development on effective enrichment/extension strategies for classroom implementation.

Person Responsible

Margaret Frey

Schedule

On 5/31/2017

Evidence of Completion

lesson plans and iObservation framework tool

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Administration and coaches will monitor implementation through alignment of focus calendar, lesson plans, standards based assessments, and classroom observations.

Person Responsible

Andrew Leftakis

Schedule

Every 3 Weeks, from 9/5/2016 to 5/31/2017

Evidence of Completion

Focus calendar, lesson plans, standards based assessments and classroom observation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Leadership team will review and compare standards based assessments with lesson plans and daily student tasks..

Person Responsible

Andrew Leftakis

Schedule

Every 3 Weeks, from 9/5/2016 to 5/31/2017

Evidence of Completion

Standards based assessment results, lesson plan, student tasks.

G3.B1.S2 Teachers will utilize formative assessments, both common and individualized, to inform and drive instruction. 4

🔑 S236605

Strategy Rationale

It is vital that teachers understand student progression toward mastery of the standards and explore opportunities for enrichment and/or acceleration.

Action Step 1 5

The leadership team will provide professional development on creation and implementation of formative assessments as well as data analysis.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Formative assessments and data in Performance Matters.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administrators and PLC leaders will review teacher created formative assessments as well as corresponding data.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Teacher created formative assessments and student data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administrators and PLC leaders will review teacher created formative assessments as well as corresponding data.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Teacher created formative assessments and student data

G4. Increase Civics Proficiency in all subgroups (Division Priority: Accelerate student performance). 1

🔍 G084391

G4.B1 Teachers lack a full understanding of the standards and how to effectively monitor for student mastery 2

🔍 B224209

G4.B1.S1 Teachers will work within PLCs to deconstruct the standards and plan using the county MTPs 4

🔍 S236606

Strategy Rationale

Teachers are unfamiliar with the complexity level of Florida Standards and how to integrate the standards effectively into lessons,in order to help students achieve mastery of the content.

Action Step 1 5

Coaches will provide professional development on how to deconstruct the standards providing a more in-depth understanding of their complexity and how to integrate the standards into their daily lessons.

Person Responsible

Danielle Kendall

Schedule

Weekly, from 8/16/2016 to 5/31/2017

Evidence of Completion

Deconstructed standards and lesson plans.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administrators will monitor for alignment between lesson plans and instructional delivery by utilizing the Marzano Instructional Framework.

Person Responsible

Danielle Kendall

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Lesson plans, and classroom observations using the iObservation feedback tool.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will use various forms of formative assessments in order to monitor student progress toward mastery of the standards.

Person Responsible

Danielle Kendall

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Formative assessments, data analysis by PLCs

G4.B1.S2 Teachers will utilize formative assessments, both common and individualized, to inform and drive instruction. 4

🔑 S236607

Strategy Rationale

It is vital that teachers understand individual student progress toward mastery of the standards

Action Step 1 5

The leadership team will provide professional development on the creation and implementation of formative assessments as well as data analysis to inform and drive instruction.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

formative assessments and data in Performance Matters

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Administrators and PLC leaders will review teacher created formative assessments as well as corresponding data to determine areas of re-teaching and/or acceleration.

Person Responsible

Danielle Kendall

Schedule

On 5/31/2017

Evidence of Completion

Teacher created formative assessments and student data

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Leadership team will utilize data meetings with PLCs to disaggregate common formative assessment data to help inform and drive instruction.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PLC notes and data analysis forms

G5. Increase participation and performance in accelerated courses (Division Priority: Ensure career and college readiness). 1

🔑 G084392

G5.B1 Parents and students are apprehensive for middle school students to take high school level courses. 2

🔑 B224210

G5.B1.S1 Ongoing community outreach to encourage and educate students and parents about the benefits of accelerated classes. 4

🔑 S236608

Strategy Rationale

Students are more likely to be prepared for college and career by taking accelerated classes in middle and high school.

Action Step 1 5

Utilize parent involvement meetings to educate and demonstrate the importance of accelerated classes for students.

Person Responsible

Danielle Kendall

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Calendar items and agendas from meetings such as SAC, PTA, Open House, Multilingual Parent Leadership Council, orientation for incoming 6th grade parents

Action Step 2 5

Guidance counselors will continuously review student achievement data to determine proper student placement within accelerated courses.

Person Responsible

Lisa Barnett

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Class rosters, student achievement data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Administration and guidance will monitor course requests, student achievement data, and parent input, to help determine proper placement of students within accelerated classes.

Person Responsible

Danielle Kendall

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Master schedule, registration forms, test data, and course rosters

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administration will review course requests and student achievement data to ensure proper placement of students.

Person Responsible

Danielle Kendall

Schedule

Weekly, from 8/31/2016 to 10/14/2016

Evidence of Completion

Class rolls and student schedules.

G5.B1.S2 Provide ongoing instructional support to students taking accelerated courses. 4

🔑 S236609

Strategy Rationale

Students may be apprehensive about taking accelerated classes and handling the course load. By providing additional interventions students will be given the support to be successful in those courses.

Action Step 1 5

Create tutoring opportunities for students in accelerated classes.

Person Responsible

AskiMelik Brown

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

tutoring log, student data

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Administration, guidance, and teachers will monitor student achievement in class with attendance in tutoring sessions.

Person Responsible

AskiMelik Brown

Schedule

On 5/31/2017

Evidence of Completion

student data, tutoring logs

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Administration will review class rolls and compare with student achievement data.

Person Responsible

Danielle Kendall

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

class rolls, student schedules and student data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G5.B1.S1.MA1 🔑 M311317	Administration will review course requests and student achievement data to ensure proper placement...	Kendall, Danielle	8/31/2016	Class rolls and student schedules.	10/14/2016 weekly
G1.MA1 🔑 M311301	PLCs will be utilized to deconstruct standards and plan both vertically and horizontally, model...	Leftakis, Andrew	8/22/2016	Deconstructed standards, focus calendars, PLC meeting notes common forms of assessment and iObservation data.	5/31/2017 weekly
G2.MA1 🔑 M311306	PLCs will be utilized to deconstruct standards and plan both vertically and horizontally, model...	Leftakis, Andrew	8/22/2016	Deconstructed standards, focus calendars, PLC meeting notes common forms of assessment and iObservation data.	5/31/2017 weekly
G3.MA1 🔑 M311311	Leadership team will review and monitor lesson plans and observation data for extension...	Kendall, Danielle	8/22/2016	lesson plans, iObservation framework, and common formative assessments.	5/31/2017 one-time
G4.MA1 🔑 M311316	PLCs will be utilized to deconstruct standards and plan both vertically and horizontally, model...	Leftakis, Andrew	8/22/2016	Deconstructed standards, focus calendars, PLC meeting notes common forms of assessment and iObservation data.	5/31/2017 weekly
G5.MA1 🔑 M311321	Administration will monitor class rosters and student data to determine participation and...	Leftakis, Andrew	8/31/2016	class rosters and student data	5/31/2017 weekly
G1.B1.S1.MA1 🔑 M311297	Teachers will use various forms of formative assessments in order to monitor student progress...	Kendall, Danielle	8/22/2016	Formative assessments and data analysis by PLCs	5/31/2017 weekly
G1.B1.S1.MA1 🔑 M311298	Administrators will monitor for alignment between lesson plans and instructional delivery by...	Kendall, Danielle	8/22/2016	Lesson plans, and classroom observations using the iObservation feedback tool.	5/31/2017 weekly
G1.B1.S1.A1 🔑 A305289	Coaches will provide professional development on how to deconstruct the standards providing a more...	Kendall, Danielle	8/16/2016	Deconstructed standards , focus calendar, lesson plans and iObservation feedback tool	5/31/2017 weekly
G2.B1.S1.MA1 🔑 M311302	The leadership team will monitor for effectiveness using the iObservation feedback data, classroom...	Leftakis, Andrew	8/29/2016	iObservation data and PLC notes.	5/31/2017 weekly
G2.B1.S1.MA1 🔑 M311303	Administration and Coaches will monitor implementation through lesson plans and classroom...	Leftakis, Andrew	8/29/2016	Lesson plans and the iObservation feedback data.	5/31/2017 weekly
G2.B1.S1.A1 🔑 A305291	Teachers will be provided professional development and support in order to effectively implement...	Kendall, Danielle	8/22/2016	observation data and lesson planning	5/31/2017 daily
G2.B1.S1.A2 🔑 A305292	Instructional rounds will be utilized to model high yield strategies.	Frey, Margaret	8/22/2016	instructional rounds observation notes	5/31/2017 quarterly
G3.B1.S1.MA1 🔑 M311307	Leadership team will review and compare standards based assessments with lesson plans and daily...	Leftakis, Andrew	9/5/2016	Standards based assessment results, lesson plan, student tasks.	5/31/2017 every-3-weeks
G3.B1.S1.MA1 🔑 M311308	Administration and coaches will monitor implementation through alignment of focus calendar, lesson...	Leftakis, Andrew	9/5/2016	Focus calendar, lesson plans, standards based assessments and classroom observation.	5/31/2017 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1 A305294	Teachers will be provided professional development on effective enrichment/extension strategies for...	Frey, Margaret	8/22/2016	lesson plans and iObservation framework tool	5/31/2017 one-time
G4.B1.S1.MA1 M311312	Teachers will use various forms of formative assessments in order to monitor student progress...	Kendall, Danielle	8/22/2016	Formative assessments, data analysis by PLCs	5/31/2017 weekly
G4.B1.S1.MA1 M311313	Administrators will monitor for alignment between lesson plans and instructional delivery by...	Kendall, Danielle	8/22/2016	Lesson plans, and classroom observations using the iObservation feedback tool.	5/31/2017 weekly
G4.B1.S1.A1 A305296	Coaches will provide professional development on how to deconstruct the standards providing a more...	Kendall, Danielle	8/16/2016	Deconstructed standards and lesson plans.	5/31/2017 weekly
G5.B1.S1.MA1 M311318	Administration and guidance will monitor course requests, student achievement data, and parent...	Kendall, Danielle	8/22/2016	Master schedule, registration forms, test data, and course rosters	5/31/2017 weekly
G5.B1.S1.A1 A305298	Utilize parent involvement meetings to educate and demonstrate the importance of accelerated...	Kendall, Danielle	8/22/2016	Calendar items and agendas from meetings such as SAC, PTA, Open House, Multilingual Parent Leadership Council, orientation for incoming 6th grade parents	5/31/2017 quarterly
G5.B1.S1.A2 A305299	Guidance counselors will continuously review student achievement data to determine proper student...	Barnett, Lisa	8/22/2016	Class rosters, student achievement data	5/31/2017 weekly
G1.B1.S2.MA1 M311299	Leadership team will utilize data meetings with PLCs to disaggregate common formative assessment...	Kendall, Danielle	8/22/2016	PLC notes and data analysis forms	5/31/2017 monthly
G1.B1.S2.MA1 M311300	Administrators and PLC leaders will review teacher created formative assessments as well as...	Kendall, Danielle	8/22/2016	Teacher created formative assessments and student data.	5/31/2017 monthly
G1.B1.S2.A1 A305290	The leadership team will provide professional development on the creation and implementation of...	Kendall, Danielle	8/22/2016	Formative assessments, data stored in Performance Matters, data analysis sheets.	5/31/2017 monthly
G2.B1.S2.MA1 M311304	Leadership team will utilize data meetings with PLC to help teachers focus on areas of re-teach...	Kendall, Danielle	8/22/2016	PLC notes and data analysis forms	5/31/2017 monthly
G2.B1.S2.MA1 M311305	Administrators and PLC leaders will review teacher created formative assessments as well as...	Kendall, Danielle	8/22/2016	Teacher created formative assessments and student data.	5/31/2017 monthly
G2.B1.S2.A1 A305293	The leadership team will provide professional development on creation and implementation of...	Kendall, Danielle	8/22/2016	Formative assessments, data stored in Performance Matters, data analysis sheets.	5/31/2017 one-time
G3.B1.S2.MA1 M311309	Administrators and PLC leaders will review teacher created formative assessments as well as...	Kendall, Danielle	8/22/2016	Teacher created formative assessments and student data	5/31/2017 monthly
G3.B1.S2.MA1 M311310	Administrators and PLC leaders will review teacher created formative assessments as well as...	Kendall, Danielle	8/22/2016	Teacher created formative assessments and student data	5/31/2017 monthly
G3.B1.S2.A1 A305295	The leadership team will provide professional development on creation and implementation of...	Kendall, Danielle	8/22/2016	Formative assessments and data in Performance Matters.	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.MA1 M311314	Leadership team will utilize data meetings with PLCs to disaggregate common formative assessment...	Kendall, Danielle	8/22/2016	PLC notes and data analysis forms	5/31/2017 monthly
G4.B1.S2.MA1 M311315	Administrators and PLC leaders will review teacher created formative assessments as well as...	Kendall, Danielle	8/22/2016	Teacher created formative assessments and student data	5/31/2017 one-time
G4.B1.S2.A1 A305297	The leadership team will provide professional development on the creation and implementation of...	Kendall, Danielle	8/22/2016	formative assessments and data in Performance Matters	5/31/2017 monthly
G5.B1.S2.MA1 M311319	Administration will review class rolls and compare with student achievement data.	Kendall, Danielle	8/31/2016	class rolls, student schedules and student data	5/31/2017 weekly
G5.B1.S2.MA1 M311320	Administration, guidance, and teachers will monitor student achievement in class with attendance in...	Brown, AskiMelik	8/31/2016	student data, tutoring logs	5/31/2017 one-time
G5.B1.S2.A1 A305300	Create tutoring opportunities for students in accelerated classes.	Brown, AskiMelik	8/22/2016	tutoring log, student data	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. Increase ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance).

G1.B1 Teachers lack a full understanding of the standards nor do they plan using vertical alignment.

G1.B1.S1 Teachers will work within PLCs to deconstruct the standards and plan using the county MTPs.

PD Opportunity 1

Coaches will provide professional development on how to deconstruct the standards providing a more in-depth understanding of their complexity and how to integrate the standards into their daily lessons.

Facilitator

Meg Frey, Amy Orseno, and Diane Smith

Participants

Faculty

Schedule

Weekly, from 8/16/2016 to 5/31/2017

G1.B1.S2 Teachers will utilize formative assessments, both common and individualized, to inform and drive instruction.

PD Opportunity 1

The leadership team will provide professional development on the creation and implementation of formative assessments as well as data analysis to inform and drive instruction.

Facilitator

Amy Orseno, Diane Smith, Meg Frey

Participants

Classroom teachers

Schedule

Monthly, from 8/22/2016 to 5/31/2017

G2. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow achievement gaps).

G2.B1 Teachers do not have an effective system to teach, assess, reteach and extend student understanding of the standards.

G2.B1.S1 Teachers will utilize rotational model in order to differentiate instruction and help all students achieve mastery of the standards.

PD Opportunity 1

Teachers will be provided professional development and support in order to effectively implement the rotational model.

Facilitator

Diane Smith, Amy Orseno, Meg Frey

Participants

Classroom teachers

Schedule

Daily, from 8/22/2016 to 5/31/2017

PD Opportunity 2

Instructional rounds will be utilized to model high yield strategies.

Facilitator

Diane Smith, Amy Orseno, Meg Frey

Participants

Classroom teachers

Schedule

Quarterly, from 8/22/2016 to 5/31/2017

G2.B1.S2 Teachers will utilize formative assessments, both common and individualized, to inform and drive instruction.

PD Opportunity 1

The leadership team will provide professional development on creation and implementation of formative assessments as well as data analysis.

Facilitator

Amy Orseno, Diane Smith, Meg Frey

Participants

Classroom teachers

Schedule

On 5/31/2017

G3. Increase ELA and Mathematics learning gains in the top 25% (Division Priority: Accelerate student performance).

G3.B1 Students who demonstrate mastery of the standards, through task based evidence, are not being provided extension opportunities in order to deepen their understanding.

G3.B1.S1 Teachers will differentiate their instruction in order to meet the individualized needs of all learners.

PD Opportunity 1

Teachers will be provided professional development on effective enrichment/extension strategies for classroom implementation.

Facilitator

Meg Frey, Diane Smith and Amy Orseno

Participants

faculty

Schedule

On 5/31/2017

G3.B1.S2 Teachers will utilize formative assessments, both common and individualized, to inform and drive instruction.

PD Opportunity 1

The leadership team will provide professional development on creation and implementation of formative assessments as well as data analysis.

Facilitator

Amy Orseno, Diane Smith, Meg Frey

Participants

Classroom teachers

Schedule

Monthly, from 8/22/2016 to 5/31/2017

G4. Increase Civics Proficiency in all subgroups (Division Priority: Accelerate student performance).

G4.B1 Teachers lack a full understanding of the standards and how to effectively monitor for student mastery

G4.B1.S1 Teachers will work within PLCs to deconstruct the standards and plan using the county MTPs

PD Opportunity 1

Coaches will provide professional development on how to deconstruct the standards providing a more in-depth understanding of their complexity and how to integrate the standards into their daily lessons.

Facilitator

Meg Frey, Amy Orseno, and Diane Smith

Participants

Civics Teachers

Schedule

Weekly, from 8/16/2016 to 5/31/2017

G4.B1.S2 Teachers will utilize formative assessments, both common and individualized, to inform and drive instruction.

PD Opportunity 1

The leadership team will provide professional development on the creation and implementation of formative assessments as well as data analysis to inform and drive instruction.

Facilitator

Amy Orseno, Diane Smith, Meg Frey

Participants

Classroom teachers

Schedule

Monthly, from 8/22/2016 to 5/31/2017

		VII. Budget				
1	G1.B1.S1.A1	Coaches will provide professional development on how to deconstruct the standards providing a more in-depth understanding of their complexity and how to integrate the standards into their daily lessons.				$0.00
2	G1.B1.S2.A1	The leadership team will provide professional development on the creation and implementation of formative assessments as well as data analysis to inform and drive instruction.				$0.00
3	G2.B1.S1.A1	Teachers will be provided professional development and support in order to effectively implement the rotational model.				$0.00
4	G2.B1.S1.A2	Instructional rounds will be utilized to model high yield strategies.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0731 - Maitland Middle	School Improvement Funds		$2,000.00
			Notes: This money will be used for substitute teachers so current teachers can complete instructional rounds on campus and surrounding schools.			
5	G2.B1.S2.A1	The leadership team will provide professional development on creation and implementation of formative assessments as well as data analysis.				$0.00
6	G3.B1.S1.A1	Teachers will be provided professional development on effective enrichment/extension strategies for classroom implementation.				$0.00
7	G3.B1.S2.A1	The leadership team will provide professional development on creation and implementation of formative assessments as well as data analysis.				$0.00

8	G4.B1.S1.A1	Coaches will provide professional development on how to deconstruct the standards providing a more in-depth understanding of their complexity and how to integrate the standards into their daily lessons.				$0.00
9	G4.B1.S2.A1	The leadership team will provide professional development on the creation and implementation of formative assessments as well as data analysis to inform and drive instruction.				$0.00
10	G5.B1.S1.A1	Utilize parent involvement meetings to educate and demonstrate the importance of accelerated classes for students.				$0.00
11	G5.B1.S1.A2	Guidance counselors will continuously review student achievement data to determine proper student placement within accelerated courses.				$0.00
12	G5.B1.S2.A1	Create tutoring opportunities for students in accelerated classes.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	0731 - Maitland Middle	School Improvement Funds		$3,000.00
					Total:	**$5,000.00**