

# Maitland Middle



2014-15 School Improvement Plan

## Maitland Middle

1901 CHOCTAW TRL, Maitland, FL 32751

[ no web address on file ]

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

39%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

41%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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 with a grade of F within the prior two years. 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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

##### **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 during Hispanic Heritage Month and Black History Month. Students have opportunities to share their cultural experiences with their fellow peers. Teachers in the Language Arts and Social Studies departments will participate in a book study utilizing Alfred Tatum's, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*, designed to help teachers understand and build relationships with the Black male students who are in their classes.

##### **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 provided 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 possible 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.

**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 about how to deal with common disciplinary issues that may arise in the classroom environment. 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 safety 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. At the end of the school day, teachers enter the names of students who were tardy on the school SharePoint site, which is effective in the sense that it tracks student tardiness throughout the school day rather than just one class period. A discipline matrix has been established to address tardiness. The discipline matrix is as follows:

1st offense: verbal warning

2nd offense: verbal warning and parent contact

3rd offense: lunch detention and parent contact

4th offense: after school detention (one hour) and parent contact

5th offense: two days of after school detention (one hour each) and parent contact

6th offense: Wednesday school (two hour after school detention) and parent contact

7th offense: PASS and parent contact

8th offense: PASS and parent conference

**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 Middle 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.

### 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).

**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.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	9	23	17	49
One or more suspensions	20	33	27	80
Course failure in ELA or Math	13	6	1	20
Level 1 on statewide assessment	52	54	51	157

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	18	26	21	65

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

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.
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. Referral to MTSS process
  - f. 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.
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.

**Family and Community Involvement**

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).

**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).

**Will the school use its PIP to satisfy this question?**

No

***PIP Link***

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

***Description***

Maitland Middle School receives strong support from the PTA. Approximately 90% of our parents and staff are members of the PTA and in 2014-2015 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 offering opportunities for parents and members of our community to volunteer their services at the school to serve as mentors, tutors and assist in the classroom when needed.

**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 emails 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.

**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).

**School Leadership Team**

**Membership**

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

Name	Title
Shames, Stefanie	Principal
Leptz, Kamille	Assistant Principal
Sochocki, Eric	Assistant Principal
Frey, Margaret	Other
Bloom, David	Other
Barnett, Lisa	Guidance Counselor
Singer, Randon	Guidance Counselor
Smith, Diane	Instructional Coach
Nielson, Nancy	Instructional Media
Albright, Anne	Teacher, K-12
Morrison, Claude	Dean

### Duties

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

Principal - Dr. Stefanie C. Shames: Oversees all aspects of the school and communicates with all stakeholders to ensure shared decision-making.

Assistant Principal - Ms. Kamille Leptz: Oversees the language arts, social studies, and physical education departments, as well as course recovery. Identifies and monitors the Bottom 30% of students in Civics and monitors Discipline Data by subgroup and frequency.

Assistant Principal - Dr. Eric Sochocki: Oversees the math, science, ESE, technology and music departments. Works with the Staffing Specialist to oversee ESE student monitoring in Reading, Math, Writing, Science and Civics. Identifies and monitors the Bottom 30% of students in Math and works with the Staffing Specialist and Guidance Counselors to monitor MTSS Referrals and the Achievement Gap.

Curriculum Resource Teacher - Margaret Frey: Provides professional development and supports teachers and administrators in their Deliberate Practice. Serves as the school's testing coordinator. Responsible for ELL student monitoring.

Staffing Specialist - David Bloom: Oversees the ESE department, Support Facilitation model and Learning Strategies courses. Works with the Assistant Principal to monitor ESE students in Reading, Math, Writing, Science, Civics and Discipline Data. 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 Assistant Principal and Guidance Counselors to monitor MTSS Referrals and the Achievement Gap.

Guidance Counselor - Lisa Barnett: Provides counseling services and creates student schedules for students in Grade 6 and seventh graders with last names starting with letters A through L. Monitoring of attendance, grades and assessments of students who were previously retained. Coordinates with the Assistant Principal and Staffing Specialist to monitor MTSS Referrals and the Achievement Gap.

Guidance Counselor - Randon Singer: Provides counseling services and creates student schedules for students in seventh grade with last names starting with letters M through Z and students in Grade 8. Monitoring of attendance, grades and assessments of students who were previously retained. Coordinates with the Assistant Principal and Staffing Specialist to monitor MTSS Referrals and the Achievement Gap.

Instructional Coach/Reading Coach - Diane Smith: Monitors the identification of students in the Bottom 30% in Reading. Works with the Curriculum Resource 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 - Nancy Nielson: 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.

STEM Coordinator/Science Department Chair/Science Teacher - Dr. Anne Albright: Monitors the identification of students in the Bottom 30% 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.

Administrative Dean - Claude Morrison: 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. Coordinates the community-based mentoring program.

***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. Supplemental Academic Instruction (SAI) Funds have been allocated to fund .30 of a Reading Teacher position and .57 of a Reading Coach position and the remaining \$1,124. will be used to pay the salaries of teachers who tutor before school. 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 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.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Dr. Stefanie C. Shames	Principal
Floyd Ziegler	Teacher
Larry Baird	Parent
Julie Stankis	Parent
Tracey Dunbrack	Parent
Kim Medei	Parent
Amy Samelson	Parent
Ana Nazarian	Parent
Heidi Barry	Parent
Andrew Cunningham	Parent
Maite Clark	Parent
Gayle Anson	Parent
Cathy Chasser	Parent
Kristin Pilgrim	Parent
LaVerne Gadson-Floyd	Parent
Daneen Cross	Parent
Elio Sanchez	Parent
Diane Smith	Teacher
Janey Hughes	Education Support Employee
Cheryl D. Johnson	Business/Community

### Duties

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

*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 was reviewed with the SAC in the context of actual student performance data and the resultant Annual Measurable Objectives met.

*Development of this school improvement plan*

The SAC meets monthly to provide input into the development and implementation of the school improvement plan. Prior year data was identified, however this is a transition year to the new assessments. During the September 2014 meeting, sample questions from the Florida Standards Assessment were shared with the members of the SAC and PTA. This plan reflects the needs that were identified based upon the new assessments.

*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 and 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.

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

Funds allocated last year:

\$8,000 for reading, \$2,133 for Science, \$1,518 for STEM and \$8,000 for math

A total of \$189.84 was spent and the rest of the projects were paid for by school budget and PTA.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Smith, Diane	Instructional Coach
Frey, Margaret	Instructional Coach
Leptz, Kamille	Assistant Principal
Lovell, Lori	Teacher, K-12
Bloom, David	Teacher, ESE
Perreault, Jamie	Teacher, K-12
Albright, Anne	Teacher, K-12
Dickens, Debra	Teacher, K-12
Fuller, Laura	Teacher, K-12
Nielson, Nancy	Instructional Media
Shames, Stefanie	Principal
Sochocki, Eric	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

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.
2. Three 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.
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 meet in the media center to give students access to books and technology.

#### 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.

### 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).

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

Language Arts and Social Studies teachers have been paired together and teach the same students. They have a common planning time for lesson planning, data based discussions, and discussing best practices. Teachers in all subject areas meet with their respective PLCs at least once per week. During this time teachers plan collaboratively and discuss student data and best practices.

#### **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. Active recruitment is not necessary because teacher turnover has been minimal. Margaret Frey, Curriculum Resource Teacher, 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 and reviewing policies, procedures, technology, classroom management, curriculum and support services. Diane Smith, Reading Coach coordinates the new teacher induction program.

#### **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 three 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 will further assist teachers in the implementation of strategies to create a positive learning environment with high expectations for all students. Mrs. Smith will meet 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.  
Danielle Light (Math) - Mentee  
Jamie Perrault (Math)- Mentor  
Wendy Brennan (Reading) - Mentee  
Diane Smith (Reading) - Mentor

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

All instructional programs and materials at Maitland Middle School are aligned to Florida standards. Course codes are assigned and teachers work to instruct students to meet the rigorous standards set forth in each course. All materials that are purchased are research-based and aligned to Florida's standards. Through teacher observations, common unit planning, review of assessment data, meeting with PLC's, ongoing and frequent formative assessments, the use by the teachers of scope and sequence and MTP's provided by the district our school ensures its core instructional programs and materials are aligned to Florida's standards.

#### Instructional Strategies

***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***

We use data to provide additional help and differentiation in reading. Based on FCAT levels students are placed in classes. If a student scores a Level 1 or 2, they are placed in intensive reading classes. Students take the SRI (Scholastic Reading Inventory) to get a Lexile measure. If their score is lower than 600, further testing ensues with the SPI (Scholastic Phonics Inventory). Students are placed in the reading class that best fits students' needs: Achieve 3000, Read 180 or System 44. Reading students take other informal measures to ascertain their placement.

ELL students are identified and placed with ESOL endorsed teachers. ESE assistance is provided through both classroom teachers (using appropriate strategies for each student) as well as strategies classes as needed and determined by IEPs. Students' growth and needs are monitored through scheduled IEP meetings where their team of teachers provides input, evidence, and observational data that guide their plans. Students' individual plans and 504s are on our SharePoint for easy teacher access. In addition, our Staffing Specialist oversees and assists the ESE teachers and regular education classroom teachers as needed for students.

All students at Maitland Middle School take the SRI (Scholastic 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 range for their grade level. Teachers consider this data when planning their lessons. Students are cognizant of their Lexile levels and expected ranges (tracked on page 8 of their planners) which is useful when choosing independent reading books. Having students track and monitor their own growth is powerful as it helps them become more independent and active learners.

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. Translation assistance through both book-form dictionaries and digitally, offer ELL assistance. Additionally, the school works to acquire textbooks in the home language of students so parents can support their childrens' learning at home.

The school has an Advancement via Individual Determination (AVID) program and students enrolled in AVID have the opportunity to review content area work through tutorials and the WICOR method (Writing, Inquiry, Collaboration, Organization and Reading).

The after-school YMCA program provides homework help and tutoring in the areas of Reading and Math. Before school tutoring is also provided for mathematics, focusing on middle grades students who are having difficulty in Algebra so that students score in the proficient level on state assessments.

***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:** 1,080

We will conduct before and after school tutoring for our students in the core subject areas regardless of previous FCAT scores. Students may attend more than one day a week, depending on need.

#### ***Strategy Rationale***

The goal of this tutoring program is to assist our students to produce learning gains in every core subject area.

#### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

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

Leptz, Kamille, kamille.leptz@ocps.net

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

We will review Florida Standards Assessment and End of Course exam results and data and look at the number of students who increased a level, decreased a level, or maintained the same score.

## **Student Transition and Readiness**

### **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).

#### ***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 and local libraries. The principal is a member of a consortium of schools that all feed into Winter Park High School. The consortium meets monthly to discuss vertical planning, conduct classroom walkthroughs and enable teachers across levels to communicate, with an emphasis on mathematics for the 2014-2015 school year.

## College and Career Readiness

### ***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 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 Islands 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.

Maitland Middle has a "Dress for Success Day", in which students not only dress in casual professional or business attire, students learn about the interviewing process and participate in mock interviews.

Recently, Maitland Middle partnered with the Association to Preserve the Eatonville Community to host the ZORA! STEM Summer Camp. This camp was designed to give Maitland students, particularly those who live in the Eatonville community, to learn more about STEM, conducted experiments, visited a number of organizations to see how STEM works first-hand.

### ***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. Classes in Digital Media, Game Design, Computer Applications, 3D Animation and Television New Crew are offered in addition to courses in the fine arts. Students enrolled in AVID (Advancement Via Individual Determination) have the opportunity to hear from guest speakers and take tours of college campuses. 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 give students access to career interest inventories, career searches in Florida's 16 career clusters, and assistance with resumes and interviews.

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

In our AVID program, eighth grade students participate in the Readiness Step Exam that assesses math, reading, and writing skills. Visitations to college campuses are also provided through our AVID and fine arts programs. 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, Earth/Space science, and Spanish. 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. The principal is a member of a consortium of schools designed to ensure vertical articulation between feeder elementary, middle and high schools with the goal of all students graduating high school ready for College and Careers.

***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, Algebra 2 Honors, Earth Space Honors, Physical Science Honors, Introduction to Information Technology, 3D Animation and Spanish 1.

## 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.** By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in English Language Arts.
  
- G2.** By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in Mathematics.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in English Language Arts. **1a**

 G048524

### Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	79.0
AMO Reading - Asian	91.0
AMO Reading - African American	59.0
AMO Reading - ED	62.0
AMO Reading - ELL	59.0
AMO Reading - Hispanic	67.0
AMO Reading - SWD	57.0
AMO Reading - White	88.0
FSA - English Language Arts - Proficiency Rate	60.0
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	60.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	62.0

### Resources Available to Support the Goal **2**

- Experienced teachers with the knowledge and skills to access outside resources for assistance
- Availability of technology in lab settings throughout the school
- Reading Coach to monitor student benchmark data and provide professional development to support teachers in the implementation of reading strategies
- Tutoring for students
- Prior year test data to serve as a baseline
- SpringBoard workbooks and online resources available to students and teachers
- District-developed Literacy MTPs to aid teachers in the development of lessons with high effect strategies

### Targeted Barriers to Achieving the Goal **3**

- Teachers' unfamiliarity with the complexity of the Florida State Standards
- Teachers' unfamiliarity with infusing literacy strategies across the curriculum

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

Monitoring of the use of high-effect strategies

**Person Responsible**

Kamille Leptz

**Schedule**

Weekly, from 10/6/2014 to 6/30/2015

***Evidence of Completion***

Reports generated from iObservation using the Marzano Teacher Evaluation Framework

**G2.** By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in Mathematics. **1a**

G037398

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	80.0
AMO Math - Asian	97.0
AMO Math - African American	63.0
AMO Math - ED	62.0
AMO Math - ELL	59.0
AMO Math - Hispanic	64.0
AMO Math - SWD	60.0
AMO Math - White	89.0
FSA - Mathematics - Proficiency Rate	60.0
Algebra I EOC Pass Rate	93.0
Math Gains	60.0
Math Lowest 25% Gains	60.0

**Resources Available to Support the Goal** **2**

- Experienced teachers with the knowledge and skills to access outside resources for assistance
- Availability of technology in lab settings throughout the school
- Tutoring for students
- Online access to technology-based testing and progress monitoring
- Prior year test data to serve as a baseline
- Online resources available to students and teachers
- District-developed mathematics MTPs to aid teachers in the development of lessons with high effect strategies

**Targeted Barriers to Achieving the Goal** **3**

- Teachers' unfamiliarity with the complexity of the Florida State Standards
- Teachers need time and resources to develop and implement rotational models in their classrooms to differentiate instruction.

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

Monitoring of the use of high-effect strategies

**Person Responsible**

Eric Sochocki

**Schedule**

Weekly, from 10/6/2014 to 6/30/2015

**Evidence of Completion**

Reports generated from iObservation using the Marzano Teacher Evaluation Framework



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

Monitoring of the use of high-effect strategies

**Person Responsible**

Eric Sochocki

**Schedule**

Weekly, from 10/6/2014 to 6/30/2015

***Evidence of Completion***

Reports generated from iObservation using the Marzano Teacher Evaluation Framework

## 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.** By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in English Language Arts. **1**

 G048524

**G1.B1** Teachers' unfamiliarity with the complexity of the Florida State Standards **2**

 B125867

**G1.B1.S1** Train teachers in the complexity of the Florida State Standards in English Language Arts **4**

 S137773

#### Strategy Rationale

Teachers are not familiar with the new standards and the new assessment of them.

#### Action Step 1 **5**

Train teachers in the complexity of the Florida State Standards in English Language Arts.

#### Person Responsible

Margaret Frey

#### Schedule

Monthly, from 9/1/2014 to 6/30/2015

#### Evidence of Completion

Sign-in sheets from trainings

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

Teachers' participation in training in the complexity of the Florida State Standards in English Language Arts.

**Person Responsible**

Stefanie Shames

**Schedule**

Monthly, from 9/1/2014 to 6/30/2015

***Evidence of Completion***

Sign-in sheets and professional development points submitted for these activities

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

Classroom visits using the Marzano Framework

**Person Responsible**

Kamille Leptz

**Schedule**

Weekly, from 10/6/2014 to 6/30/2015


***Evidence of Completion***

Reports generated from iObservation using the Marzano Teacher Evaluation Framework

**G1.B2 Teachers' unfamiliarity with infusing literacy strategies across the curriculum** 2

 B125868

**G1.B2.S1 Implement Rainbow Highlighting and Cornell Notes strategies** 4

 S137821

**Strategy Rationale**

Help students synthesize and analyze written documents and develop evidence-based responses

**Action Step 1** 5

Train teachers in the use of the Rainbow Highlighting and Cornell Notes strategies.

**Person Responsible**

Diane Smith

**Schedule**

Semiannually, from 8/1/2014 to 6/30/2015

***Evidence of Completion***

Attendance of teachers during training

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

Teachers will attend training in the Rainbow Highlighting and Cornell Notes Strategies.

**Person Responsible**

Diane Smith

**Schedule**

Semiannually, from 8/1/2014 to 6/30/2015

***Evidence of Completion***

Teachers will attend training and professional development points will be awarded.

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

Classroom visits using the Marzano Framework

**Person Responsible**

Kamille Leptz


**Schedule**

Weekly, from 10/6/2014 to 6/30/2015


**Evidence of Completion**

Reports generated from iObservation using the Marzano Framework


**G2.** By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in Mathematics. 1

 G037398

**G2.B1** Teachers' unfamiliarity with the complexity of the Florida State Standards 2

 B089860

**G2.B1.S1** Train selected teachers in the complexity of the Florida Standards and the identification of rigorous, high quality student work. 4

 S100559

**Strategy Rationale**

Teachers are not familiar with the new standards and the new assessment of them.

**Action Step 1** 5

Train teachers in the complexity of the Florida State Standards in Mathematics.

**Person Responsible**

Margaret Frey

**Schedule**

Monthly, from 8/1/2014 to 6/30/2015

**Evidence of Completion**

Attendance at training and classroom observations conducted by coaches and data gathered using the Marzano Teacher Evaluation Framework

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

Teachers' participation in training in the complexity of the Florida State Standards in Mathematics.

**Person Responsible**

Stefanie Shames

**Schedule**

Monthly, from 8/1/2014 to 6/30/2015

***Evidence of Completion***

Sign-in sheets from trainings

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

Classroom visits using the Marzano Framework

**Person Responsible**

Eric Sochocki

**Schedule**

Weekly, from 8/1/2014 to 6/30/2015


***Evidence of Completion***

Reports generated from iObservation using the Marzano Teacher Evaluation Framework

**G2.B4** Teachers need time and resources to develop and implement rotational models in their classrooms to differentiate instruction. 2

 B089864

**G2.B4.S1** Provide resources and time to enable teachers to develop and implement the rotational model in math classrooms. 4

 S137898

### Strategy Rationale

Teachers need to learn how to differentiate teaching strategies according to students' needs.

### Action Step 1 5

Purchase computers to be used in math classrooms.

#### Person Responsible

Stefanie Shames

#### Schedule

On 6/30/2015

#### Evidence of Completion

Computers evident in classrooms

### Action Step 2 5

Train teachers to develop and implement the rotational model in their classrooms to differentiate instruction.

#### Person Responsible

Margaret Frey

#### Schedule

Monthly, from 8/1/2014 to 6/30/2015

#### Evidence of Completion

Sign-in sheets from training

**Plan to Monitor Fidelity of Implementation of G2.B4.S1 6**

Computers for student use will be located in every math classroom

**Person Responsible**

Stefanie Shames

**Schedule**

On 6/30/2015

***Evidence of Completion***

Students will use the computers in their math classrooms with fidelity,

**Plan to Monitor Fidelity of Implementation of G2.B4.S1 6**

Teachers will attend professional development to develop and implement the rotational model in their classrooms

**Person Responsible**

Margaret Frey

**Schedule**

Monthly, from 8/1/2014 to 6/30/2015

***Evidence of Completion***

Sign-in sheets from trainings

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

Computers will be in use during classroom visits

**Person Responsible**

Eric Sochocki

**Schedule**

Weekly, from 10/6/2014 to 6/30/2015

***Evidence of Completion***

Reports generated from iObservation using the Marzano Framework



**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

Classroom visits using the Marzano Framework

**Person Responsible**

Eric Sochocki

**Schedule**

Weekly, from 10/6/2014 to 6/30/2015

**Evidence of Completion**

Reports generated from iObservation using the Marzano Teacher Evaluation Framework

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Train teachers in the complexity of the Florida State Standards in Mathematics.	Frey, Margaret	8/1/2014	Attendance at training and classroom observations conducted by coaches and data gathered using the Marzano Teacher Evaluation Framework	6/30/2015 monthly
G1.B1.S1.A1	Train teachers in the complexity of the Florida State Standards in English Language Arts.	Frey, Margaret	9/1/2014	Sign-in sheets from trainings	6/30/2015 monthly
G1.B2.S1.A1	Train teachers in the use of the Rainbow Highlighting and Cornell Notes strategies.	Smith, Diane	8/1/2014	Attendance of teachers during training	6/30/2015 semiannually
G2.B4.S1.A1	Purchase computers to be used in math classrooms.	Shames, Stefanie	10/6/2014	Computers evident in classrooms	6/30/2015 one-time
G2.B4.S1.A2	Train teachers to develop and implement the rotational model in their classrooms to differentiate instruction.	Frey, Margaret	8/1/2014	Sign-in sheets from training	6/30/2015 monthly
G1.MA1	Monitoring of the use of high-effect strategies	Leptz, Kamille	10/6/2014	Reports generated from iObservation using the Marzano Teacher Evaluation Framework	6/30/2015 weekly
G1.B1.S1.MA1	Classroom visits using the Marzano Framework	Leptz, Kamille	10/6/2014	Reports generated from iObservation using the Marzano Teacher Evaluation Framework	6/30/2015 weekly
G1.B1.S1.MA1	Teachers' participation in training in the complexity of the Florida State Standards in English Language Arts.	Shames, Stefanie	9/1/2014	Sign-in sheets and professional development points submitted for these activities	6/30/2015 monthly
G1.B2.S1.MA1	Classroom visits using the Marzano Framework	Leptz, Kamille	10/6/2014	Reports generated from iObservation using the Marzano Framework	6/30/2015 weekly
G1.B2.S1.MA1	Teachers will attend training in the Rainbow Highlighting and Cornell Notes Strategies.	Smith, Diane	8/1/2014	Teachers will attend training and professional development points will be awarded.	6/30/2015 semiannually
G2.MA1	Monitoring of the use of high-effect strategies	Sochocki, Eric	10/6/2014	Reports generated from iObservation using the Marzano Teacher Evaluation Framework	6/30/2015 weekly
G2.MA2	Monitoring of the use of high-effect strategies	Sochocki, Eric	10/6/2014	Reports generated from iObservation using the Marzano Teacher Evaluation Framework	6/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Classroom visits using the Marzano Framework	Sochocki, Eric	8/1/2014	Reports generated from iObservation using the Marzano Teacher Evaluation Framework	6/30/2015 weekly
G2.B1.S1.MA1	Teachers' participation in training in the complexity of the Florida State Standards in Mathematics.	Shames, Stefanie	8/1/2014	Sign-in sheets from trainings	6/30/2015 monthly
G2.B4.S1.MA1	Computers will be in use during classroom visits	Sochocki, Eric	10/6/2014	Reports generated from iObservation using the Marzano Framework	6/30/2015 weekly
G2.B4.S1.MA4	Classroom visits using the Marzano Framework	Sochocki, Eric	10/6/2014	Reports generated from iObservation using the Marzano Teacher Evaluation Framework	6/30/2015 weekly
G2.B4.S1.MA1	Computers for student use will be located in every math classroom	Shames, Stefanie	10/6/2014	Students will use the computers in their math classrooms with fidelity,	6/30/2015 one-time
G2.B4.S1.MA3	Teachers will attend professional development to develop and implement the rotational model in their classrooms	Frey, Margaret	8/1/2014	Sign-in sheets from trainings	6/30/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in English Language Arts.

**G1.B1** Teachers' unfamiliarity with the complexity of the Florida State Standards

**G1.B1.S1** Train teachers in the complexity of the Florida State Standards in English Language Arts

### **PD Opportunity 1**

Train teachers in the complexity of the Florida State Standards in English Language Arts.

#### **Facilitator**

Margaret Frey

#### **Participants**

Instructional staff

#### **Schedule**

Monthly, from 9/1/2014 to 6/30/2015

**G1.B2** Teachers' unfamiliarity with infusing literacy strategies across the curriculum

**G1.B2.S1** Implement Rainbow Highlighting and Cornell Notes strategies

### **PD Opportunity 1**

Train teachers in the use of the Rainbow Highlighting and Cornell Notes strategies.

#### **Facilitator**

Diane Smith

#### **Participants**

Instructional staff

#### **Schedule**

Semiannually, from 8/1/2014 to 6/30/2015

**G2.** By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in Mathematics.

**G2.B1** Teachers' unfamiliarity with the complexity of the Florida State Standards

**G2.B1.S1** Train selected teachers in the complexity of the Florida Standards and the identification of rigorous, high quality student work.

**PD Opportunity 1**

Train teachers in the complexity of the Florida State Standards in Mathematics.

**Facilitator**

Margaret Frey

**Participants**

Math teachers

**Schedule**

Monthly, from 8/1/2014 to 6/30/2015

**G2.B4** Teachers need time and resources to develop and implement rotational models in their classrooms to differentiate instruction.

**G2.B4.S1** Provide resources and time to enable teachers to develop and implement the rotational model in math classrooms.

**PD Opportunity 1**

Train teachers to develop and implement the rotational model in their classrooms to differentiate instruction.

**Facilitator**

Margaret Frey and District Staff

**Participants**

Math Teachers

**Schedule**

Monthly, from 8/1/2014 to 6/30/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in English Language Arts.	5,240
<b>Goal 2:</b> By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in Mathematics.	11,000
<b>Grand Total</b>	<b>16,240</b>

### Goal 1: By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in English Language Arts.

Description	Source	Total
<b>B1.S1.A1</b> - Substitute costs for release times for teachers	General Fund	5,000
<b>B2.S1.A1</b> - PTA mini-grant has been submitted to fund this strategy. If not awarded, the school budget will provide for the materials needed.	Other	240
<b>Total Goal 1</b>		<b>5,240</b>

### Goal 2: By June of 2015, 70 percent of all students will score at the proficient level on the Florida Standards Assessment in Mathematics.

Description	Source	Total
<b>B1.S1.A1</b> - Substitute costs for release time for teachers	General Fund	5,000
<b>B4.S1.A1</b> - Computers for math classrooms to support the rotational model	School Improvement Funds	6,000
<b>Total Goal 2</b>		<b>11,000</b>