



2013-2014 SCHOOL IMPROVEMENT PLAN

Maitland Middle
1901 CHOCTAW TRL
Maitland, FL 32751
407-623-1462

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
45%

Alternative/ESE Center
No

Charter School
No

Minority Rate
44%

School Grades History

2012-13
A

2011-12
A

2010-11
A

2009-10
A

2008-09
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.flsiponline.com>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Maitland Middle

Principal

Dr. Stefanie C. Shames

School Advisory Council chair

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Paul Wilhite	Assistant Principal
Mrs. Tamara Baker-Drayton	Assistant Principal

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

01/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC position titles include the principal, co-chairs and a secretary. The membership includes an appropriately balanced number of teachers, education support employees and other business and community citizens who are representative of the ethnic, racial and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC meets monthly to provide input into the development and implementation of the school improvement plan.

Activities of the SAC for the upcoming school year

The SAC will meet monthly during the upcoming school year to review progress towards the expected improvements. The budget and professional development activities will also be reviewed.

Projected use of school improvement funds, including the amount allocated to each project

The school has a total of \$995.80 in School Improvement Funds. The only items in this plan that will be paid for with School Improvement money are materials to support Science instruction. We estimate the

cost of those materials to be \$2133.35. Therefore, since the School Improvement Funds will be depleted, the School Budget will be used to pay the difference.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Stefanie C. Shames

Principal

Years as Administrator: 15

Years at Current School: 0

Credentials

Degrees:
 Ed.D. Educational Leadership
 Ed.S. Educational Leadership
 M.Ed. Elementary Education
 B.A. Social Science
 A.S. Nursery Education
 Certifications:
 Elementary Education
 Early Childhood Education
 School Principal
 Years employed as an administrator: 14

Performance Record

Principal of Maitland Middle School
 Appointed July 2013
 Principal of South Creek Middle School
 2012-2013 Grade: C (540)
 Reading Proficiency - 53.2%
 Math Proficiency - 54.1%
 Reading Learning Gains - 59.1%
 Math Learning Gains - 53.9%
 Reading Lowest 25% - 60.6%
 Math Lowest 25% - 54.4%
 2011-2012 Grade: B
 Reading Proficiency - 52%
 Math Proficiency - 55.6%
 Reading Learning Gains - 60.1%
 Math Learning Gains - 61.7%
 Reading Lowest 25% - 59.9%
 Math Lowest 25% - 59.7%
 Principal of Memorial Middle School
 2007-2009
 Increased Total Points from 403-432
 Principal of Discovery Middle School
 2004-2007
 Increased Total Points from 440 to 622
 Recognized as one of the Top 75 middle schools in Florida

Dr. Paul Wilhite

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Degrees:
 Ed.D. Educational Leadership
 M.B.A. Management
 B.A. History
 Certifications:
 History 6-12
 Educational Leadership K-12
 Years Employed as an Administrator: 2

Performance Record

Assistant Principal at Maitland Middle School
 2012-2013 Grade: A (644)
 Reading Proficiency - 73%
 Math Proficiency - 71%
 Reading Learning Gains - 75%
 Math Learning Gains - 79%
 Reading Lowest 25% - 73%
 Math Lowest 25% - 65%
 2011-2012 Grade: A (643)
 Reading Proficiency - 71%
 Math Proficiency - 71%
 Reading Learning Gains - 65%
 Math Learning Gains - 71%
 Reading Lowest 25% - 58%
 Math Lowest 25% - 59%

Mrs. Tamara Baker-Drayton

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Degrees:
 M.S. Science Education
 B.S. Science
 Certifications:
 Biology 6-12
 Educational Leadership K-12
 Years Employed as an Administrator: 1

Performance Record

Assistant Principal at Maitland Middle School
 2012-2013 Grade: A (644)
 Reading Proficiency - 73%
 Math Proficiency - 71%
 Reading Learning Gains - 75%
 Math Learning Gains - 79%
 Reading Lowest 25% - 73%
 Math Lowest 25% - 65%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Margaret Frey

Full-time / School-based

Years as Coach: 15

Years at Current School: 11

Areas

Other

Credentials

Degrees:
 M.A. Science
 B.A. Elementary Education
 Certifications:
 English Grades 5-9
 Educational Leadership K-12

Performance Record

CRT at Maitland Middle School
 2012-2013 Grade: A (644)
 Reading Proficiency - 73%
 Math Proficiency - 71%
 Reading Learning Gains - 75%
 Math Learning Gains - 79%
 Reading Lowest 25% - 73%
 Math Lowest 25% - 65%
 2011-2012 Grade: A (643)
 Reading Proficiency - 71%
 Math Proficiency - 71%
 Reading Learning Gains - 65%
 Math Learning Gains - 71%
 Reading Lowest 25% - 58%
 Math Lowest 25% - 59%

Diane Smith		
Full-time / School-based	Years as Coach: 2	Years at Current School: 19
Areas	Reading/Literacy	
Credentials	Degrees: M.A. Reading Education B.A. English Language Arts Education Certifications: English 5-9 Reading Endorsed Nationally Board Certified	
Performance Record	Reading Coach at Maitland Middle School 2012-2013 Grade: A (644) Reading Proficiency - 73% Math Proficiency - 71% Reading Learning Gains - 75% Math Learning Gains - 79% Reading Lowest 25% - 73% Math Lowest 25% - 65% 2011-2012 Grade: A (643) Reading Proficiency - 71% Math Proficiency - 71% Reading Learning Gains - 65% Math Learning Gains - 71% Reading Lowest 25% - 58% Math Lowest 25% - 59%	

Classroom Teachers

# of classroom teachers	52
# receiving effective rating or higher	51, 98%
# Highly Qualified Teachers	100%
# certified in-field	52, 100%
# ESOL endorsed	9, 17%
# reading endorsed	8, 15%
# with advanced degrees	28, 54%

National Board Certified

7, 13%

first-year teachers

1, 2%

with 1-5 years of experience

11, 21%

with 6-14 years of experience

22, 42%

with 15 or more years of experience

18, 35%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 teachers 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. Mrs. Baker-Drayton, Assistant Principal, and Diane Smith, Reading Coach are responsible for the induction program.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mrs. Baker-Drayton, Assistant Principal, and Diane Smith, Reading Coach, have created a Teacher Mentoring Program at Maitland Middle School. The program includes four teachers, including Melissa Bolyard, Stephen Martino, Kimberly Goldsmith, and Sharee Thomas. The four teachers 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. Baker-Drayton and 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. Baker-Drayton and Mrs. Smith have also paired the teachers with a mentor teacher in the same subject area to assist in guiding, mentoring, and training the targeted teachers.

Mentee Teacher Mentor Teacher Subject

Melissa Boylard Darlene Brown Language Arts

Stephen Martino Linda Cage Literacy

Kimberly Goldsmith Jamie Perreault Math

Sharee Thomas Lainie Clowers Science

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal - Dr. Shames: Provides a common vision for the use of data-based decision making and communicates with parents regarding school-based MTSS/RtI plans and activities.

Assistant Principal - Dr. Wilhite: Ensures that the school based team is implementing MTSS/RtI and conducts assessment of RtI skills of school Staff.

Curriculum Resource Teacher - Margaret Frey: Provides professional development and technical support to teachers and staff regarding data management.

Staffing Specialist - Christine Wallace: Schedules meetings of the MTSS/RtI Team and keeps the documentation. Works closely with the school psychologist and school-based team to document interventions and monitor progress.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. This includes the school-based Guidance Counselors, Teachers, Speech Language Pathologist, School Psychologist, CHILL Counselor and School Social Worker.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The classroom teachers monitor classroom data on a regular basis as an individual and with their Professional Learning Community. When data shows negative or questionable growth for a student or a group of students, the problem solving approach is implemented (What is the problem? Why is it occurring? What are we going to do about it? Is it working?). If the problem cannot be solved by the

classroom teachers implementing interventions within the class (interventions show questionable or negative response), another tier of support is developed by the school based team (including but not limited to the original PLC, the guidance counselor, the MTSS/RtI coach and the parents). Data charts and conference notes are kept to record the minutes of the meetings and aid in the development of multiple tiers of support.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic: The first line of data is a student's classroom performance on assessments. Teachers use both formative and summative assessments in the classroom setting. On a regular basis, students are given assessments using the district's management system (Performance Matters for 2013-14). That data is also reviewed by the PLC of the content being assessed and by the leadership team. Level 1 non-fluent readers are scheduled into Intensive Reading classes and utilize Read 180, System 44 or Achieve 3000 and the data from these programs is monitored.

Behavioral: The first line of data is the student's classroom behavior. Tiers of interventions are in place for students whose behaviors do not support academic success. ProgressBook and Plasco systems are in place to monitor school based interventions for negative behavior. District-wide, data is compiled and analyzed through the Student Information System and Educational Data Warehouse about student referrals and disciplinary actions.

Attendance: The first line of data is the student's classroom attendance. Second period teachers have the responsibility to contact parents when students are absent for 3 days, record the conversation in ProgressBook and notify the Reading Coach. The Reading Coach will continue to monitor the attendance and will schedule Child Study Team meetings with the teachers, guidance counselor, parent, student and School Social Worker.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The first step in building capacity in the data-based problem solving process for staff and parents is to develop an understanding of what the school has in place that supports the MTSS. Professional development at the school level has been occurring over the past several years by discussing and developing the tiered levels of support to students. Teachers have been documenting supports and interventions in their lesson plans as well as documenting enrichment and activities for students who demonstrate proficiency in concepts. Continued and ongoing professional development is needed to support the hurdles to the process as well as to teach new staff and parents about the data-based problem solving process. As the leadership team monitors student data, recommendations of students who need a MTSS will be made so that the theory of MTSS and can develop into a fluid system of data monitoring and planning for addressing the individual needs of students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:**

We will conduct after school tutoring for our Level 1 and 2 students in math and reading. Tutoring will be conducted after school, every Wednesday from 3:15 – 4:15 p.m. The goal of the after-school tutoring program is to prepare our Level 1 and 2 students for the 2014 FCAT Exams.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

We will review FCAT results and data and look at the number of students who increased a level, decreased a level, or maintained the same score.

Who is responsible for monitoring implementation of this strategy?

Tamara Baker-Drayton - Assistant Principal
 Diane Smith - Reading Coach
 Margaret Frey - CRT
 Keith Williams - Dean

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Tamara Baker-Drayton	Assistant Principal
Diane Smith	Literacy Coach
Margaret Frey	LRS/Testing Coordinator
Christine Wallace	Staffing Specialist
Dr. Lori Lovell	Electives Department Chair
Jamie Perrault	Math Department Chair
Dr. Anne Albright	Science Department Chair
Debbie Dickens	Social Studies Department Chair
Laurie Fuller	Language Arts Department Chair
Nancy Nielson	Media Specialist

How the school-based LLT functions

The LLT meets monthly to address literacy concerns/development through collaboration and discussion.

Major initiatives of the LLT**LDC**

MMS is participating in the Literacy Design Collaborative [LDC]. The LDC offers a fresh approach to incorporating literacy into middle and high school content areas—leading strategies for achieving the Common Core State Standards. The LDC is designed to make literacy instruction the foundation of the

core subjects and allows teachers to build content on top of a coherent approach to literacy. This is drastically different than past, less structured notions of “adding” reading and writing when possible to the teaching of content.

FCRR Research

MMS is participating in the FCRR research this year.

The central goal of the project is to develop an innovative measure that connects reading comprehension and problem-solving skills in a way that increases students’ motivation, engagement, and interest.

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 summer reading. Summer reading requirement is 5 books at their level.
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. Books are highlighted and promoted on the school-wide daily news program
7. 6th graders participate in the Book-it! reading program.
8. Our Media Center is open from 9-6 daily.

Language Arts

Language Art classes require each student to read 20-30 minutes daily and keep a reading journal.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

In order to ensure reading skills and strategies are taught across the curriculum, Maitland Middle School is participating in the Literacy Design Collaborative [LDC] which offers a fresh approach to incorporating literacy into middle and high school content areas—leading strategies for achieving the Common Core State Standards. LDC is designed to make literacy instruction the foundation of the core subjects and allows teachers to build content on top of a coherent approach to literacy.

LDC Participants will:

1. Develop deeper understanding of the Common Core State Standards for literacy specific to English language arts, social studies, science, and electives/career and technical disciplines.
2. Explore writing template tools for argumentative, informational/explanatory, and narrative writing tasks.
3. Understand the difference between a reading and writing assignment that deepens students’ ability to read complex materials and to prepare written statements on those materials vs. a low level fact-based assignment.
4. Understand disciplinary reading and strategies for different types.
5. Prepare a two to four week reading and writing assignment aligned to standards specific to a discipline area.
6. Scaffold literacy skills to advance achievement in the discipline area.

In addition, coaches from the Southern Regional Education Board will work with our teachers and administrative team to spread these tools throughout our staff to support each teacher in teaching rigorous state standards.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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. 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

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 TIPs program. 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	73%	Yes	76%
American Indian				
Asian	89%	72%	No	90%
Black/African American	49%	41%	No	54%
Hispanic	58%	61%	Yes	63%
White	85%	88%	Yes	87%
English language learners	48%	29%	No	54%
Students with disabilities	46%	33%	No	51%
Economically disadvantaged	53%	52%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	243	27%	30%
Students scoring at or above Achievement Level 4	385	43%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	652	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	147	73%	76%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	62%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	478	53%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	429	47%	50%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	71%	No	78%
American Indian				
Asian	97%	77%	No	97%
Black/African American	53%	41%	No	58%
Hispanic	55%	47%	No	60%
White	87%	87%	Yes	88%
English language learners	48%	24%	No	54%
Students with disabilities	50%	37%	No	55%
Economically disadvantaged	53%	52%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	225	25%	28%
Students scoring at or above Achievement Level 4	365	40%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	663	79%	82%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	140	65%	68%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	626	64%	67%
Middle school performance on high school EOC and industry certifications	600	95%	98%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	92%	Yes	78%
American Indian				
Asian	97%	95%	No	97%
Black/African American	53%	70%	Yes	58%
Hispanic	55%	95%	Yes	60%
White	87%	96%	Yes	88%
English language learners	48%	100%	Yes	54%
Students with disabilities	50%	73%	Yes	55%
Economically disadvantaged	53%	83%	Yes	57%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	19%	22%
Students scoring at or above Achievement Level 4	193	73%	76%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	49	100%	0%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	27%	30%
Students scoring at or above Achievement Level 4	102	37%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	300	30%	80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	90	10%	15%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	60	6%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		95%	98%
Students taking CTE industry certification exams	30	3%	6%
Passing rate (%) for students who take CTE industry certification exams		2%	5%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	3%	6%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	42	4%	1%
Students who fail a mathematics course	90	9%	6%
Students who fail an English Language Arts course	50	5%	2%
Students who fail two or more courses in any subject	35	4%	1%
Students who receive two or more behavior referrals	187	20%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	75	8%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Maitland Middle School has been fortunate that we have strong participation in PTA. Approximately 90% of our parents and staff are members of the PTA and in 2013-2014 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. Lastly, parents act as mentors, tutors and assist in the classroom when needed.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PTA, SAC, Athletics, Performing Arts, Film Production, and Tutoring	873	90%	93%

Goals Summary

- G1.** By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in reading will increase by 3% (76%).
- G2.** By June of 2014, 30% of the 8th grade students will score at Level 3 on the FCAT Science assessment.
- G3.** By June 2014, the percentage of all 8th grade students scoring at Achievement Level 4 or higher in writing will increase by 3% (50%).
- G4.** By June 2014, 80% of Maitland Middle School students will participate in STEM activities.
- G5.** By July 2014, 11% of the Maitland Middle School student population will be enrolled in the AVID elective class.
- G6.** By June 2014, the Achievement Gap at Maitland Middle School will decrease by 5% (42%).
- G7.** By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in math will increase by 3% (78%).

Goals Detail

G1. By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in reading will increase by 3% (76%).

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS - Middle School

Resources Available to Support the Goal

- Experienced teachers with the knowledge and skills to access outside resources for assistance
- Availability of technology in lab settings throughout the school
- Reading Coach
- Tutoring available after school hours
- Online access to technology-based testing and progress monitoring

Targeted Barriers to Achieving the Goal

- Teachers' unfamiliarity with the complexity of the Common Core State Standards
- Teachers' unfamiliarity with infusing literacy strategies across the curriculum
- Time for training
- Release time, substitute costs, and time out of the classroom
- Unfamiliarity with the Performance Matters System
- Students may not have Internet access at home
- Variety of knowledge base on the use of differentiated instruction
- Length of time necessary to meet with all students individually

Plan to Monitor Progress Toward the Goal

Continuous monitoring of the use of high-effect strategies and Deliberate Practice

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher, Reading Coach

Target Dates or Schedule:

September to May

Evidence of Completion:

Marzano Teacher Evaluation Framework

G2. By June of 2014, 30% of the 8th grade students will score at Level 3 on the FCAT Science assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal

- Experienced teachers with the knowledge and skills to access outside resources for assistance
- Availability of technology in lab settings throughout the school
- Tutoring available after school hours
- Online access to technology-based testing and progress monitoring
- FCAT SCAT review

Targeted Barriers to Achieving the Goal

- Funds for replacement items
- Students do not remember content from previous years in order to perform on FCAT
- Students many not have Internet at home
- Lack of motivation

Plan to Monitor Progress Toward the Goal

Continuous monitoring of student progress towards the FCAT Science goal

Person or Persons Responsible

8th Grade Teachers and Administrative Team

Target Dates or Schedule:

September to May

Evidence of Completion:

District Assessments and Common Assessments

G3. By June 2014, the percentage of all 8th grade students scoring at Achievement Level 4 or higher in writing will increase by 3% (50%).

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Teachers' unfamiliarity with the writing component of student work to meet the complexity of Common Core State Standards

Plan to Monitor Progress Toward the Goal

Coaches from the Southern Regional Education Board will conduct classroom visits with the principal and assistant principal

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher, Reading Coach, and SREB Consultants

Target Dates or Schedule:

September to May

Evidence of Completion:

Coaching documentation

G4. By June 2014, 80% of Maitland Middle School students will participate in STEM activities.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Supplies needed for inquiry based instruction
- Availability of technology in lab settings throughout the school

Targeted Barriers to Achieving the Goal

- Teachers unfamiliar with STEM strategies and the use of NASA Resources
- Students many not have Internet at home
- The school lacks math and science coaches.

Plan to Monitor Progress Toward the Goal

Rosters of Attendance will be kept

Person or Persons Responsible

Assistant Principals, Leadership Team, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Rosters of Attendance will be monitored for progress toward the goal.

G5. By July 2014, 11% of the Maitland Middle School student population will be enrolled in the AVID elective class.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Experienced teachers with the knowledge and skills to access outside resources for assistance
- Availability of technology in lab settings throughout the school
- Online access to technology-based testing and progress monitoring
- Binders and resources for implementation of the AVID program

Targeted Barriers to Achieving the Goal

- Pervasive opinion that AVID is for low achieving students
- Teachers are members of a multitude of Professional Learning Communities and lack the time to be involved in the AVID Site Team.
- Class size requirements hinder the availability of teachers to be assigned to other than content-area classes

Plan to Monitor Progress Toward the Goal

Monitor the enrollment of students in the AVID elective class and make appropriate changes as necessary to ensure a minimum of 11% of the student population of Maitland Middle School is enrolled.

Person or Persons Responsible

Assistant Principals, Guidance Counselors and AVID Coordinator

Target Dates or Schedule:

September through May

Evidence of Completion:

Enrollment Reports

G6. By June 2014, the Achievement Gap at Maitland Middle School will decrease by 5% (42%).

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Science
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Homework help available through the After School YMCA program
- EKO provides mentoring and tutoring in minority neighborhoods served by Maitland Middle School.

Targeted Barriers to Achieving the Goal

- Teachers' knowledge base on the use of differentiated instruction to increase student engagement
- Lack of student motivation
- Monitoring progress of students that fall in the achievement gap as data changes
- Length of time necessary to meet with students individually
- Students may not have Internet at home

Plan to Monitor Progress Toward the Goal

Records from Lesson Study and Deliberate Practice PLCs and statistics derived from Marzano Teacher Evaluation Framework will be monitored

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher & Reading Coach

Target Dates or Schedule:

October to June

Evidence of Completion:

Records from Lesson Study and Deliberate Practice PLCs and statistics derived from Marzano Teacher Evaluation Framework

G7. By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in math will increase by 3% (78%).

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Experienced teachers with the knowledge and skills to access outside resources for assistance
- Availability of technology in lab settings throughout the school
- Tutoring available after school hours
- Online access to technology-based testing and progress monitoring

Targeted Barriers to Achieving the Goal

- Teachers' unfamiliarity with the complexity of the Common Core State Standards
- Time for training
- Substitute costs and time out of classrooms
- Length of time necessary to meet with all students individually
- Unfamiliarity with the Performance Matters System
- Students many not have Internet at home
- Variety of knowledge base on the use of differentiated instruction

Plan to Monitor Progress Toward the Goal

Continuous monitoring of use of high-effective strategies by teachers, in the classroom.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher, Reading Coach, and SREB Consultants

Target Dates or Schedule:

September to May

Evidence of Completion:

Marzano Teacher Evaluation Framework

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in reading will increase by 3% (76%).

G1.B1 Teachers' unfamiliarity with the complexity of the Common Core State Standards

G1.B1.S1 Train selected teachers in the complexity of Common Core State Standards and the identification of rigorous, high quality student work. Provide a coach and facilitate sharing during faculty, PLC and department meetings.

Action Step 1

Train two Language Arts teachers, one Literacy teacher, two Science teachers, two Social Studies teachers, one CTE teacher, and the Reading Coach in the Literacy Design Collaborative provided by the Southern Regional Education Board.

Person or Persons Responsible

The administrative team and coaches from the Southern Regional Education Board

Target Dates or Schedule

September 19 & 20, October 15, December 3, January 21, February 11, March 4, May 15, plus additional coaching days TBD

Evidence of Completion

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

Facilitator:

Southern Regional Education Board consultants

Participants:

Two Language Arts teachers, one Literacy teacher, two Science teachers, two Social Studies teachers, one CTE teacher, and the Reading Coach

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

Two Language Arts teachers, one Literacy teacher, two Science teachers, two Social Studies teachers, one CTE teacher, and the Reading Coach

Person or Persons Responsible

Consultants from the Southern Regional Education Board will observe and coach teachers as they design and implement modules within their classrooms.

Target Dates or Schedule

September to May

Evidence of Completion

Records from classroom coaching visits

Plan to Monitor Effectiveness of G1.B1.S1

Trained observers will monitor the implementation of Common Core State Standards in classrooms.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher, Reading Coach, SREB Consultants

Target Dates or Schedule

October to May

Evidence of Completion

Marzano Teacher Evaluation Framework

G1.B4 Release time, substitute costs, and time out of the classroom

G1.B4.S1 Implement System 44, Read 180: Next Generation, and Achieve 3000 as intensive programs for Intensive Reading Classes.

Action Step 1

Literacy teachers will integrate and implement System 44, Read 180: Next Generation, and Achieve 3000 into their lessons and use the intensive programs with fidelity.

Person or Persons Responsible

Reading Coach and Assistant Principal

Target Dates or Schedule

August to June

Evidence of Completion

System 44, Read 180: Next Generation, and Achieve 3000 Reports and Assessments

Facilitator:

District Leaders and Consultants

Participants:

Literacy Teachers and Reading Coach

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Literacy teachers will assess the intensive reading data reports to monitor student data and student activity.

Person or Persons Responsible

Literacy Teachers, Reading Coach, and Assistant Principal

Target Dates or Schedule

August to June

Evidence of Completion

System 44, Read 180: Next Generation, and Achieve 3000 Reports and Assessments

Plan to Monitor Effectiveness of G1.B4.S1

The Reading Coach and the Assistant Principal will monitor the implementation of the intensive reading programs by the Literacy teachers.

Person or Persons Responsible

Reading Coach and Assistant Principal

Target Dates or Schedule

August to June

Evidence of Completion

System 44, Read 180: Next Generation, and Achieve 3000 Reports, Assessments, and classroom observations.

G1.B5 Unfamiliarity with the Performance Matters System

G1.B5.S1 Train teachers in the use of the Performance Matters System

Action Step 1

Train all teachers on how to use the Performance Matters System

Person or Persons Responsible

Curriculum Resource Teacher and Reading Coach

Target Dates or Schedule

October

Evidence of Completion

Performance Matters Attendance Sign-In Sheet

Facilitator:

Curriculum Resource Teacher and Reading Coach

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Teachers are properly trained in the Performance Matters System and will use the skills learned to access and disaggregate data to drive instruction.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher, Reading Coach

Target Dates or Schedule

October to June

Evidence of Completion

Data Chats, Data Walls, and Teacher Feedback

Plan to Monitor Effectiveness of G1.B5.S1

Teachers will use the Performance Matters System to collect and gather data to discuss in PLC's and create effective and rigorous lessons.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

October-June

Evidence of Completion

Data Chats, Data Walls, Teacher Feedback and Reflections

G2. By June of 2014, 30% of the 8th grade students will score at Level 3 on the FCAT Science assessment.

G2.B2 Students do not remember content from previous years in order to perform on FCAT

G2.B2.S1 Students will participate in FCAT SCAT labs to review 6th, 7th, and 8th grade Science standards

Action Step 1

Train Science teachers in the used of the FCAT SCAT labs and how to create a process to implement FCAT SCATs in the classroom

Person or Persons Responsible

Science Department

Target Dates or Schedule

January

Evidence of Completion

FCAT SCAT training attendance sheet

Facilitator:

Science Teacher Cynthia R. Mederos

Participants:

Science Teachers

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

Science teachers will conduct a two week FCAT SCAT session with all 8th grade students to prepare them for the FCAT Science Exam

Person or Persons Responsible

8th Grade Science Teachers

Target Dates or Schedule

January

Evidence of Completion

FCAT SCAT answer booklets and classroom observations

Plan to Monitor Effectiveness of G2.B2.S1

Students will complete the FCAT SCAT booklets provided by the school and the teachers will review and monitor student progress

Person or Persons Responsible

8th Grade Teachers and Administrative Team

Target Dates or Schedule

January

Evidence of Completion

FCAT SCAT booklets, district assessments, and common assessments

G3. By June 2014, the percentage of all 8th grade students scoring at Achievement Level 4 or higher in writing will increase by 3% (50%).

G3.B3 Teachers' unfamiliarity with the writing component of student work to meet the complexity of Common Core State Standards

G3.B3.S1 Train selected teachers in the complexity of Common Core State Standards and the identification of rigorous, high quality student work. Provide a coach and facilitate sharing during PLC, faculty and department meetings.

Action Step 1

Train two Language Arts teachers, one Literacy teacher, two Science teachers, two Social Studies teachers, one CTE teacher, and the Reading Coach in the Literacy Design Collaborative provided by the Southern Regional Education Board.

Person or Persons Responsible

The administrative team and coaches from the Southern Regional Education Board

Target Dates or Schedule

September 19 & 20, October 15, December 3, January 21, March 4, May 15, plus additional coaching days TBD

Evidence of Completion

Sign-in sheets from training. The budget and professional development are reflected in the Reading goal of this School Improvement Plan.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Two Language Arts teachers, one Literacy teacher, two Science teachers, two Social Studies teachers, one CTE teacher, and the Reading Coach

Person or Persons Responsible

Consultants from the Southern Regional Education Board will observe and coach teachers as they implement Literacy modules within their classrooms.

Target Dates or Schedule

September to May

Evidence of Completion

Records from classroom coaching visits

Plan to Monitor Effectiveness of G3.B3.S1

Trained observers will monitor the implementation of Common Core State Standards in classrooms.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher, SREB Consultants

Target Dates or Schedule

October to May

Evidence of Completion

Marzano Teacher Evaluation Framework

G4. By June 2014, 80% of Maitland Middle School students will participate in STEM activities.

G4.B3 The school lacks math and science coaches.

G4.B3.S1 Select a teacher to serve as a STEM Coordinator, whose goal is to collaborate with other teachers, the community and local universities to bring STEM activities to the students of Maitland Middle School.

Action Step 1

Select a teacher to serve as a STEM Coordinator.

Person or Persons Responsible

Principal, Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Selected teacher will receive a supplement from the school budget.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

STEM activities will be scheduled throughout the school year.

Person or Persons Responsible

STEM Coordinator, Principal, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Photographs and agendas from events

Plan to Monitor Effectiveness of G4.B3.S1

Students participate in pre and post writing assignments during Science classes to determine their familiarity with STEM and its relationship to career pathways.

Person or Persons Responsible

Principal, Assistant Principal, Leadership Team, Students

Target Dates or Schedule

October 2013 & May 2014

Evidence of Completion

Student work samples

G5. By July 2014, 11% of the Maitland Middle School student population will be enrolled in the AVID elective class.

G5.B3 Class size requirements hinder the availability of teachers to be assigned to other than content-area classes

G5.B3.S1 Create additional sections of the AVID Elective Class by restructuring teaching assignments.

Action Step 1

Restructure teaching assignments to create additional sections of the AVID Elective class.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

August to September

Evidence of Completion

Master Schedule

Facilitator:

AVID Center

Participants:

New AVID Elective Teacher will attend training offered by AVID Center

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Monitor student schedules

Person or Persons Responsible

Assistant Principal & AVID Coordinator

Target Dates or Schedule

September through May

Evidence of Completion

Determine the percent of the student population enrolled in the AVID elective class.

Plan to Monitor Effectiveness of G5.B3.S1

11% of the Maitland Middle School student population will be enrolled in the AVID elective class.

Person or Persons Responsible

Assistant Principals, Guidance Counselors & AVID Coordinator

Target Dates or Schedule

September through May

Evidence of Completion

Student schedules

G6. By June 2014, the Achievement Gap at Maitland Middle School will decrease by 5% (42%).

G6.B1 Teachers' knowledge base on the use of differentiated instruction to increase student engagement

G6.B1.S1 Teachers will collaborate in their Professional Learning Communities, their Deliberate Practice PLCs and during Lesson Study to develop and implement learning experiences that provide instruction with a focus on student engagement.

Action Step 1

Schedule professional development focused on Deliberate Practice and Design Questions 3, 4 and 9 to increase the likelihood teachers will use high effect strategies in their classrooms.

Person or Persons Responsible

Curriculum Resource Teacher and Reading Coach

Target Dates or Schedule

September to May

Evidence of Completion

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

Facilitator:

Curriculum Resource Teacher and Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Attendance at training, classroom observations, Deliberate Practice and Lesson Study

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher & Reading Coach

Target Dates or Schedule

September through May

Evidence of Completion

Sign-in sheets from training, Deliberate Practice PLCs, classroom observations using the Marzano Teacher Evaluation Framework & records of Lesson Study planning and implementation

Plan to Monitor Effectiveness of G6.B1.S1

Classroom observations using the Marzano Teacher Evaluation Framework

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher and Reading Coach

Target Dates or Schedule

September through May

Evidence of Completion

Records from the Marzano Teacher Evaluation Framework

G6.B2 Lack of student motivation

G6.B2.S1 Identify students who fall in the lowest 25% with a teacher to meet regularly to develop a positive relationship while monitoring grades and assignments.

Action Step 1

Teachers are paired with a student in the lowest 25% to develop a positive relationship while monitoring grades and assessments.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

October to June

Evidence of Completion

Teachers will submit weekly logs

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Teachers will meet weekly with their assigned student to develop a positive relationship while monitoring grades and assessments.

Person or Persons Responsible

Assistant Principal and Teachers

Target Dates or Schedule

October to June

Evidence of Completion

Weekly logs, teacher survey, and student survey results

Plan to Monitor Effectiveness of G6.B2.S1

Teachers will meet weekly with their assigned students to develop a positive relationship while monitoring grades and assessments.

Person or Persons Responsible

Assistant Principal and Teachers

Target Dates or Schedule

October to May

Evidence of Completion

Teacher survey and student survey

G6.B5 Length of time necessary to meet with students individually

G6.B5.S1 Conduct data chats with students to review teacher assessments and benchmark data to develop plans for assistance.

Action Step 1

During each grading period, a time will be designated for teachers and students to review progress on teacher and district assessments and update student Progress Monitoring Plans

Person or Persons Responsible

All teachers

Target Dates or Schedule

September to June

Evidence of Completion

Department SMART Goals, Data Walls, and student planners

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Teachers will conduct classroom and individual meetings with students to review progress on assessments and individual goals.

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

September to June

Evidence of Completion

Data Walls, student planners, SMART Goals, and classroom observations.

Plan to Monitor Effectiveness of G6.B5.S1

Student progress and attainment of individual goals

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

September to June

Evidence of Completion

District assessments and common assessments

G7. By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in math will increase by 3% (78%).

G7.B2 Teachers' unfamiliarity with the complexity of the Common Core State Standards

G7.B2.S1 Train selected teachers in the complexity of Common Core State Standards and the identification of rigorous, high quality student work. Provide a coach and facilitate sharing during faculty and department meetings.

Action Step 1

Train one math teacher per grade level, with one teaching algebra, and the Curriculum Resource Teacher, in the Mathematics Design Collaborative provided by the Southern Regional Education Board.

Person or Persons Responsible

The administrative team and coaches from the Southern Regional Education Board

Target Dates or Schedule

September 17 & 18, October 9 & 17, November 21, January 16, February 11, May 9, plus additional coaching days TBD

Evidence of Completion

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

Facilitator:

Southern Regional Education Board consultants

Participants:

One math teacher per grade level, with one teaching algebra, the Curriculum Resource Teacher and an administrator

Plan to Monitor Fidelity of Implementation of G7.B2.S1

One math teacher per grade level, with one teaching algebra

Person or Persons Responsible

Consultants from the Southern Regional Education Board will observe and coach teachers as they implement Formative Assessment Lessons/Tasks within their classrooms.

Target Dates or Schedule

September to May

Evidence of Completion

Records from classroom coaching visits

Plan to Monitor Effectiveness of G7.B2.S1

Trained observers will monitor the implementation of Common Core State Standards in classrooms.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher, SREB Consultants

Target Dates or Schedule

October to May

Evidence of Completion

Marzano Teacher Evaluation Framework

G7.B5 Length of time necessary to meet with all students individually

G7.B5.S1 Conduct data chats with students to review teacher assessments and benchmark data to develop plans for assistance.

Action Step 1

During each grading period, a time will be designated for teachers and students to review progress on teacher and district assessments and update student Progress Monitoring Plans

Person or Persons Responsible

All teachers

Target Dates or Schedule

September to June

Evidence of Completion

Department SMART Goals, Data Walls, and student planners

Plan to Monitor Fidelity of Implementation of G7.B5.S1

Teachers will conduct classroom and individual meetings with students to review progress on assessments and individual goals.

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

September to June

Evidence of Completion

Data Walls, student planners, SMART Goals, and classroom observations.

Plan to Monitor Effectiveness of G7.B5.S1

Student progress and attainment of individual goals

Person or Persons Responsible

Administrative Team and Teachers

Target Dates or Schedule

September to June

Evidence of Completion

District assessments and common assessments

G7.B6 Unfamiliarity with the Performance Matters System

G7.B6.S1 Train teachers in the use of the Performance Matters System

Action Step 1

Train all teachers on how to use the Performance Matters System

Person or Persons Responsible

Curriculum Resource Teacher and Reading Coach

Target Dates or Schedule

October

Evidence of Completion

Performance Matters Attendance Sign-In Sheet

Facilitator:

Curriculum Resource Teacher and Reading Coach

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G7.B6.S1

Teachers are properly trained in the Performance Matters System and will use the skills learned to pull and disaggregate data to drive instruction.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Resource Teacher, Reading Coach

Target Dates or Schedule

October to June

Evidence of Completion

Data Chats, Data Walls, and Teacher Feedback

Plan to Monitor Effectiveness of G7.B6.S1

Teachers will use the Performance Matters System to collect and gather data to discuss in PLC's and create effective and rigorous lessons.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

October-June

Evidence of Completion

Data Chats, Data Walls, Teacher Feedback and Reflections

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Federal, state, and local funds are coordinated at Maitland Middle School. We do not receive Title 1 Funds. Our Title 2 Funds have been designated to fund the substitute teachers required so that teachers can attend professional development tied to the Reading, Writing and Math goals in this School Improvement Plan. Supplemental Academic Instruction (SAI) Funds have been allocated to fund .63 of a Reading Teacher position, .53 of a Reading Coach position and the remainder 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in reading will increase by 3% (76%).

G1.B1 Teachers' unfamiliarity with the complexity of the Common Core State Standards

G1.B1.S1 Train selected teachers in the complexity of Common Core State Standards and the identification of rigorous, high quality student work. Provide a coach and facilitate sharing during faculty, PLC and department meetings.

PD Opportunity 1

Train two Language Arts teachers, one Literacy teacher, two Science teachers, two Social Studies teachers, one CTE teacher, and the Reading Coach in the Literacy Design Collaborative provided by the Southern Regional Education Board.

Facilitator

Southern Regional Education Board consultants

Participants

Two Language Arts teachers, one Literacy teacher, two Science teachers, two Social Studies teachers, one CTE teacher, and the Reading Coach

Target Dates or Schedule

September 19 & 20, October 15, December 3, January 21, February 11, March 4, May 15, plus additional coaching days TBD

Evidence of Completion

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

G1.B4 Release time, substitute costs, and time out of the classroom

G1.B4.S1 Implement System 44, Read 180: Next Generation, and Achieve 3000 as intensive programs for Intensive Reading Classes.

PD Opportunity 1

Literacy teachers will integrate and implement System 44, Read 180: Next Generation, and Achieve 3000 into their lessons and use the intensive programs with fidelity.

Facilitator

District Leaders and Consultants

Participants

Literacy Teachers and Reading Coach

Target Dates or Schedule

August to June

Evidence of Completion

System 44, Read 180: Next Generation, and Achieve 3000 Reports and Assessments

G1.B5 Unfamiliarity with the Performance Matters System

G1.B5.S1 Train teachers in the use of the Performance Matters System

PD Opportunity 1

Train all teachers on how to use the Performance Matters System

Facilitator

Curriculum Resource Teacher and Reading Coach

Participants

All Teachers

Target Dates or Schedule

October

Evidence of Completion

Performance Matters Attendance Sign-In Sheet

G2. By June of 2014, 30% of the 8th grade students will score at Level 3 on the FCAT Science assessment.

G2.B2 Students do not remember content from previous years in order to perform on FCAT

G2.B2.S1 Students will participate in FCAT SCAT labs to review 6th, 7th, and 8th grade Science standards

PD Opportunity 1

Train Science teachers in the used of the FCAT SCAT labs and how to create a process to implement FCAT SCATs in the classroom

Facilitator

Science Teacher Cynthia R. Mederos

Participants

Science Teachers

Target Dates or Schedule

January

Evidence of Completion

FCAT SCAT training attendance sheet

G5. By July 2014, 11% of the Maitland Middle School student population will be enrolled in the AVID elective class.

G5.B3 Class size requirements hinder the availability of teachers to be assigned to other than content-area classes

G5.B3.S1 Create additional sections of the AVID Elective Class by restructuring teaching assignments.

PD Opportunity 1

Restructure teaching assignments to create additional sections of the AVID Elective class.

Facilitator

AVID Center

Participants

New AVID Elective Teacher will attend training offered by AVID Center

Target Dates or Schedule

August to September

Evidence of Completion

Master Schedule

G6. By June 2014, the Achievement Gap at Maitland Middle School will decrease by 5% (42%).

G6.B1 Teachers' knowledge base on the use of differentiated instruction to increase student engagement

G6.B1.S1 Teachers will collaborate in their Professional Learning Communities, their Deliberate Practice PLCs and during Lesson Study to develop and implement learning experiences that provide instruction with a focus on student engagement.

PD Opportunity 1

Schedule professional development focused on Deliberate Practice and Design Questions 3, 4 and 9 to increase the likelihood teachers will use high effect strategies in their classrooms.

Facilitator

Curriculum Resource Teacher and Reading Coach

Participants

Teachers

Target Dates or Schedule

September to May

Evidence of Completion

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

G7. By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in math will increase by 3% (78%).

G7.B2 Teachers' unfamiliarity with the complexity of the Common Core State Standards

G7.B2.S1 Train selected teachers in the complexity of Common Core State Standards and the identification of rigorous, high quality student work. Provide a coach and facilitate sharing during faculty and department meetings.

PD Opportunity 1

Train one math teacher per grade level, with one teaching algebra, and the Curriculum Resource Teacher, in the Mathematics Design Collaborative provided by the Southern Regional Education Board.

Facilitator

Southern Regional Education Board consultants

Participants

One math teacher per grade level, with one teaching algebra, the Curriculum Resource Teacher and an administrator

Target Dates or Schedule

September 17 & 18, October 9 & 17, November 21, January 16, February 11, May 9, plus additional coaching days TBD

Evidence of Completion

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

G7.B6 Unfamiliarity with the Performance Matters System

G7.B6.S1 Train teachers in the use of the Performance Matters System

PD Opportunity 1

Train all teachers on how to use the Performance Matters System

Facilitator

Curriculum Resource Teacher and Reading Coach

Participants

All Teachers

Target Dates or Schedule

October

Evidence of Completion

Performance Matters Attendance Sign-In Sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in reading will increase by 3% (76%).	\$8,000
G2.	By June of 2014, 30% of the 8th grade students will score at Level 3 on the FCAT Science assessment.	\$2,133
G4.	By June 2014, 80% of Maitland Middle School students will participate in STEM activities.	\$1,518
G7.	By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in math will increase by 3% (78%).	\$8,000
Total		\$19,651

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Personnel	Total
Title 2, Grant Funds & School Budget	\$16,000	\$0	\$0	\$16,000
School Improvement & School Budget	\$0	\$2,133	\$0	\$2,133
School Budget	\$0	\$0	\$1,518	\$1,518
Total	\$16,000	\$2,133	\$1,518	\$19,651

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in reading will increase by 3% (76%).

G1.B1 Teachers' unfamiliarity with the complexity of the Common Core State Standards

G1.B1.S1 Train selected teachers in the complexity of Common Core State Standards and the identification of rigorous, high quality student work. Provide a coach and facilitate sharing during faculty, PLC and department meetings.

Action Step 1

Train two Language Arts teachers, one Literacy teacher, two Science teachers, two Social Studies teachers, one CTE teacher, and the Reading Coach in the Literacy Design Collaborative provided by the Southern Regional Education Board.

Resource Type

Evidence-Based Program

Resource

Southern Regional Education Board Mathematics Design Collaborative Consultants and Coaches

Funding Source

Title 2, Grant Funds & School Budget

Amount Needed

\$8,000

G2. By June of 2014, 30% of the 8th grade students will score at Level 3 on the FCAT Science assessment.

G2.B2 Students do not remember content from previous years in order to perform on FCAT

G2.B2.S1 Students will participate in FCAT SCAT labs to review 6th, 7th, and 8th grade Science standards

Action Step 1

Train Science teachers in the used of the FCAT SCAT labs and how to create a process to implement FCAT SCATs in the classroom

Resource Type

Evidence-Based Materials

Resource

FCAT SCAT Materials

Funding Source

School Improvement & School Budget

Amount Needed

\$2,133

G4. By June 2014, 80% of Maitland Middle School students will participate in STEM activities.

G4.B3 The school lacks math and science coaches.

G4.B3.S1 Select a teacher to serve as a STEM Coordinator, whose goal is to collaborate with other teachers, the community and local universities to bring STEM activities to the students of Maitland Middle School.

Action Step 1

Select a teacher to serve as a STEM Coordinator.

Resource Type

Personnel

Resource

Southern Regional Education Board Mathematics Design Collaborative Consultants and Coaches

Funding Source

School Budget

Amount Needed

\$1,518

G7. By June of 2014, the percentage of all students scoring at Achievement Level 3 or higher in math will increase by 3% (78%).

G7.B2 Teachers' unfamiliarity with the complexity of the Common Core State Standards

G7.B2.S1 Train selected teachers in the complexity of Common Core State Standards and the identification of rigorous, high quality student work. Provide a coach and facilitate sharing during faculty and department meetings.

Action Step 1

Train one math teacher per grade level, with one teaching algebra, and the Curriculum Resource Teacher, in the Mathematics Design Collaborative provided by the Southern Regional Education Board.

Resource Type

Evidence-Based Program

Resource

Southern Regional Education Board Mathematics Design Collaborative Consultants and Coaches

Funding Source

Title 2, Grant Funds & School Budget

Amount Needed

\$8,000