

Orange County Public Schools

Maitland Middle



2015-16 School Improvement Plan

Maitland Middle

701 N THISTLE LN, Maitland, FL 32751

www.ocps.net/lc/east/mmi

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	42%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
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. Students have opportunities to share their cultural experiences with their fellow peers. The morning news is used as a vehicle to spotlight diverse cultures in current events and during times of national recognition, such as Hispanic Heritage Month and Black History Month.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Maitland Middle consistently strives to create and maintain an environment where students feel safe and respected before, during and after school by ensuring that the administrative team, resource personnel, and teachers are in the hallways or in their assigned duty areas during these times. Each person strives to get to know students on an individual basis by developing a rapport with them prior to any crisis. The School Resource Officer is also available to assist students as needed. The administrative team, resource personnel, teachers and clerks are always available to discuss any concerns a student may have. Students are afforded every opportunity to express anything that affects their safety and well-being and appropriate measures are immediately taken. In the mornings, 6th grade students are sent to the cafeteria, while 7th and 8th grade students are sent to the gymnasium to ensure that grade levels are separated as much as possible. While in the 100 building, which is the only two story building on campus, each grade level has a separate entryway and exit, to ensure student safety while traveling to and from classes. Lunches are separated according to grade level. Maitland Middle School has adopted the "give me five" countdown system to get students' attention during classes, assemblies and lunches with the goal of making sure students are paying attention to information being disseminated during these times. The faculty, staff and administrative team are committed to eliminating acts of bullying, harassment and violence. Once there is a report of bullying, the administrative team immediately conducts an investigation, contacts parents of all students involved, makes a determination and choose courses of action, including but not limited to: no contact contracts, administrative detention, Positive Alternative to School Suspension (PASS), out of school suspension, counseling services provided by guidance and/or the CHILL counselor (a mental health counselor, funded in part by the Winter Park Health Foundation), a safety plan, alternate transition times, change of the aggressor's class schedule, etc., Maitland Middle strives to ensure a safe atmosphere by working with students to resolve conflicts before they result in incidents of bullying, harassment, or physical altercation. Once a member of the faculty, staff, or administration receives word of a potential conflict, students are spoken to and the concerns are communicated to parents. If the students and parents agree to mediation, the school will provide this service. If not, the school will provide no contact contracts to all parties involved.

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. Beginning with the 2015-16 school year, Maitland Middle School will work with Compact, an organization that provides mentors for students. Hawk Haven was also established which is a time devoted to social-emotional needs of all students. Students are assigned to a Hawk Haven teacher for a 50 minute time frame ranging from bi-weekly to monthly. "It Starts Day One" activities are used to address bullying and "Learning for Life" lessons are used to address the social-emotional needs of students. Hawk Haven teachers will also work to help students develop Personalized Plans.

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	18	26	43	87
One or more suspensions	35	31	33	99
Course failure in ELA or Math	2	1	11	14
Level 1 on statewide assessment	0	0	0	

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	7	7	24	38

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. Use of Restorative Justice
 - f. Referral to MTSS process
 - g. Guidance and/or CHILL referral
3. Course failure in English Language Arts or mathematics
 - a. An online course recovery system, Edgenuity, will be offered to students to recover grades.
 - b. Tutoring in ELA and math takes place during the after-school YMCA program.
 - c. Peer Counseling classes offer time for students to work on Edgenuity during the school day for recovery.
 - d. Referral to MTSS process
4. A level 1 score on the statewide, standardized assessments in English Language Arts or

Mathematics.

- a. Students are placed into ELA and Math classes based upon previous scores.
- b. Intensive remedial courses are offered.
- c. Referral to MTSS process

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 2015-2016 we expect no less than 92% of parents and staff to participate. We have a strong and vibrant School Advisory Council and that will continue into this school year. Parents are also involved in our athletic programs, our performing arts programs and in our television production programs. Maitland Middle communicates with the community via email, newsletters, Connect Orange, our school marquee, and offers opportunities for parents and members of our community to volunteer their services at the school to serve as mentors, tutors, field trip chaperones and assist in the classroom when needed.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Maitland Middle School builds and sustains partnerships with the local community by the continuous involvement of the PTA and SAC. The PTA, in coordination with the school, sends weekly electronic newsletters to inform the community of upcoming events and news of interest. Maitland Middle School has two Partners in Education coordinators who build relationships with stakeholders in the community for the purpose of securing resources to support students. Also, the ADDitions program has been an invaluable resource in attracting volunteers. Partnerships with the PTA, Winter Park Health Foundation, EKO, Rotary, Love Pantry and Maitland Mens' Club are well established and school personnel work to sustain these partnerships that provide support to our students. Teach In is held in November and community members are invited to share their expertise with students. During National Engineering Week in February, Maitland Middle will host its 3rd annual STEM Career Awareness Day. Community members who work in diverse jobs in STEM will share their expertise with students.

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:

Name	Title
Shames, Stefanie	Principal
Leptz, Kamille	Assistant Principal
Frey, Margaret	Other
Bloom, David	Other
Barnett, Lisa	Guidance Counselor
Singer, Randon	Guidance Counselor
Smith, Diane	Instructional Coach
Kendall, Danielle	Assistant Principal
Albright, Anne	Teacher, K-12
Orseno, Amy	Instructional Media
Coogle, Shatoya	Dean
Ziegler, Floyd Clark	Teacher, K-12

Duties

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

Principal - Dr. Stefanie C. Shames: Oversees all aspects of the school and communicates with all stakeholders to ensure shared decision-making. Oversees the technology and fine arts departments for evaluation purposes.

Assistant Principal for Instruction - Mrs. Danielle Kendall: Oversees the language arts, social studies, and ESE departments, as well as course recovery. Responsible for the master schedule and works with guidance to ensure appropriate course offerings.

Assistant Principal - Ms. Kamille Leptz: Oversees the math, science, and physical education departments.

Resource Teacher, Testing - Margaret Frey: Responsible for all aspects of student testing. Provides professional development and supports teachers and administrators in their Deliberate Practice. Serves as the school's testing coordinator. Responsible for ELL student monitoring. Assists teachers in the development of common formative assessments.

Staffing Specialist - David Bloom: Oversees the ESE department, Support Facilitation model, Gifted Services model and Learning Strategies courses. Monitors ESE students. Works with teachers in the identification and monitoring of Gifted learners. Monitors students in the Top 30% and those assigned to high school credit classes. Coordinates with the Media Specialist to monitor MTSS Referrals and the Achievement Gap.

Guidance Counselor - Randon Singer: Provides counseling services and creates student schedules for students in sixth grade and seventh graders with last names starting with letters A through L. Monitoring of attendance, grades and assessments of assigned students. Coordinates with the Media Specialist to monitor MTSS Referrals and ensure proper class placement. Meets with teachers and parents to write and monitor 504 Plans.

Guidance Counselor - Lisa Barnett: Provides counseling services and creates student schedules for students in Grade 8 and seventh graders with last names starting with letters M through Z. Monitoring of attendance, grades and assessments of assigned students. Coordinates with the Media Specialist to ensure proper class placement for students in MTSS. Meets with teachers and parents to write and monitor 504 Plans. Works with 8th grade students and the high schools for transition, as well as incoming 6th graders and the feeder elementary schools.

Instructional Coach/Reading Coach - Diane Smith: Monitors the identification of students in the Bottom 30% in Reading schoolwide. Works with the Testing Teacher to provide Professional

Development and supports teachers and administrators in their Deliberate Practice. Monitors student attendance. Leads the Reading department PLC and monitors student data and implementation of Research-based intervention programs.

Media Specialist - Amy Orseno: Responsible for integration of digital resources. Works with teachers across the curriculum to provide technology resources. Also serves as textbook manager and co-coordinates Partners in Education with the STEM Coordinator and ADDitions with the School Secretary. Works with Compact to secure mentors and spearheads Learning for Life initiative.

STEM Coordinator/Science Department Chair/Science Teacher - Dr. Anne Albright: Monitors student achievement on common formative assessments in science. Serves as the school STE(A)M coordinator to promote the integration of Science, Technology, Engineering, Arts and Math. Co-coordinates Partners in Education with the Media Specialist.

Dean of Students-Shatoya Coogee: Responsible for monitoring of all discipline data by subgroup and frequency. Works closely with all members of the Leadership Team to ensure the safety of students on campus.

PASS Coordinator/Dean - Floyd Clark Ziegler: Responsible for investigations into acts of bullying and the after school tutoring program. Monitors discipline data by subgroup and frequency. Coordinates mentoring programs with outside agencies and serves as the teacher in charge of the PASS classroom as needed.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Classroom teachers and guidance counselors monitor student grades, attendance and discipline data. As the data, both quantitative and qualitative indicate, interventions should be implemented to meet individual student needs. A parent conference is held as the first step towards developing support structures. If additional intervention is needed, the school-based MTSS/RtI Team will convene to more formally address the needs, develop plans for support systems and monitor progress. The school-based leadership team members function as a guiding system for support structures and interventions for students requiring more than the core instruction in a classroom setting.

Federal, state, and local funds are coordinated at Maitland Middle School. We do not receive Title 1 Funds. The school has a full-time Reading Coach and the position is funded as such: .35 Supplemental Academic Instruction (SAI) Funds, .41 SRI Funds, and .24 General Funds. The school has a designated Homeless Coordinator and a nutrition program that is operated by Orange County Public Schools. Breakfast and lunch are served daily. The school also has a partnership with the Winter Park Health Foundation that coordinates the activities of the Healthy School Team. CTE classes are funded through the school budget. The Orange County Commission funds an after school program that is run by the YMCA at Maitland Middle School and is free of charge to all students. There is also a fee-based morning program in operation.

An inventory of department-specific resources are monitored by each department chair and the media specialist. The placement of technology resources is coordinated by the school Technology Support Representative, Media Specialist, Testing Teachers 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:

Name	Stakeholder Group
Dr. Stefanie C. Shames	Principal
Floyd Ziegler	Teacher
Larry Baird	Parent
Janey Hughes	Education Support Employee
Diane Smith	Teacher
Daneen Cross	Parent
Cynthia Forness	Parent
Donna Batten	Parent
Jenny Bowman	Parent
Cathy Chasser	Parent
LaVerne Gadson-Floyd	Parent
Linda Kula Gunter	Parent

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 will be reviewed with the SAC when actual student performance data is available.

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 data from the 2015 assessments is not yet available. During the September 2015 meeting the plan for the 2015-16 school year was shared, that focuses on collaborative planning and standards based instruction so as to positively impact student achievement.

Preparation of the school's annual budget and plan

The principal and the SAC members discuss a shared vision regarding the relationship between the school budget and the school improvement goals. Budget allocations for personnel, curriculum needs and plans are shared. New programs and district initiatives are reviewed. Budgeting procedures are explained such as: timelines, discretionary and categorical funds, school budget and school improvement funds, appropriation, significant changes for the year and the school-based budget process. Input is sought from all stakeholders into the development of the annual budget and plan and the SAC receives a monthly report as to the expenditure of SAC funds.

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

Funds allocated last year:

\$6,000 was allocated from School Improvement Funds for computers for math classrooms to support the rotational model. Since the school received Lenovo ThinkPads these were used in lieu of the desktop computers in most math classrooms. PTA donated \$6,000 to partially fund a new computer

lab that was used for testing on a rotating basis. All other initiatives were funded by Maitland Middle School's General Fund.

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:

Name	Title
Smith, Diane	Instructional Coach
Frey, Margaret	Instructional Coach
Leptz, Kamille	Assistant Principal
Lovell, Lori	Teacher, K-12
Bloom, David	Teacher, ESE
Albright, Anne	Teacher, K-12
Fuller, Laura	Teacher, K-12
Shames, Stefanie	Principal
Privitera, Robert	Teacher, K-12
Kendall, Danielle	Assistant Principal
Booker, John	Teacher, K-12
Orseno, Amy	Instructional Media

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 occur.
2. Book fairs are scheduled including a family night with each one.
3. The final book fair offers a BOGO to support the school's summer reading initiative.
4. Mobile libraries are set up in the cafeteria periodically to make book checkouts more accessible.
5. Battle of the Books—a county-wide Sunshine State book competition occurs annually.
6. 6th graders participate in the Book-it! reading program.
7. Our Media Center is open from 9am until 4pm daily.
8. The morning and after-school YMCA programs have access to the media center.
9. Authors speak to classes of students.

Language Arts and Social Studies:

1. Language Arts classes require each student to read 20-30 minutes daily and keep a reading journal.
2. Maitland Middle School has a summer reading initiative. Students have the opportunity to choose novels that have themes that are consistent with each grade level's Springboard theme for the school year.
3. Language Arts and Social Studies teachers are paired to work with one another in designing curricula that supports literacy. Language Arts teachers utilize the Springboard curriculum as well as the Social Studies curriculum to drive their instruction. Language Arts teachers support Social Studies teachers in showing students how to be critical readers so that they can utilize a variety of texts to support their responses in DBQs.

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 and with their subject-specific departments at least once a month. During these times teachers plan collaboratively and discuss student data on common assessments and high yield strategies for student achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Maitland Middle School has the distinction of being a school where highly qualified, certified-in-field, effective teachers desire to work. Margaret Frey, Testing 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 teachers who are either new to Maitland or in their first year of teaching. The goal of the mentoring program is to mentor and train teachers on the importance of, and necessity for effective classroom management. This program further assists teachers in the implementation of strategies to create a positive learning environment with high expectations for all students. Mrs. Smith meets once a month with the teachers to discuss the iObservation evaluation system, participate in book talks, discuss reflections from journal assignments, and discuss any concerns, questions, or problems the teachers may be experiencing throughout the school year. Mrs. Smith has also paired the teachers with a mentor teacher in the same subject area to assist in guiding, mentoring, and training the targeted teachers.

Wendy Brennan (Reading) - Mentor

Milana Holmes (Reading) - Mentee

Dawn Dunham (Civics) -Mentor

Anthony Duncan (Civics) - Mentee

Stacey Fisher (Art) - Mentor

Shahira Badr (Art) - Mentee

Darlene Brown (Lang. Arts) - Mentor
Zachary Zaccardi (Lang Arts) - Mentee

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. This year all classes coded the same will share standards based common assessments throughout the year, in addition to this, there will be district wide Common Finals per course code.

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

Maitland Middle has developed a Data Room for the dissemination and analysis of student scores by teams of teachers. Individual student data is posted to ensure that each child matters. Discussions center around how each child is performing and how gaps can be reduced and/or enrichment provided.

One area where we use data is to provide additional help and differentiation in reading. Due to delayed data from the 2014-15 assessment, we utilized prior FCAT data for new and incoming students. If students scored a Level 1 they were placed in intensive reading classes. All students take the SRI (Scholastic Reading Inventory) to get a baseline 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. The SRI is taken again in spring to monitor growth.

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 grade level range. Teachers consider this data when planning their lessons. Students are cognizant of their Lexile levels and expected ranges (tracked in student planners) which are useful when choosing independent reading books. Having students track and monitor their own growth is powerful as it helps them set goals to become more independent and active learners.

Students with identified special needs such as ELL, ESE and 504's have their plans posted on our SharePoint for easy identification and access by teachers. ELL students are identified and placed with ESOL endorsed teachers. ESE assistance is provided through both classroom teachers (using appropriate strategies for each student) as well as Learning Strategies classes as needed and determined by IEPs. Students' growth and needs are monitored through scheduled LEP/IEP meetings where their team of teachers provides input, evidence, and observational data that guide their plans. In addition, our CCT and Staffing Specialist oversee and assist teachers as needed. Using the Universal Design for Learning model, potential barriers to student learning are reduced as

instruction is made comprehensible and accessible to all students. We provide supplemental articles at a lower reading level, and using the gradual release model, expose students to stretch text (that is text at grade level and higher) so these students experience grade-level rigor. Think Pair Share is one strategy example widely used in classrooms for accountable talk. This is an added aural layer of learning to address diverse learning modalities. Graphic organizers, learning maps, etc., help students understand complex concepts. Some students need guided notes. Others need their text enlarged. The use of programs such as Rosetta Stone and translation services offer ELL assistance while making the transition from students' home language to English.

The school has an Advancement via Individual Determination (AVID) program. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

COURSE OBJECTIVE: The AVID elective is the key element for the AVID program. The AVID program is aimed at directing students to a college-bound path. This will be done by holding tutorials, teaching organizational skills, and developing the learning process with critical thinking skills. They will also be visiting colleges and doing community service and team building exercises to help the students set future goals that they can achieve.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,400

The after school YMCA program offers many enrichment activities/clubs for students. The STEM club provides students with additional opportunities to focus on and explore Science, Technology, Engineering and Mathematics. Additionally a Model United Nations Club provides students an opportunity to deepen their knowledge of world events and cultures. Tutoring and Homework Help is offered through the YMCA.

Strategy Rationale

Students can broaden their knowledge in core subjects in a more focused and in-depth avenue of learning.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ziegler, Floyd Clark, floyd.ziegler@ocps.net

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

We will compare Florida Standards Assessment and End of Course exam results of students involved in these programs with students who were not.

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, ADDitions, Transportation, Winter Park Crew, Mathnasium, and COMPACT mentoring.

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 faith-based organization, Every Kid Outreach, a mentor who works as an engineer at Universal Studios gave at-risk male students a backstage tour of the attractions at both Universal Studios and Island of Adventure theme parks. Students had the opportunity to see first-hand how rides are designed and constructed and the importance that math, science and the arts play in creating a great experience for those visiting the theme parks.

This school year we have implemented a bimonthly class called Hawk Haven. The purpose of this class is to provide guidance and 'life' lessons outside the core curriculum. As part of this class we are using Learning for Life, a character education program which implements life-long strategies for students to be successful in school and out. In addition, a career education unit helps students plan for and begin to map their future.

Field Trips are planned that advance college and career awareness, with tours of the Rosen College of Hospitality and the Sanford Burnham Medical Institute. Students have participated in the Verizon App Challenge, Nelson Ying Science Fair, Lockheed Martin Challenge and Odyssey of the Mind, all in partnership with organizations outside of the school. The school has a STEM coordinator, a Science teacher who has an additional planning period to permit time to coordinate these partnerships.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school incorporates applied and integrated courses into the elective offerings for students. ICTS classes that help prepare students for industry certifications are offered. The high school level Intro to IT course includes students having the opportunity to take the CIW exam and also earn college credit through Valencia Community College. Television New Crew, including 3D Animation are offered in addition to courses in the fine arts. 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 gives 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 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 and Earth/Space science. These courses offer students access to a more rigorous curriculum. Students and parents are informed about these course offerings through the Guidance Department and online curriculum guide.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Maitland Middle offers a number of high school credit courses on campus. Students have the opportunity to earn high school credit for the following courses: Algebra 1 Honors, Geometry Honors, Earth Space Honors, Physical Science Honors, Introduction to Information Technology and 3D Animation.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance)

- G2.** Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards, thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

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. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate Student Performance) 1a

G072677

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
Civics EOC Pass	73.0
Algebra I EOC Pass Rate	90.0
Geometry EOC Pass Rate	90.0
FSA English Language Arts - Achievement	70.0

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
- District K-12 Literacy Plan and training
- Ability to access content area assessments to develop school-based common assessments
- Technology-based program that can be used to disaggregate assessment data.

Targeted Barriers to Achieving the Goal 3

- Significant faculty changes have led to teachers' unfamiliarity with the complexity of the Florida State Standards

Plan to Monitor Progress Toward G1. 8

Monitoring of the use of the desired effect to ensure instruction is matched to the rigorous level of the standard.

Person Responsible

Stefanie Shames

Schedule

Weekly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Reports generated from iObservation using the Marzano Teacher Evaluation Framework

G2. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards, thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) 1a

G072678

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	73.0
FCAT 2.0 Science Proficiency	70.0
Geometry EOC Pass Rate	90.0
FSA Mathematics - Achievement	70.0
Algebra I EOC Pass Rate	90.0
FSA English Language Arts - Achievement	70.0

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
- Online resources available to students and teachers
- District-developed MTPs to aid teachers in the development of lessons that fully address the intent of the grade level Florida Standards

Targeted Barriers to Achieving the Goal 3

- Teachers need time and resources to develop common assessments, analyze the data through PLCs and design lessons.

Plan to Monitor Progress Toward G2. 8

High-effect strategies will be used as teachers implement lessons that address the intent of the Florida Standards

Person Responsible

Kamille Leptz

Schedule

Biweekly, from 8/17/2015 to 6/30/2016

Evidence of Completion

iObservation data will be analyzed to determine the use of high-effect strategies

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate Student Performance) **1**

 G072677

G1.B1 Significant faculty changes have led to teachers' unfamiliarity with the complexity of the Florida State Standards **2**

 B189633

G1.B1.S1 Train teachers to deconstruct the standards to provide a more in-depth understanding of the complexity and how to integrate Florida State Standards into their lessons. **4**

 S200981

Strategy Rationale

Significant faculty changes have led to teachers' unfamiliarity with the complexity of the Florida State Standards.

Action Step 1 **5**

Train teachers to deconstruct the standards to provide a more in-depth understanding of the complexity and how to integrate Florida State Standards into their lessons

Person Responsible

Diane Smith

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Agendas and sign-in sheets from trainings, as well as PLC notes and lesson plans.

Action Step 2 5

Teachers will write the daily learning goal on the common board and students will copy it in their planners during each class period, placing a box around key words as they apply to the standard.

Person Responsible

Danielle Kendall

Schedule

Daily, from 8/17/2015 to 6/30/2016

Evidence of Completion

Common board and student planners

Action Step 3 5

Provide professional development with departmental PLCs to develop formative common assessments, whose results, when analyzed, will help focus instruction, aligned to the Florida State Standards.

Person Responsible

Margaret Frey

Schedule

Quarterly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Sign in sheets, agendas and common assessments

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

Teachers' participation in training in the complexity of the Florida State Standards (FSS)

Person Responsible

Margaret Frey

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

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

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

Review PLC notes and lesson plans,

Person Responsible

Danielle Kendall

Schedule

Monthly, from 9/1/2015 to 6/30/2016

Evidence of Completion

PLC notes and lesson plans

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

Classroom visits to observe the use of the common board to include the learning goal/standards

Person Responsible

Stefanie Shames

Schedule

Weekly, from 9/1/2015 to 6/30/2016

Evidence of Completion

Common boards in classrooms and student planners

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

Common assessments are uploaded to a technology-based program and disaggregated and analyzed during PLC meetings, held in the Data Room.

Person Responsible

Margaret Frey

Schedule

Every 6 Weeks, from 8/17/2015 to 6/30/2016


Evidence of Completion

Common assessment results and PLC notes


G2. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards, thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) **1**

 G072678

G2.B3 Teachers need time and resources to develop common assessments, analyze the data through PLCs and design lessons. **2**

 B189638

G2.B3.S1 Provide resources and time to enable teachers to develop common assessments, analyze the data through PLCs and design lessons that address the intent of the Florida Standards. **4**

 S200987

Strategy Rationale

Student achievement will increase when teachers and administrators work collaboratively to strategically plan to address the intent of the Florida Standards.

Action Step 1 **5**

Teachers will meet with their PLCs to review the Test Item Specifications for the Florida Standards Assessment

Person Responsible

Margaret Frey

Schedule

Biweekly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Agendas, Sign-in Sheets

Action Step 2 **5**

Teachers will meet with their PLCs to develop lessons using the district MTPs to guide them.

Person Responsible

Margaret Frey

Schedule

Biweekly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Lesson plans

Action Step 3 5

Professional Development will be provided to help teachers embed evidence-based scales in their lesson plans using district MTPs that address the Item Specifications of the Florida Standards Assessment.

Person Responsible

Diane Smith

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Evidence-based scales in use in classrooms

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson Plans will be reviewed to check for use of the MTPs and Evidence-Based Scales.

Person Responsible

Danielle Kendall

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Evidence-based scales will be in use in classrooms.

Person Responsible

Danielle Kendall

Schedule

Every 3 Weeks, from 8/17/2015 to 6/30/2016

Evidence of Completion

Data from formal and informal classroom observations

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
G1.B1.S1.A1	Train teachers to deconstruct the standards to provide a more in-depth understanding of the complexity and how to integrate Florida State Standards into their lessons	Smith, Diane	8/17/2015	Agendas and sign-in sheets from trainings, as well as PLC notes and lesson plans.	6/30/2016 monthly
G2.B3.S1.A1	Teachers will meet with their PLCs to review the Test Item Specifications for the Florida Standards Assessment	Frey, Margaret	8/17/2015	Agendas, Sign-in Sheets	6/30/2016 biweekly
G1.B1.S1.A2	Teachers will write the daily learning goal on the common board and students will copy it in their planners during each class period, placing a box around key words as they apply to the standard.	Kendall, Danielle	8/17/2015	Common board and student planners	6/30/2016 daily
G2.B3.S1.A2	Teachers will meet with their PLCs to develop lessons using the district MTPs to guide them.	Frey, Margaret	8/17/2015	Lesson plans	6/30/2016 biweekly
G1.B1.S1.A3	Provide professional development with departmental PLCs to develop formative common assessments, whose results, when analyzed, will help focus instruction, aligned to the Florida State Standards.	Frey, Margaret	8/17/2015	Sign in sheets, agendas and common assessments	6/30/2016 quarterly
G2.B3.S1.A3	Professional Development will be provided to help teachers embed evidence-based scales in their lesson plans using district MTPs that address the Item Specifications of the Florida Standards Assessment.	Smith, Diane	8/17/2015	Evidence-based scales in use in classrooms	6/30/2016 monthly
G1.MA1	Monitoring of the use of the desired effect to ensure instruction is matched to the rigorous level of the standard.	Shames, Stefanie	8/17/2015	Reports generated from iObservation using the Marzano Teacher Evaluation Framework	6/30/2016 weekly
G1.B1.S1.MA1	Classroom visits to observe the use of the common board to include the learning goal/standards	Shames, Stefanie	9/1/2015	Common boards in classrooms and student planners	6/30/2016 weekly
G1.B1.S1.MA4	Common assessments are uploaded to a technology-based program and disaggregated and analyzed during PLC meetings, held in the Data Room.	Frey, Margaret	8/17/2015	Common assessment results and PLC notes	6/30/2016 every-6-weeks
G1.B1.S1.MA1	Teachers' participation in training in the complexity of the Florida State Standards (FSS)	Frey, Margaret	9/1/2015	Sign-in sheets and professional development points submitted for these activities	6/30/2016 monthly
G1.B1.S1.MA2	Review PLC notes and lesson plans,	Kendall, Danielle	9/1/2015	PLC notes and lesson plans	6/30/2016 monthly
G2.MA1	High-effect strategies will be used as teachers implement lessons that address the intent of the Florida Standards	Leptz, Kamille	8/17/2015	iObservation data will be analyzed to determine the use of high-effect strategies	6/30/2016 biweekly
G2.B3.S1.MA1	Evidence-based scales will be in use in classrooms.	Kendall, Danielle	8/17/2015	Data from formal and informal classroom observations	6/30/2016 every-3-weeks
G2.B3.S1.MA1	Lesson Plans will be reviewed to check for use of the MTPs and Evidence-Based Scales.	Kendall, Danielle	8/17/2015	Lesson plans	6/30/2016 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. Increase use of standards-based instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate Student Performance)

G1.B1 Significant faculty changes have led to teachers' unfamiliarity with the complexity of the Florida State Standards

G1.B1.S1 Train teachers to deconstruct the standards to provide a more in-depth understanding of the complexity and how to integrate Florida State Standards into their lessons.

PD Opportunity 1

Train teachers to deconstruct the standards to provide a more in-depth understanding of the complexity and how to integrate Florida State Standards into their lessons

Facilitator

Margaret Frey, Diane Smith and Amy Orseno

Participants

Instructional staff

Schedule

Monthly, from 8/17/2015 to 6/30/2016

PD Opportunity 2

Teachers will write the daily learning goal on the common board and students will copy it in their planners during each class period, placing a box around key words as they apply to the standard.

Facilitator

Margaret Frey and Diane Smith

Participants

Instructional staff and students

Schedule

Daily, from 8/17/2015 to 6/30/2016

PD Opportunity 3

Provide professional development with departmental PLCs to develop formative common assessments, whose results, when analyzed, will help focus instruction, aligned to the Florida State Standards.

Facilitator

Margaret Frey and Diane Smith

Participants

Instructional staff

Schedule

Quarterly, from 8/17/2015 to 6/30/2016

G2. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards, thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

G2.B3 Teachers need time and resources to develop common assessments, analyze the data through PLCs and design lessons.

G2.B3.S1 Provide resources and time to enable teachers to develop common assessments, analyze the data through PLCs and design lessons that address the intent of the Florida Standards.

PD Opportunity 1

Professional Development will be provided to help teachers embed evidence-based scales in their lesson plans using district MTPs that address the Item Specifications of the Florida Standards Assessment.

Facilitator

Margaret Frey, Diane Smith and Amy Orseno

Participants

Classroom Teachers

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Budget

Budget Data			
1	G1.B1.S1.A1	Train teachers to deconstruct the standards to provide a more in-depth understanding of the complexity and how to integrate Florida State Standards into their lessons	\$8,000.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	3376	120-Classroom Teachers	0731 - Maitland Middle	General Fund		\$8,000.00	
<i>Notes: Substitutes and salaries for trainers</i>							
2	G1.B1.S1.A2	Teachers will write the daily learning goal on the common board and students will copy it in their planners during each class period, placing a box around key words as they apply to the standard.					\$0.00
3	G1.B1.S1.A3	Provide professional development with departmental PLCs to develop formative common assessments, whose results, when analyzed, will help focus instruction, aligned to the Florida State Standards.					\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	3376	120-Classroom Teachers	0731 - Maitland Middle	General Fund		\$8,000.00	
<i>Notes: Substitute costs and salaries for trainers</i>							
4	G2.B3.S1.A1	Teachers will meet with their PLCs to review the Test Item Specifications for the Florida Standards Assessment					\$0.00
5	G2.B3.S1.A2	Teachers will meet with their PLCs to develop lessons using the district MTPs to guide them.					\$0.00
6	G2.B3.S1.A3	Professional Development will be provided to help teachers embed evidence-based scales in their lesson plans using district MTPs that address the Item Specifications of the Florida Standards Assessment.					\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	3376	120-Classroom Teachers	0731 - Maitland Middle	General Fund		\$8,000.00	
<i>Notes: Substitutes and Salaries for Trainers</i>							
Total:						\$24,000.00	