

Orange County Public Schools

Memorial Middle



2018-19 School Improvement Plan

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Memorial Middle

2220 W 29TH ST, Orlando, FL 32805

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

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	D*

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title
Baker-Drayton, Tamara	Principal
McMurtry, Leanda	Assistant Principal
Brennan, Cindy	Assistant Principal
Martin, Tami	Instructional Coach
Amoda, Pamela	Instructional Coach
Brazley, Gary	Dean
Thate, Chenia	Dean
Mitchell, Eddie	Dean
Chavis, Eugene	Other
Cotton, Terri	Other
Shirk, christine	Other
Green, Gabriel	Other

Duties

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

The leadership team conducts weekly/daily classroom visits to ensure teachers are teaching to the rigor of the Florida State Standards and monitoring student engagement. Administration tiers the teachers based on pedagogical practices, student achievement data, and classroom observations. The leadership team also provides weekly/daily feedback to teachers in an effort to build instructional capacity.

Memorial has instituted the New Teacher Mentoring and Induction program for teachers with 0-3 years of experience, as well as teachers new to Memorial which provides targeted Professional Development. The initial professional development focus includes school and district policies and procedures, the evaluation system, effective teaching strategies and practices, instructional rounds observing experienced teachers, assistance with effective lesson planning, as well as emotional support throughout the school year.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	32	58	40	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	80	70	40	0	0	0	0	190
Course failure in ELA or Math	0	0	0	0	0	0	19	46	13	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	0	0	0	172	170	99	0	0	0	0	441

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	73	88	49	0	0	0	0	210

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	4	6	2	0	0	0	0	12

Date this data was collected

Tuesday 7/10/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	88	96	101	0	0	0	0	285
One or more suspensions	0	0	0	0	0	0	58	68	65	0	0	0	0	191
Course failure in ELA or Math	0	0	0	0	0	0	24	17	29	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	0	0	0	164	136	160	0	0	0	0	460

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	84	92	95	0	0	0	0	271

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	88	96	101	0	0	0	0	285
One or more suspensions	0	0	0	0	0	0	58	68	65	0	0	0	0	191
Course failure in ELA or Math	0	0	0	0	0	0	24	17	29	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	0	0	0	164	136	160	0	0	0	0	460

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	84	92	95	0	0	0	0	271

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELA Achievement component has trended lower growth than the other components. ELA Achievement was 31%, however this is 6 percentage points higher than last year. Memorial did see an increase in learning gains from 35% to 51%, a 16 percentage point increase. There was also a large growth increase for ELA Lowest 25th Percentile learning gains from 31% to 53%, a 22 percentile growth. Although this is an area for improvement, Memorial is making strides in increasing ELA Achievement.

Which data component showed the greatest decline from prior year?

Memorial did not decline in any of the overall school components; however 6th grade saw decline in both ELA and Math Achievement. ELA Achievement for 6th grade declined 2 percentage points from 25% to 23% this year. Math Achievement for 6th grade declined 3 percentage points from 26% to 23% this year.

Which data component had the biggest gap when compared to the state average?

Math Achievement had the largest gap in comparison to the state average. Memorial's Math Achievement was 34% and the state average was 58% which is a 24 percentile point difference. Memorial's Math learning gains of 47% were lower than the ELA learning gains of 51% for the school. Math is an area for improvement.

Which data component showed the most improvement? Is this a trend?

Memorial had large growth in 2 areas: Civics went from 30% to 50% proficiency, a 20 percentage point increase. ELA Lowest 25th Percentile went from 31% to 53%, a 22 percentage point increase. Both of these increases are not on trend from past data. In the past, both of these components declined.

Describe the actions or changes that led to the improvement in this area

Memorial saw large growth in all the school components. This growth is attributed to daily/weekly coaching, weekly data analysis, daily common planning, and frequent classroom visits and feedback in each content area. Memorial worked closely with the School Transformation Office (STO) which provided coaches and curriculum guidance. The school administration, STO coaches, and school coaches worked with teachers daily/weekly on lesson planning, data analysis, standards alignment, and student engagement. In addition, each content area had common planning and met daily to align and refine lessons. Memorial's leadership team and STO coaches visited classes a minimum of once a week and provided actionable feedback to the teacher.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	31%	52%	53%	25%	52%	52%
ELA Learning Gains	51%	50%	54%	35%	53%	54%
ELA Lowest 25th Percentile	53%	42%	47%	31%	42%	44%
Math Achievement	34%	53%	58%	25%	53%	56%
Math Learning Gains	47%	51%	57%	37%	55%	57%
Math Lowest 25th Percentile	52%	44%	51%	41%	48%	50%
Science Achievement	38%	51%	52%	16%	49%	50%
Social Studies Achievement	50%	68%	72%	30%	67%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	32 (88)	58 (96)	40 (101)	130 (285)
One or more suspensions	80 (58)	70 (68)	40 (65)	190 (191)
Course failure in ELA or Math	19 (24)	46 (17)	13 (29)	78 (70)
Level 1 on statewide assessment	172 (164)	170 (136)	99 (160)	441 (460)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	48%	-25%	52%	-29%
	2017	25%	52%	-27%	52%	-27%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	30%	48%	-18%	51%	-21%
	2017	22%	52%	-30%	52%	-30%
Same Grade Comparison		8%				
Cohort Comparison		5%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	34%	55%	-21%	58%	-24%
	2017	22%	52%	-30%	55%	-33%
Same Grade Comparison		12%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	35%	-12%	52%	-29%
	2017	26%	43%	-17%	51%	-25%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	16%	51%	-35%	54%	-38%
	2017	15%	52%	-37%	53%	-38%
Same Grade Comparison		1%				
Cohort Comparison		-10%				
08	2018	39%	32%	7%	45%	-6%
	2017	10%	30%	-20%	46%	-36%
Same Grade Comparison		29%				
Cohort Comparison		24%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	48%	66%	-18%	71%	-23%
2017	28%	67%	-39%	69%	-41%
Compare		20%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	61%	61%	0%	62%	-1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017	53%	53%	0%	60%	-7%
Compare		8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	65%	12%	56%	21%
2017	0%	43%	-43%	53%	-53%
Compare		77%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	36	46		43	69						
BLK	30	51	57	31	45	48	35	47	56		
HSP	35	51	40	38	49	59	43	56	62		
SWD	20	45	42	20	51	48	37	25			
FRL	31	50	53	35	47	49	38	49	66		
ELL	18	45	42	19	41	48	20	42	50		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	21	31	32	24	37	38	14	29	48		
HSP	33	46	26	27	37	50	18	28	38		
SWD	2	19	16	2	27	40		14			
FRL	22	31	29	24	37	42	16	26	49		
ELL	14	30	25	17	36	36	4	19	54		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Memorial Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction.
Rationale	Teachers have a limited understanding of Florida standards-based instruction. They struggle with deconstructing the standards into digestible bites. In addition, teachers struggle teaching to the required rigor of the standards.
Intended Outcome	Teachers understanding of standards-based instruction will improve which will result in an increase in student achievement.
Point Person	Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)
Action Step	
Description	With support from coaches and administration, teachers will be able to improve their implementation of rigorous standards-based instruction. Conduct professional developments on rigor and relevance which will include Webb's Depth of Knowledge, Florida State Standards, and Marzano instructional strategies. School and district-based coaches will model instructional delivery during common planning and in classrooms.
Person Responsible	Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)
Plan to Monitor Effectiveness	
Description	School and district-based coaches will provide professional development through modeling of the intentional planning process and instructional delivery as evidenced by classroom observations. Administrators participate in professional development and review agendas, minutes, sign-in sheets and reflection exit slips. Administrators will analyze assessment data and i-Observation data with the leadership team and teachers.
Person Responsible	Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

Activity #2	
Title	Memorial Middle School will increase student achievement by implementing differentiated instruction to meet the needs of all students.
Rationale	Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction. Providing differentiated instruction professional development will assist teachers in improving their instructional delivery to enable them to target specific student needs.
Intended Outcome	Teacher's skills in planning and executing differentiated lessons will improve, students will be engaged and student achievement will increase.
Point Person	Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)
Action Step	
Description	Provide professional development sessions for teachers on how to use differentiated instructional strategies in the classroom. Instructional coaches facilitate whole and small group professional development to equip faculty with the knowledge and skills they need to implement effective instructional practices, help identify student needs, and assist with altering or differentiating instruction based on need. Principal holds weekly data meetings based on the Principal Checks (mini-assessments) in order to build the teacher's understanding of data to drive instruction in their class. Provide school staff with targeted coaching support from the School Transformation Office to improve standards based instruction and analyze student level achievement data.
Person Responsible	Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)
Plan to Monitor Effectiveness	
Description	Administrators will conduct classroom observations and continuously monitor student achievement data to provide teachers with coaching feedback. Administrators will monitor teachers use of differentiated instruction based on student data and provide actionable feedback during classroom observations.
Person Responsible	Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

Activity #3

Title

Memorial will decrease the Achievement Gap and increase achievement in minority students.

Rationale

Memorial will provide more opportunities for minority students to take advanced and/or accelerated classes. In addition, Memorial will provide interventions to help students be successful academically; such as Intensive Reading and Math classes for below proficiency students, tutoring after school, and Saturday tutoring. Administration will also work with teachers on increasing engagement, ensuring lessons meet the rigor of the standard, and providing support with classroom management. Memorial has also instituted a Positive Behavior System (PBS) to provide incentives and encourage students to behave and follow the "Soldier Manners".

Intended Outcome

The intended outcome is increased student proficiency and achievement for minority students, decrease the achievement gap, as well as create a climate and culture focused on academic excellence.

Point Person

Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

Action Step

Description

Analyze the achievement gap data by subgroups and create a list of students to monitor and provide interventions. In addition, identify students with potential for accelerated classes. Provide both academic and behavioral support, academic interventions, and opportunities for advanced course work.

Person Responsible

Cindy Brennan (cindy.brennan@ocps.net)

Plan to Monitor Effectiveness

Description

Memorial will monitor through monthly subgroup data meetings with a focus on: overall school behavior data, students both attending and not attending tutoring, as well as reviewing academic and behavior data on each student in the targeted subgroup.

Person Responsible

Cindy Brennan (cindy.brennan@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

A major goal for the 2018-19 school year is to increase parental and community involvement. All faculty and staff will make a concerted effort to encourage all children and parents to participate in one or more school events during the academic year. Parents will be recruited to become ADDition volunteers, Parent Teacher Association (PTA) members and School Advisory Council (SAC) members during Meet the Teacher, Open House, and family nights. Parents will be informed about upcoming events via newsletters, parent meetings and conferences, school website, Facebook and Connect-Orange phone, text and email messages. Parents will be encouraged to frequently access their child's grades through

the ProgressBook website. Informed and involved parents are vital to the school community and success.

The School Advisory Council (SAC) is the school committee responsible for developing, implementing, and evaluating school plans including the School Improvement Plan (SIP) and the Parental and Family Engagement Policy (PFEP). The committee is composed of parents, teachers, faculty, and community members with diverse backgrounds. Parents will be included in the development and implementation of Memorial's Title I plan by attending monthly SAC meetings, parent conferences and responding to the school's needs assessment surveys. Additionally, parents will be given the opportunity to review the plans and offer their suggestions and revisions prior to approval. During SAC meetings, when the SIP and/or PFEP are developed, the committee will seek input from parents and the community on how the parental involvement funds will be used. Last, Memorial will provide on-going parental involvement through extracurricular student events and parent nights, such as Meet the Teacher and Open House. Memorial has also expanded the Partner in Education program to collaborate with community businesses in an effort to both support the business, as well as students and teachers.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance Counselors and the SAFE Coordinator will facilitate small groups to teach students social, emotional, and personal skills. The social-emotional needs are met by providing Students with Emotional/Behavioral Disabilities (SEDNET) counseling referrals, Student Assistance and Family Empowerment (SAFE) referrals, and Restorative Justice circles. Memorial works closely with the school social worker to provide additional support for students and families. The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral challenges. Relationships are continuously built through My Brother's Keeper mentoring. My Brother's Keeper (MBK) is a national initiative that addresses persistent opportunity gaps faced by young men of color. MBK aims to ensure that all young people reach their full potential. Memorial also partners with City Year of Orlando Americorp and the volunteers facilitate opportunities for students to work in small group settings within the classroom, as well as build relationships with students during lunch, before and after school.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Memorial's guidance counselors visit the feeder elementary schools to explain student scheduling including elective class options and the extra-curricular opportunities. In addition, during the summer, all incoming 6th graders are invited to participate in a 6th grade Jump Start program. The Jump Start program exposes the incoming 6th grade students to middle school content and begin building relationships with staff to ensure a smooth transition.

For the rising 8th grade students, Memorial dedicates time for the feeder high schools (Oak Ridge and Jones) to speak with students to prepare them for high school. During this presentation, visiting school representatives share information on campus expectations, class schedules, the extra-curriculum opportunities, and strategies to be successful.

Transition meetings are held between the principals of Memorial Middle, the feeder elementary schools, and the feeder high schools to discuss incoming/outgoing students.

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

According to the 2017-2018 FSA data, 31% of the students were proficient in reading and 34% were proficient in mathematics. Consequently, Memorial students attended a one week camp prior to the first day of school to jump start student learning where they received intense core instruction in Reading and Math. In addition, all students will have the opportunity to attend tutoring twice a week and on select Saturdays. This will allow more targeted and data-driven instruction to occur within each core content area.

During the 2018-19 school year, Memorial will continue the International Bachelorette (IB) program school wide through Physical Education. In addition, all students at or above grade level will be placed in accelerated classes including Algebra I, Geometry, Earth Space Science Honors, Physical Science Honors, as well as advanced IB core academic classes.

Memorial will utilize Springboard for ELA which embeds high academic and character standards throughout its lessons and activities. Aimed to close the proficiency gap in reading, students will receive direct instruction during intensive reading classrooms utilizing research based programs: Corrective Reading (SRA), Read to Achieve, Common Literature and NEWSELA. Memorial will use Acaletics as an intervention math program which is designed to strengthen student fluency skills and enhance student's background in math. In all core and intensive classes, students are provided an academic notebook to identify critical content aligned to the standard and increase academic proficiency. Memorial will use i-Ready in both intensive reading and math classrooms. i-Ready provides a computer-based intervention program and materials that are targeted to the individual needs of the students and aligned to the standards. Memorial has also partnered with City Year of Orlando Americorp members in the core academic and intervention classrooms to promote student learning in small groups.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

College readiness strategies and methodologies are being embedded daily in every classroom to reinforce study skills, organizational skills, parental involvement, and post-secondary awareness. Memorial is an International Baccalaureate (IB) magnet school and have implemented the IB curriculum school wide Physical Education (PE). The school also offers High School credit classes to all 7th and 8th grade proficient students which includes: Algebra 1, Geometry, Earth Space Science Honors, Physical Science Honors, Spanish 1, Spanish 2 and Introduction to Technology. In addition, Memorial offers all students the opportunity to take a Career and Technical Education (CTE) class with hopes of receiving industry certification. The IB students are offered an educational field trip to visit local colleges and Universities which provides an overview of the requirements for acceptance.

Part V: Budget

Total:	\$0.00
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