



Turnaround Option Plan – Phase 2

Orange County Public Schools

This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

Memorial Middle School - 0151

[Selected Option]

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

The description of the needs assessment methodology and summary include the AdvancED survey results, Florida Standards Assessment (FSA) data results, student discipline data and teacher attendance data. These data points were utilized to identify the 5 domains inspired by the 5 Essentials Framework.

AdvancED

The Memorial Middle School leadership team utilized stakeholder surveys provided by AdvancED. Parents were surveyed via paper and pencil method which was administered in the front office and at special events, resulting in a 21% completion rate. Memorial Middle School students were surveyed across all three grade levels through their Mathematics classes using the online survey tool resulting in a 76% completion rate. Staff members were surveyed through the use of an AdvancED survey email link resulting in a 90% survey completion rate. The response rates for each aforementioned group exceeded the minimum response rate published by AdvancED to ensure valid and reliable results. The survey response scale was based on the following: 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, and 5- Strongly Agree.

In summary, staff members and parent respondents rated the school highly in areas regarding leadership, communication, accountability, instruction and compliance with procedures and regulations. In addition, respondents rated the school's governing body on its ability to demonstrate compliance, accountability, and stakeholder engagement; the average rating was a 3.79.

Standards	Parent	Staff	Students	Average Response for Category
Purpose and Direction	4.16	3.89	3.64	3.90
Governance and Leadership	4.05	3.85	3.46	3.79
Teaching and Assessing for Learning	4.07	3.77	3.71	3.85
Resources and Support Systems	4.08	4.02	3.32	3.81
Using Results for Continuous	4.15	4.01	3.59	3.92
Average Response by Stakeholder Group	4.10	3.91	3.54	N/A

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Florida Standards Assessment (FSA)

Florida’s K-12 assessment system measures students’ achievement of Florida’s education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. The AdvancED survey data indicates that parents, staff, and students rated the area of Teaching and Assessing for Learning at an average rating of 3.85. However, when reviewing the academic performance data on the Florida Standards Assessments (FSA), students scored significantly below grade level in the areas of reading and math proficiency. The FSA data for the 2016-17 school year shows over 70% of students are below proficiency in reading and over 65% are below proficiency in math.

FSA Data 2015-2017

	ELA			Math		
	2017	2016	2015	2017	2016	2015
Grade 6	25%	28%	20%	26%	17%	20%
Grade 7	22%	19%	25%	15%	20%	26%
Grade 8	22%	33%	31%	10%	38%	26%

	2017	2016	2015
Civics	28%	43%	NA
Science	14%	15%	NA
Algebra 1	53%	70%	69%
Algebra 2	NA	NA	NA
Geometry	100%	NA	NA

5 ESSENTIAL DOMAINS:

DOMAIN 1: Effective Leadership

The AdvancED survey data reveals the students and parents highly rated the leadership at Memorial in Purpose and Direction for continuous improvement that provides clear direction for improving conditions that support student learning. The student respondents rating for effective leadership was a 3.82, the parent respondent rating was a 4.21 and the teacher rating was a 3.89.

According to Marzano (2017), high-quality, proactive school leadership has a measureable effect on student achievement. Specific leadership behaviors correlate with student growth. Student achievement data from the Florida Standards Assessment (FSA) indicates effective leadership that drives a continuous model of learning is an area in need of improvement at Memorial Middle School. To accelerate the momentum in the area of effective leadership, the district recruited an experienced turn-around principal, Mrs. Tamara Baker Drayton, to replace the current principal and lead the reform efforts (refer to bio).

Marzano, Robert. (2017, March 21). *School Leadership*. Retrieved from <http://www.marzanoresearch.com/leadership>.

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DOMAIN 2: Professional Capacity

Professional capacity is a critical need for Memorial Middle School due to a high percentage of novice teachers. Over 65% of Memorial’s teachers have less than 3 years of experience. In addition to a novice faculty, Memorial struggled with teacher attendance. During the 2016-2017 school year, there were 359 teacher absences. Teachers’ attendance are important school-based determinant of students’ academic success. Research indicates that teacher absence lowers student achievement (Miller, 2012). Memorial struggled with teacher attendance during the 2016-2017 school year.

WL	# of Emp	# of Scheduled work days	Total Days Absent	Total Days Scheduled x # of Employees	Total Absence/ Total Days	Multiply X	%	Work Location
0151	55	196	359.14	10,780.00	0.0333	100	3.33	MEMORIAL MIDDLE

Miller, Raegen. (2012, November 5). *Teacher Absence as a Leading Indicator of Student Achievement*. Retrieved from www.americanprogress.org.

DOMAIN 3: Ambitious Instruction and Learning

The AdvancED average respondent rating from parents, students and staff for the category of effective instruction (Teaching and Learning) was 3.85. The survey asked stakeholders whether instructional strategies were monitored for effectiveness, developed collaboratively, and personalized to address individual student needs. Respondents were also asked if the curriculum is challenging, inquiry-based, and equitable. Approximately 76% of staff members agreed that appropriate and challenging instructional strategies and assessments were delivered with consistency. About 81% of parent respondents agreed that their children were provided with challenging work as part of an equitable curriculum, with a variety of teaching strategies and learning activities. However, FSA data indicated that approximately 70% of the students are below grade level proficiency in reading and math. Memorial Middle has been rated a D school for the past 3 years.

Classroom walkthroughs revealed the majority of classrooms visited were in need of improvement in the implementation of rigorous standards-based and differentiated instruction. Teachers lacked the ability to deliver instruction aligned to the full intent of the standards as evident by student assignments and questioning techniques. FSA data indicated students were not afforded the opportunity to demonstrate problem solving and critical thinking skills.

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DOMAIN 4: Supportive Environment

Exclusionary factors that affect student learning are areas of concern at Memorial. Student behavior and attendance have a significant effect on student learning. The total offenses resulting in an in-school suspension increased by 14%. The total offenses resulting in an out-of-school suspension decreased by 51%; however the number of 10-day suspensions increased by 31%. As a result of the increase in In-School Suspensions and 10-day suspensions, Memorial has created a discipline matrix with increased interventions prior to any type of suspension.

Total Suspensions by Type		
	2016	2017
In-School Suspension	212	247
Out-of-School Suspension	541	264
<i>10-Day Suspensions</i>	<i>11</i>	<i>16</i>
TOTAL Suspensions	753	511

Memorial Middle School had an intense focus on meeting the needs of the “whole” child through a supportive environment sponsored by programs such as All Stars, City Year, and Elevate. The All Stars program provided before and after school activities, as well as served breakfast and dinner. City Year provided mentorship and push-in services in the Language Arts and Math classes to assist struggling students. The Elevate program taught a class on social personal skills daily through an elective class to eighth grade students. These services were in addition to the athletic program which offered students the opportunity to participate in extracurricular activities. In addition to athletic programs, students participated in the visual and performing arts. Memorial plans to expand its offering to support learning by providing multiple opportunities to enrich student’s social, emotional and academic experiences.

DOMAIN 5: Family and Community Engagement

Memorial made a concerted effort to encourage all children and parents to participate in one or more school events during the academic year. Parents were 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 were informed via newsletters, school website, and Connect-Orange phone, text and email messages. During family nights parents received communication and information of their child's academic performance. Parents were encouraged to frequently access their child’s grades through the ProgressBook website. Despite the school’s efforts, 30% of staff respondents disagreed that the school engaged families in their student’s education.

SUMMARY OF THE NEEDS ASSESSMENT

In summary, upon reviewing the available data, Memorial Middle School is in need of intense support on building teacher capacity, to enhance their ability to provide rigorous standards-based and differentiated instruction, with extended learning time opportunities for all students. The

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data used to determine these needs originated from the AdvancED surveys, Florida Standards Assessment (FSA) student data and teacher attendance reports. Based on this data analysis, Memorial found 3 domains with critical need for improvement, professional capacity, ambitious instruction and learning, and family and community engagement which coincides with the areas of focus (differentiated instruction, school leadership, and increase learning time).

Item 2: Rationale for the turnaround option(s) selected.

The district will manage the implementation of the turnaround plan for Memorial Middle School under the supervision, support and guidance of the School Transformation Office. In 2013-2014, the School Transformation Office (STO) was established by Superintendent Barbara Jenkins to provide strategic, centralized support to ensure that an alignment of services is provided to targeted schools in need of improvement as identified by the Florida Department of Education and or the district. The focus of the office is to help “struggling” schools function as high performing and dedicated teams, build instructional and leadership capacity, provide training on rigor and standards-based instruction, concentrate on the individual needs of students, utilize data to drive instruction, and help sustain learning and community engagement. The office is supervised by a turnaround leader, the Associate Superintendent (formerly a Regional Executive Director for FLDOE), who directly reports to the Deputy Superintendent who oversees Teaching and Learning for the entire district. The office also consists of two former principals (that have a track record in improving student achievement in Title 1 schools) who serve as Executive Area Directors, twelve Senior Administrators, and approximately twenty instructional coaches. The associate superintendent and one executive area director will provide direct coaching support and supervision to principal, Mrs. Baker-Drayton. Senior administrators will work directly with the assistant principals, coaches, and teachers to provide another layer of targeted assistance. STO senior administrators and instructional coaches will provide guidance and feedback to classroom teachers through mentoring, coaching, and job-embedded professional development while participating in lesson collaboration and monthly professional development. The rationale for utilizing this model is based on the overall success rate of STO in supporting “like” schools that are similar to the communities, demographics, and student achievement data as described in the needs assessment for Memorial Middle School. In 2013-2014, (first year of implementation) the School Transformation Office served twenty targeted schools that collectively improved 838 percentage points, as opposed to a decline of 929 percentage points the previous year. Seventy percent of the targeted schools improved 20 or more percentage points. Seven schools improved the equivalence of two letter grades and one school improved four letter grades. Seventy-five percent of the schools improved their total number of percentage points. In 2014-2015, the school grade calculation omitted learning gains. In the 2015-2016 under a new and more rigorous assessment (FSA), 78.6% of the schools with a 2013-14 School Grade of ‘D’ or ‘F’ (including those safeguarded) improved to a letter grade of a ‘C’ (11/14). In 2016-2017, the office supported 9 elementary schools and 2 middle schools. Ninety percent (10/11) of those schools improved their overall percentage points and earned a school letter grade of a “C” or higher. Four schools increased two letter grades and five schools one letter grade. More specifically, when reviewing the data of the targeted middle schools that have a similar population to Memorial Middle School; one middle school improved from a school letter grade of an “F” to a “C”, while the other from a “D” to a “C”; leaving no schools identified by FLDOE in need of improvement within STO.

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School Transformation 2015-2017 School Data:

School Name	2015-2016 School Grade Point Total	2016-2017 School Grade Point Total	Difference	2015-2016 School Grade	2016-2017 School Grade
Eagle's Nest	254	352	98	D	C
Eccleston	178	355	177	F	C
Ivey Lane	230	403	173	D	B
Mollie Ray	313	418	105	C	B
Orlo Vista	299	388	89	C	B
Pine Hills	223	347	124	D	C
Ridgewood	307	245	-62	C	D
Rock Lake	278	397	119	D	B
Washington Shores	296	349	53	C	C
Carver Middle	276	420	144	F	C
Meadowbrook Middle	324	416	92	D	C

Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

District Capacity and Support

Assurance 1: District Leadership Team: The district-based leadership team includes the superintendent, the Deputy Superintendent, the Associate Superintendent (STO), the chief academic officer, chief of staff, the Associate Superintendent of assessment and accountability and curriculum leaders and Executive Area Directors. **Assurance 2: District Support and Policies:** The district leadership team, develops, supports and facilitates the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems. **Assurance 3: District Governance Structure:** The district adopted a new governance structure for Memorial Middle School, which requires the principal to report to the Associate Superintendent, School Transformation Office “turnaround office” and “turnaround lead” at the district level who reports to the Deputy Superintendent, Teaching and Learning. The Deputy Superintendent reports to the Superintendent. **Assurance 4: Operational Flexibility:** The district has provided Memorial Middle School sufficient operating flexibility in the areas of staffing, support, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes. **Assurance 5: Instructional Staff:** The district has reassigned and replaced all staff members with an “unsatisfactory” or “needs improvement” rating as measured by the most recent VAM data (3 year average) provided by FLDOE, and the district’s evaluation system.

The work of STO is in direct alignment with the needs identified by Memorial Middle School. STO strives to help schools improve teacher performance as it has a direct impact on student achievement. To increase teacher and leadership performance, coaches and district administrators work daily with teachers to support student learning. Coaches provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, coaches provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) that is based on the goals and identified needs of individual teachers. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need.

Coaches and district administrators participate in common planning with teachers to share resources and develop rigorous lessons/activities that align with the full intent of the standards. In addition, the coaching cycle is utilized as an effective tool for targeted teacher improvement. Teachers and coaches work collaboratively to improve pedagogy and achieve specific goals. Using Marzano’s strategies, coaches facilitate whole and small group professional development to equip faculty with the knowledge and skills they need to implement

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effective instructional practices. The team of instructional coaches facilitate data dialogue with teachers (using multiple sources of data), help identify student needs, and assist with altering or differentiating instruction based on need. MTSS coaches support and monitor school leadership teams in their roles to increase student achievement. MTSS coaches provide professional development and assist schools in making data-driven decisions about the curriculum, instruction, intervention and ongoing assessment based on the Differentiated Accountability Model and the Florida Continuous Improvement Model (FCIM). STO instructional coaches participate in monthly professional development provided by district administrators and/or trained experts in order to reflect on their practices and refine their craft. Our instructional coaching model is a powerful form of job-embedded professional development that helps teachers on-site and in their classrooms and has proven to improve student achievement.

To assist schools in showing growth, the School Transformation Office works in collaboration with the Florida Department of Education to monitor and support the SIP, monitor a multi-tiered system of support, conduct instructional rounds with principals and create a network of best practices. Executive Area Directors and Senior Administrators work collaboratively with school leadership teams to use and disseminate data to inform decisions, assist leaders to foster and implement innovation, and provide customized assistance and training grounded in real-world experience and evidence-based practice. In addition, they help schools form partnerships with families, neighboring schools, and the community. STO works with community members to coordinate events and provides training, workshops and learning experiences for parents.

The work of the School Transformation Office is based on the research conducted by The Center for Comprehensive Reform and Management, which outlines six quality indicators of high performing schools. *They are as follows: Effective Leadership, Aligned and Rigorous Curriculum, Effective Instruction, Formative and Informative Assessments, Positive School Climate, Family and Community Engagement.*

School Capacity

Administrators

Tamara Baker-Drayton, Principal:

Memorial Middle School's Leadership was replaced in 2016-2017. Mrs. Tamara Baker-Drayton was appointed Principal in 2016-2017. Tamara Baker-Drayton began her administrative career at Maitland Middle School as the Assistant Principal in 2012. In this role, Mrs. Baker-Drayton worked closely with the principal and other members of the leadership team to develop and monitor curriculum for the more than 1,100 students. Mrs. Drayton closely monitored the Language Arts, Reading, and Social Studies departments to increase a focus on writing in all grade levels, as well as ensuring that teachers were properly trained to deliver rigorous curriculum. As a result, the reading FCAT scores increased from 56% proficiency to 73% proficiency. Under her leadership, Mrs. Drayton restructured the school reading program to include fluency classes, centers based instruction which resulted in 77% student proficiency. In addition, Mrs. Drayton created and supervised the Maitland Middle School Mentoring Program for students. The student mentoring program's successful implementation decreased the achievement gap by 17.3%. To promote a safe working and learning environment for students and staff, Mrs. Drayton created and implemented a school wide Positive Behavior System called the "Hawk Talon" program to enhance positive reinforcement for students

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and increase teacher morale. As a result of the Hawk Talon program, discipline decreased by more than 50% and teacher retention increased to 90% of the faculty and staff remaining at Maitland Middle School. In 2014, Mrs. Baker-Drayton was transferred to West Orange High School which is the largest school in Orange County Public Schools. Mrs. Drayton was the supervising administrator for the discipline department and was responsible for the safety of more than 4,000 students and over 300 staff members. Under Mrs. Drayton's supervision, she implemented a school wide discipline matrix which resulted in a 50% decrease in discipline referrals. In addition, Mrs. Drayton organized and facilitated a schoolwide RE-take FCAT and Algebra I Tutoring Program. As a result of the implementation of both programs, West Orange had the number one FCAT gains in the district; 43% of the students participating passed the FCAT reading; 37% of the students passed the ACT; 75% of the students passed the Algebra I EOC re-takes; and 85% of the students passed the PERT. In 2015, Mrs. Baker-Drayton was appointed the principal of Orlo Vista Elementary where she transformed Orlo Vista and increased the school letter grade from an "F" to a "C" in the 2015-2016 school year. In the 2016-2017 school year, Mrs. Baker-Drayton would go on to increase Orlo Vista's school letter grade from a "C" to a "B". Orlo Vista's 4th grade students had the second highest learning gains in the district; increasing the math proficiency from 31% to 61%. Finally, in 2017, Mrs. Baker-Drayton was transferred to Memorial Middle School where she is currently serving as the Principal. Joined OCPS in August 2004 and Memorial Middle in June 2017.

Cindy Brennan, Assistant Principal of Instruction:

Cindy Brennan began her career at Maitland Middle School as an Intensive Math teacher with 96% of her students making the necessary learning gains and/or increasing a level on the FCAT. Ms. Brennan was named Teacher of the Year in 2003 for not only her work in the classroom, but also the MAC Scholars mentoring group she led for minority males. In 2007, Ms. Brennan transitioned from a classroom teacher to an Administrative Dean at Maitland Middle School, where she helped to reduce the number of suspensions and physical altercations. In her last year at Maitland, the school had no level 3 or level 4 referrals. In 2013, Ms. Brennan began her administrative career as the Assistant Principal at SunRidge Middle School. Serving in the role of the Assistant Principal, Ms. Brennan evaluated, facilitated, and coached the Reading teams for all grades and the core classes for 7th grade. Under Ms. Brennan's 4 year leadership, her teachers had the highest FSA scores among the school. In the 2015-2016 school year, both Ms. Brennan's math and language arts teachers were recognized by the district for being highly effective with some of the top scores in the district. In the 2016-2017 school year, Ms. Brennan's three Civics teachers, in which she evaluated and coached, had an average pass rate of 92%. In addition, SunRidge's reading scores were among the highest in the district for the past 4 years. Joined OCPS in September 2003 and Memorial Middle in June 2017.

Leanda McMurtry, Assistant Principal:

Leanda McMurtry began her administrative career with Orange County Public Schools (OCPS) as a Dean with the Alternative Education Centers (Alt. Ed). In her role at Alt. Ed, Ms. McMurtry was responsible for discipline at 13 locations and working with community members to improve the relationships between OCPS and business partners within the individual schools. While working with the Youth Offenders Program, Ms. McMurtry built upon the existing relationship between the corrections officers and the school to develop a behavior program that supported students while ensuring that the environment was safe and conducive to learning for all. Ms. McMurtry also worked with Simon Youth Foundation to develop a stronger school-to-work program that would enable more students to participate. Ms. McMurtry moved to Memorial Middle School as Assistant Principal during the 2013-2014 school year. During the 2014-2015 school year, Ms.

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McMurtry led the Restorative Justice (RJ) implementation for Memorial. In the first year of implementation, there was an 18% decrease in offenses that resulted in out-of-school suspensions with offenses dropping from 862 to 707. Under Ms. McMurtry’s leadership of RJ, the discipline team for 2016-2017 school year showed a 67.6% overall decrease in offenses resulting in out-of-school suspensions. The number of offenses in 2013-2014 was 862 offenses and for 2016-2017 the offenses were decreased to 279. During the first year of implementation of Restorative Justice, Memorial was also used as a model for many other middle schools who were struggling with the implementation. Joined OCPS in August 2004 and Memorial Middle in August 2013.

Educators

The district has developed a system to recruit and retain effective personnel to support teaching and learning at Memorial Middle School. A Memorandum of Understanding (MOU) was recently signed by the local union, Orange County Classroom Teachers’ Association (OCCTA) to pay teachers \$20,000 for one year as a recruitment/retention bonus for the 2016-2017 school year. The MOU also supports the district’s expectations to place only Highly Effective and Effective teachers at the school. Teachers will have the opportunity to earn an additional \$4,800 to teach an eighth-period class. Teachers will also be compensated for actively participating in professional development that extends beyond the normal school day.

The district has reassigned and replaced all staff members with an “unsatisfactory” or “needs improvement” rating as measured by the most recent VAM data (3 year average) provided by FLDOE, and the district’s evaluation system. The district ensures that certified teachers are utilized at the school and vacancies are filled by certified instructional coaches at the district and school level. Memorial Middle School has hiring priority as the principal is permitted to offer employment to qualified teachers at an early start date and job fairs were held specifically for Title I and priority schools. In addition, highly qualified and effective teachers are permitted to transfer to Memorial Middle School at any time during the school year.

To increase teacher and leadership capacity, coaches and district administrator will work daily with the Memorial Middle School staff to support student learning. Coaches and district administrators provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, coaches and district administrators provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) that is based on the goals and identified needs of individual teachers and administrators. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need.

STO provides professional development that is job-embedded on the following modules to support district and school-based staff to improve instruction:

1. Curriculum and Instruction
 - Standards-based, rigorous instruction
 - Common planning

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- Content
 - Lesson planning
 - Differentiated Instruction
 - School Improvement Planning
-
- 2. Multi-tiered Systems of supports
 - Data-driven instruction
 - Formative Assessments
 - Interventions
 - Enrichment
 - 3. Coaching Cycle
 - Modeling
 - Conferencing/Debriefing
 - Observations
 - 4. Marzano’s Instructional Framework
 - 5. Classroom management
 - 6. Family and Community Engagement

B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school’s needs assessment.

- | | |
|---|--|
| <input type="checkbox"/> 1. Assessments | <input checked="" type="checkbox"/> 4. School Leadership |
| <input type="checkbox"/> 2. Instructional Programs | <input checked="" type="checkbox"/> 5. Increased Learning Time |
| <input checked="" type="checkbox"/> 3. Differentiated Instruction | |

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Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

Assurance 6: Addressing Areas of Focus:

Differentiated Instruction:

The district will support the school in utilizing a multi-tiered system of supports and the appropriate resources and instructional strategies to differentiate instruction to meet the needs of the individual students. In addition, school personnel and district staff will push-in and pull out students to remediate, enrich, and refine areas in need of improvement. In order to decrease internal barriers and strategically target academic deficiencies, all stakeholders will be trained in the effective implementation of the MTSS framework. This will help increase the fidelity of implementation of the MTSS framework and provide all students with the individualized support needed to increase student achievement. Research-based diagnostic assessments will be administered with frequency, intensity, and duration to achieve desired achievement outcomes. Students will receive supplemental interventions to correspond with diagnostic data.

Training for school staff will focus on quality planning and delivery of standards-aligned lessons in a culture which values and supports all students, giving students the tools they need to succeed in rigorous coursework. Teachers will be given ongoing pedagogical feedback to help them to develop the skills required to meet the needs of all students. In addition, the teachers with support from our instructional coaches will provide students with the tools they need to be successful in the learning environment. To summarize, the academic environment involves:

For students:

- Mastering age-appropriate skills and knowledge
- Developing organizational and higher-order thinking skills
- Living up to individual responsibilities for learning: completing assignments and homework, regular school attendance, paying attention and participating in class, and applying oneself with dedication of excellence

For teachers:

- The close alignment of curriculum with rigorous standards and assessments
- Delivering the established curriculum while following pacing and planning guides to ensure all essential content is taught
- Differentiating instruction: using a variety of instructional approaches and tailoring them to the specific needs of individual students
- The regular use of assessments to determine if the students are mastering the content
- Providing targeted re-teaching based on gaps identified by assessments

School Leadership:

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The district replaced the principal, one assistant principal, and several coaches to address effective school leadership. These staff members have demonstrated success in improving student achievement with low performing students. More specifically, the principal improved a low performing school from an “F” to a “B” in two years. The executive area director and the Associate Superintendent will work collaboratively with school leadership to further enhance their transformational leadership skills. The School Transformation Office (STO), in collaboration with Memorial Middle School, is seeking best practices in school improvement to increase student achievement for all students. Successful schools have determined that highly engaging instruction with a standards-aligned curriculum focus, driven by meticulous data analysis, are the keys to success in this high stakes testing environment. Memorial’s instructional coaches, in conjunction with STO personnel, will assist the school leadership team to re-focus its efforts on developing school plans which are heavy on analysis and input from all stakeholders on the front end, and targeted and tenaciously monitored for consistent delivery throughout the school year. Memorial’s leadership team will work alongside STO personnel to provide the support needed to achieve success. The action plan is a six step model that includes data capture and reporting, data analysis, goal/objective setting, action step development, monitoring and adjusting, and communicating the plan, which coincides with the Florida Department of Education’s school improvement process. As the team grows in its capacity to lead the faculty to identify and address school growth concerns as demonstrated by its data review, STO personnel, Memorial’s instructional coaches, and leadership team, will lead the staff to create a concise but targeted action plan for school change. Instructional coaches will then lead the team to develop structures to monitor the implementation and effectiveness of the plan to ensure fidelity of implementation. The goal is to achieve a trajectory of continuous improvement and growth in student achievement. In order for Memorial to reach its full potential as a school, the stakeholders involved with the process must believe that success is possible. The intense collaboration and teaming between Memorial’s leadership team and STO personnel, will create an environment in which educational leaders, teachers, students, parents and community members believe that academic excellence is more than an idea, but a future reality for all students.

Increased Learning Time:

The district shall increase extended learning time by providing an opportunity for all students to participate in an 8th hour of instruction, and or tutoring and Saturday School. These opportunities will equate to at least 300 hours of additional instruction.