

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3) MEMORIAL MIDDLE SCHOOL TAPS NUMBER: 18A085	DOE USE ONLY Date Received Project Number (DOE Assigned)
B) Name and Address of Eligible Applicant: School Board of Orange County, Florida Orange County Public Schools 445 W. Amelia Street Orlando, Florida 32801		

C) Total Funds Requested: \$1,654,000 <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">DOE USE ONLY</p> Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Frenchie Porter, Senior Manager, Proposal Development Fiscal Contact Name: Jaquay Rember, Senior Manager, Compliance </td> <td style="width: 40%;"> Telephone Numbers: 407-317-3200 X2002326 407-317-3200 X2002322 </td> </tr> <tr> <td> Mailing Address: 445 West Amelia Street Orlando, Florida 32801-1129 </td> <td> E-mail Addresses: Frenchie.porter@ocps.net Jaquay.rembert@ocps.net </td> </tr> <tr> <td> Physical/Facility Address: 445 West Amelia Street Orlando, Florida 32801-1129 </td> <td> DUNS number: 190414359 FEIN number: 59-6000771 </td> </tr> </table>	Contact Name: Frenchie Porter, Senior Manager, Proposal Development Fiscal Contact Name: Jaquay Rember, Senior Manager, Compliance	Telephone Numbers: 407-317-3200 X2002326 407-317-3200 X2002322	Mailing Address: 445 West Amelia Street Orlando, Florida 32801-1129	E-mail Addresses: Frenchie.porter@ocps.net Jaquay.rembert@ocps.net	Physical/Facility Address: 445 West Amelia Street Orlando, Florida 32801-1129	DUNS number: 190414359 FEIN number: 59-6000771
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CERTIFICATION

I, Barbara M. Jenkins, (Please Type Name) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E)	Signature of Agency Head	Superintendent _____ Title	8/11/17 _____ Date
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Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Orange County Public Schools

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

Memorial Middle School - 0151

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

Memorial Middle School is situated in the heart of Southwest, Orlando, Florida and it is a Title I school. The median adjusted gross income in the community is \$23, 492 which is 61% lower than the state average income of \$60, 316. The unemployment rate is 25% with a cost of living index of 91 which is lower than the US average of 100. The percentage of renters in this community is 65%. The school zone for Memorial consists of a 100% urban population with a high crime rate (450-1000 crimes per year).

The school has earned a school letter grade of a “D” for the last four consecutive school years. The Florida Standards Assessment (FSA) for 2016-17 indicates that 25 percent of students are proficient in English Language Arts (ELA) and Mathematics. Additionally, students learning gains for the same year were 35 percent for ELA and 37 percent for Mathematics. According to research, student achievement data is indicative of teachers’ understanding of the Florida Standards and effective pedagogical practices. Based on the 2017 FSA data and classroom walkthrough observations; it has been determined that teachers are in need of improvement in delivering standards-based, differentiated instruction.

Area	Results in 2017
ELA Achievement	25%
Math Achievement	25%
ELA Learning Gain	35%
ELA Learning Gains Lowest 25%	32%
Math Learning Gain	37%
Math Learning Gains Lowest 25%	40%
Science Achievement	16%
Civics	30%
Middle School Acceleration	50%
Total	290 (32%) = D

Turnaround Option Plan –3

	ELA			Math		
	2017	2016	CHG	2017	2016	CHG
Grade 6	25%	28%	-3%	26%	17%	+9%
Grade 7	22%	19%	+3%	15%	20%	-5%
Grade 8	22%	33%	-11%	10%	38%	-28%
			-11%			-24%

	2017	2016	CHG
Civics	28%	43%	-15%
Science	14%	15%	-1%
Algebra 1	53%	70%	-17%
Algebra 2	NA	NA	NA
Geometry	100%	NA	+100%

During the 2016-17 school year, 89 percent of faculty participated in monthly professional development opportunities. However, despite the high attendance of professional development, observational data showed that teachers were unable to transfer professional development learning to practice. Memorial Middle School has difficulty hiring and retaining qualified teachers. In the 2015-16 school year, the attrition rate for teachers was 80 percent compared to a 55 percent attrition rate during the 2016-17 school year.

Student behavior and attendance have a significant effect on student learning. The total number of in-school suspension offenses increased by 14% from 2016 to 2017 school year. The total offenses resulting in out-of-school suspension decreased by 51%; however, the number of 10-day suspensions increased by 31%. Respective to attendance, the total number of student absences increased from 894 to 915. Equally important, there were 182 students at Memorial who were classified as truant in the 2016-2017 school year.

The chart below highlights the number of students truant to school:

Total Truancy Days: (1-9)	Total Truancy Days (10+)	Total Truancy Days (10-20)	Total Truancy Days (21+)
452	146	94	52

Early warning indicators depicts the need for a comprehensive level of wrap around services to meet the socio-emotional and academic needs of the whole child. Data will be utilized to diagnose the needs and identify prescriptive interventions that are targeted to the specific needs of each learner. The chart below summarizes the aforementioned behavioral indicators.

Early Warning Indicator Data

Early Warning Data	6 th = 289	7 th = 246	8 th = 282	TOTAL = 817
Attendance Below 90	88 = 30.4%	96 = 39%	101 = 35.8%	285
Any Suspension	58 = 20%	68 = 27.6%	65 = 23%	191
Level 1 FSA	164 = 56.7%	136 = 55%	160 = 56.7%	460
ELA/Math Course Failure	24 = 8%	17 = 7%	29 = 10%	70
2 or More Indicators	84 = 29%	92 = 37%	95 = 33.7%	271

Turnaround Option Plan –3

Throughout the school year, parents were afforded with the opportunity to attend various home school connection activities. The average participation rate was 37 percent for the academic school year.

The School Transformation Office (STO) will partner with Memorial Middle School to develop systems and structures to increase student achievement. 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. STO 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 and school staff. 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 whole school transformation plan was developed in collaboration with the principal, school leadership team, school-based teachers, district staff, the superintendent, deputy superintendent, associate superintendent-STO, executive area directors-STO, and community members. Also, Memorial Middle School held a Community Action Team Meeting (CAT) on July 26, 2017, where community members, parents, participants and constituents reviewed, analyzed data and provided input on the school improvement efforts for the upcoming school year. Additionally, the School Advisory Council (SAC) was involved in the development of the school improvement plan by utilizing the 8 step problem-solving process to make data-based decisions on improvement strategies.

Item 2: Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

Memorial Middle School has established a Community Assessment Team (CAT) to enlist and engage parents and community members in the process of reviewing student achievement data and developing recommendations for school improvement. Additionally, the school Parent Coordinator will be working directly with parents, philanthropist, and governmental official to reached out to parents and the community to provide an opportunity to meet the new Principal, Mrs. Tamara Baker-Drayton. In addition, Memorial is working to expand the Partners in Education (PIE) program to build and sustain partnerships with businesses and community organizations. Examples of partnerships include Orlando Utilities Commission (OUC), City Year, All Stars, and Dream Catchers. During Meet the Teacher, City Year volunteers helped with handing out schedules and maps while interacting with the students and parents. All Stars and Dream Catchers also attended Meet the Teacher to provide information and allow parents to sign their child up for the program. Memorial plans to increase the number of Partners in Education at extracurricular events to bridge relationships between school, community and parents.

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child's education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

Item 3: Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

Assurance 1: Wrap-Around Services

Memorial will increase wrap-around services by providing mental health counseling to students and parents through partnerships with Children's Home Society and SEDNET providers. The goal of these services is to provide support for families, create positive school environment, and build strong relationships between the home and school. Memorial's full time behavior specialist will provide support to the social and emotional needs of students on a daily basis. Guidance Counselors will facilitate small groups to teach students social, emotional, and personal skills. The social worker, SAFE Coordinator, and Deans will continue to monitor student behavior and attendance as well as provide intensive support to meet the needs of families.

OCPS has partnered with Motivational Coaches of America (MCUSA) to provide counseling services to identified students. MCUSA is one of the largest healthcare networks, dedicated to excellence in behavioral health, wellness and education services through the utilization of evidenced-based curricula and through the innovative placement of highly qualified and skilled behavioral health professionals, identified as "*Motivational Coaches*," within schools. The MCUSA program has been successful in helping at-risk children, identified by a certain criterion and early warning indicators, to address a wide-range of issues, including, but not limited to anger management, substance abuse, self-esteem issues, Attention Deficit Disorder, bullying, gangs, oppositional defiance, academic underachievement, negative peer influence, and a variety of additional behavioral challenges. Children who have successfully participated in the voluntary program often demonstrate academic gains, improved attendance, reductions in referrals and other positive outcomes.

Item 4: Explain the strategies the school will implement to increase parental involvement and engagement in the child’s education.

Assurance 2: Parental Involvement and Engagement

A major goal for the 2017-18 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 have the opportunity to register to become a volunteer at a station set up in the cafeteria or media center. 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.

In addition, for the 2017-2018 school year, Ms. Baker Drayton (school principal) hired a full-time Parent Coordinator that is a member of the staff. This individual will help strengthen parental engagement and involvement at Memorial Middle School by serving as the conduit between school and parents. More specifically, she will conduct home visits; parent workshops; educate teachers and staff on effective communication strategies that creates an environment where parents are equal partners; provide referrals to community-based services for families; help develop ongoing relationships with community and faith based organizations; expand the school’s opportunities for voluntary community service and civic participation; develop community collaborations; promote sharing of power with parents as equal decision-makers and help parents understand the educational system so they can better support their child’s learning at home.

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 (PAFEP). 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, as needed parent conferences and responding to school 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 PAFEP 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 Community Meetings, 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. The community partnerships will support and provide incentives for faculty and students to encourage high academic success and attendance.

Item 5: Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Assurance 3: Clearly defined and measureable high academic and character standards

The link between school culture and academic achievement cannot be overstated. National trend data suggests that schools serving high populations of impoverished students must work *creatively* to establish school cultures that are conducive to high academic achievement. This means that schools must address the *non-academic variables* that impact student achievement by educating the whole child. The federal government has recently recognized this need. The Every Student Succeeds Act (ESSA) which received bi-partisan support suggests that success is much broader than academic achievement. A portion of the Every Student Succeeds Act (ESSA) requires states to incorporate non-academic factors into their accountability systems. These factors may include measures of character, integrity and other factors that point to preparation for life. In addition to helping students achieve at high levels, Memorial Middle School will implement a Positive Behavior Support System, which is called “MMS Soldier Manners”. The implementation of a Positive Behavior Support System, promotes improvement in student behavior across the entire school. It provides administrators, teachers, and students with tools they need to achieve a more cohesive school environment and provide a better understanding of specific problems on the school campus. To foster a culture of high achievement, Memorial will recognize the A/B honor roll students throughout the year through PBS.

The goal of the Positive Behavior Support System at Memorial Middle School is to decrease the frequency and severity of infractions and increase appropriate student behaviors in both social and academic situations. Memorial will have four clearly stated expectations for Solider Manner success, which are Thinking Responsibly, Having Respect, Coming to School Prepared, and Showing Self Control. Students will receive positive rewards when they are caught demonstrating one of the identified Soldier Manners behaviors from faculty and staff.

The social component of the MMS Positive Behavior Support System is the component that determines what it feels like to be in a school and how people treat one another. As the school shapes and enforces the desired social code and the moral code that underlies it, there will be a noticeable and positive change in the school’s learning environment. The school’s atmosphere will become safer, orderly, supportive and clearly devoted to high academic achievement for all students. The school’s traditional emphasis on discipline will be accompanied by a high degree of nurturing. This helps to prevent the loss of children who might otherwise be at risk of succumbing to gangs and other negative forces. To summarize, the social environment involves:

For students:

- Behaving in a way that contributes to a safe, orderly environment
- Acting respectfully and responsibly
- Knowing they will be treated respectfully by others and not be bullied or humiliated
- Solving conflicts in a peaceful way; cooperating, sharing and working together

For teachers:

- Collaborating, helping colleagues who need guidance or support, sharing resources, working enthusiastically on school-wide projects
- Taking responsibility for the success of the entire school and not just their own students.
- Treating co-workers, students, their family members and visitors with respect and kindness
- Nurturing an environment and culture in the school that promotes responsibility

Turnaround Option Plan –3

A guaranteed and viable curriculum ranks at the top of school level factors impacting student achievement (Marzano, 2003). All teachers will work with the school administration, the leadership team, and content area leads to ensure that a standards-aligned, engaging instructional program is delivered to all students. The following indicators will be monitored during classroom walkthroughs as a way to provide teachers with actionable feedback as well as track teacher instructional practices: identifying and communicating the content considered essential for all students as opposed to the supplemental information, ensuring that the essential content is taught during the designated time frame based on the scope and sequence, sequencing and organizing the essential content in such a way that students have ample opportunity to learn the content and are able to apply their knowledge in real world scenarios, ensuring that teachers address the essential content using highly effective and engaging instructional strategies, and protecting instructional time, as well as collaboration time with PLC's.

According to the 2016-2017 FSA data, 25% of the students were proficient in reading and 26% were proficient in mathematics. Consequently, Memorial students attended a camp prior to the first day of school to jump start student learning. Targeted students attended a one-week Jumpstart camp where they will receive intense core instruction, social development and a first-hand glimpse of Memorial's expectations for student behavior and learning. The Jumpstart camp focused on reading, writing, and mathematics. The camp was intentionally structured to support the learning needs of students by providing a 'jump start' to the 6th grade curriculum.

In addition to Jumpstart, students will receive more intense support by extending the learning day four times per week through an eighth period class. Although, this class is not mandatory, the principal and parent coordinator will employ multiple strategies to ensure there is a significant amount of student participation. Also, 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. Students that participate in the eighth hour and school-wide tutoring sessions will receive weekly feedback and data review regarding skill mastery and academic performance. Students below grade level proficiency will be given additional support through intensive reading and math classes.

During the 2017-2018 school year, Memorial will implement the International Bachelorette (IB) program schoolwide. The IB program has expanded to include all students through Social Studies, Science and 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.

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.

Item 6: Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

Assurance 4: A knowledge-rich curriculum focused on developing a student's background knowledge

Turnaround Option Plan –3

Acaletics is an intervention Math program designed to strengthen student fluency skills and enhance student’s background in Math. In the 2016-2017 school year, Carver and Meadowbrook Middle School (neighboring and ‘like” schools to Memorial) utilized district coaching support and the Acaletics math program in their intensive math classrooms. Both schools experienced tremendous success improving student proficiency and growth scores in math as measured by FSA data. Because of this, Memorial Middle School will utilize Acaletics and receive job embedded coaching support to improve student learning in their intensive Math classrooms.

Carver and Meadowbrook Middle (Math Learning Gains)				
Math				
Carver	31	62 (+31)	26	57 (+31)
Meadowbrook	41	57 (+16)	38	56 (+18)

Also, for the 2017-2018 school year, Memorial Middle School 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 at Memorial Middle School, students will receive direct instruction during intensive reading classrooms utilizing a research based program, titled Corrective Reading (SRA) at least 3 times per week. The remaining days will focus on small group targeted instruction. Also, they will utilize i-Ready which provides a computer-based intervention program and materials that are targeted to the individual needs of the students and aligned to the standards. In addition, Memorial has partnered with City Year to ensure students have the opportunity to interact positively with another adult (tutors and mentors) in the majority of the core academic and intervention classrooms to promote student learning.

To measure student progress, all students at Memorial will take the i-Ready diagnostic test in both reading and math to provide student specific data in areas of strengths and deficiencies. The i-Ready diagnostic test is given 3 times per year to create a baseline, mid-year check, and end of year snapshot that monitors student growth throughout the year. I-Ready also provides ongoing progress monitoring and formative assessments. Based on both the FSA and i-Ready data, students will receive ability grouped interventions that are differentiated and fluid in all classrooms.

Item 7: Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Assurance 5: Strategies for professional development

The school will work in collaboration with STO to provide targeted professional development. To increase teacher and leadership performance, school-based coaches, STO coaches and district administrators will work daily with teachers to support student learning. Coaches will provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, coaches will 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 will provide support to teachers in analyzing student assessment data and making instructional decisions based on student need.

Turnaround Option Plan –3

Coaches and district administrators will participate in common planning with teachers to share resources and develop rigorous lessons/activities that align to the full intent of the standards. In addition, the coaching cycle will be 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 effective instructional practices. The team of instructional coaches will 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). 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.

STO will work in collaboration with school-based leadership teams and coaches to provide 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
 - Content
 - Lesson planning
 - Differentiated Instruction (**Targeted Focus Area TOP 2**)**
 - School Improvement Planning
2. Multi-tiered Systems of supports (**Targeted Focus Area TOP 2**)**
 - 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

****Targeted Focus Area (TOP 2):** Memorial and School Transformation Office (STO) will train school staff on quality planning, differentiated instruction and delivery of standards-aligned lessons which gives 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. To summarize, the academic environment involves:

Turnaround Option Plan –3

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

In addition, Memorial Middle School will participate in Orange County’s District Professional Learning Community (DPLC) process, a three-year plan for system-wide improvement, whereby teacher designees and the principal attend monthly professional training that focuses on core content knowledge and best practices in pedagogy in order to deliver school-wide, rigorous instruction for students in ELA. The teachers and principal, with guidance from the School Transformation Office, Associate Superintendent, and Executive Area Directors and senior administrators will work collaboratively to develop “Whole School Improvement” plan focused on significant growth in student achievement in ELA. The plan will include content area strategies in reading and will be communicated and modeled to staff each month in order to ensure transfer of learning into school-wide instructional practice of rigorous, standards-based instruction. Through this structure, the DPLC will develop a targeted professional development plan to provide training to staff in analyzing school data and student work to identify strengths and opportunities for improvement, identifying and eliminating barriers to improvement, and utilizing research-based strategies for improving literacy school-wide.

In addition to the DPLC, teachers at Memorial Middle School will receive weekly, job-embedded training on both academic content knowledge and pedagogical strategies through the school’s PLC and planning structure. During lesson plan development, teachers meet with instructional coaches to receive guidance and feedback, aligned with the work of the DPLC, in creating rigorous, standards-based lessons in ELA. Teacher designees then share and model instructional strategies with their peers during collaborative planning sessions where the lesson is carefully reviewed by all team members to ensure rigorous, direct instruction is taking place across all classrooms. This process is carefully guided and monitored through the collaboration of the School Transformation Office.

Turnaround Option Plan –3

Item 8: Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

Assurance 6: Recruit, Retain, and Award Instructional Personnel

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 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 also have the opportunity to earn an additional \$4,800 to teach an eighth-period class. In addition, teachers will be compensated for actively participating in professional development that extends beyond the normal school day.

This system was modeled after the Carver Middle School (STO School) structure currently implemented to attract high-quality teachers. Currently, teachers can earn a salary supplement of up to \$70,000 over three years to teach at the school. Attracting high-quality teachers to Carver was a priority, and past experience has shown that few potential teachers applied to open positions at the school. In some cases, there were no applicants. Per the pilot program, teachers hired at Carver Middle School will receive an annual salary supplement of \$20,000 during their first year, and \$25,000 in years two and three. Over 500 teachers statewide have applied to teach at Carver, providing the school with a pool of high-quality applicants. To vet these applicants, the School Transformation Office along with other district departments have examined prior results including statewide and local value-added scores when available to ensure hires have a history of demonstrated success.

We propose using all funds associated with the TOP-3 plans for this purpose using the same supplement structure. If we have high-quality teachers with a demonstrated history of success who want to teach at the school and commit to multiple years of service, we believe that student achievement will improve dramatically. Both past experience for the district and research support this theory of action.

B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

Item 9: 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 all of the Areas of Assurance.

Turnaround Option Plan –3

To reduce or eliminate internal systematic barriers and address the needs of the school, the district will address all areas of assurance by doing the following:

Assurance 1: Wrap-Around Services

The district will provide coaching support and monitor the implementation of school and district-based partnerships with SEDNET Children’s Home Society, Motivational Coaches of America, and the MTSS process.

Assurance 2: Parental Involvement and Engagement

The district will provide coaching support, participate and monitor the implementation of parental engagement activities, such as the CAT, SAC, and PTSA. The district will also support and monitor the parent coordinator.

Assurance 3: Clearly defined and measureable high academic and character standards

The district will support, monitor and provide job embedded professional development to ensure Memorial Middle School implements a high academic and character standards.

Assurance 4: A knowledge-rich curriculum focused on developing a student’s background knowledge

The district will work collaboratively with the school and district-based partners (Acaletics and SRA-Corrective Reading) to support, monitor and provided job embedded professional development. This will ensure Memorial Middle School implements a knowledge-rich curriculum focused on developing student’s background knowledge.

Assurance 5: Strategies for professional development

The district will utilize the strategies outlined in Item 7 to support the school and build instructional capacity to improve student achievement.

Assurance 6: Recruit, Retain, and Award Instructional Personnel

In conjunction with the proposed teacher recruitment/retention bonus of \$20,000, the district will assist the principal in screening, interviewing, and hiring highly qualified applicants to teach and support Memorial Middle School and continue working with the local union, Orange County Classroom Teachers’ Association (OCCTA) to develop ways to recruit, retain, and award highly qualified instructional personnel to support Memorial Middle School. The district will also work collaboratively with the school to provide targeted professional development opportunities for teachers beyond the normal teacher duty day.

Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

Turnaround Option Plan –3

This model directly aligns to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document. Similar to the district-managed turnaround plan, the whole-school transformation plan will incorporate the collaboration of multiple district departments and external providers. These departments and providers include but are not limited to: the Title I department; STO, Acaletics, SRA, and the Curriculum, Instruction and Digital Learning team. Specifically, TOP 2 and 3 have a focus on differentiated instruction and extended learning opportunities.

In addition, both plans outline an intensive instructional support system provided by the district (STO) through the use of the coaching cycle and professional development that is job embedded. In both plans, the district and school-based teams work collaboratively to ensure systemic barriers are removed and structures are put in place to support staff capacity to achieve sustainable school improvement. TOP 2 and 3 were developed in collaboration with the principal, leadership team members, and key stakeholders, which includes the CAT, SAC, PTSA, community partners, parents, teachers, and students.

The integration of TOP 2 and TOP 3 are seamless as they both address differentiated instruction, leadership development, extended learning opportunities and the development of the “whole child” to improve student achievement at Memorial Middle School. Like the district-managed turnaround plan, the whole-school transformation plan will be heavily supported and monitored through the School Transformation Office; a model that has a proven track record in supporting struggling schools improve student achievement.

Item 11: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

After the Schools of Hope funding expires, the district has the capacity to sustain job embedded professional development opportunities, wrap around services, parental and community engagement activities, and some level of differentiated pay that must be negotiated with the classroom teachers association as done in previous years.

By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school’s principal.

DOE USE ONLY (Program)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____

DOE USE ONLY (Grants Management)

I certify that the cost for each line item budget category has been evaluated and determined to be allowable as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

Printed Name: _____

Signature: _____

Title: _____

Date: _____



