

Meadow Woods Elementary

500 RHODE ISLAND WOODS CIR, Orlando, FL 32824

www.ocps.net/lc/southeast/emw

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Meadow Woods Elementary recognizes students' cultures have an impact on learning. To show the school values and respects our diverse population and their cultures, culturally responsive education is practiced throughout. This addresses the different approaches to reflective learning, the role and importance of collaboration, the function of non-verbal behavior, and student learning styles. Teachers are flexible and adapt instructional practices to meet the needs of their students and also embrace cultural characteristics. In addition, because we have a diverse school population the school participates in Hispanic Heritage Month as well as Black History Month by showcasing songs and dances from both cultures. Meadow Woods Elementary also recognizes that building positive relationships with students is paramount in order for meaningful learning to take place. Teachers address this by creating positive classroom environments, communicating positive expectations, correcting or disciplining students in a constructive way (using a positive behavior system such as C.H.A.M.P.S.), and simply by demonstrating caring.

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

Meadow Woods Elementary School utilizes safety patrols as well as staff to assist students from the moment they arrive on campus and until they are safely on their way home. During arrival, safety patrols assist students out of their vehicles, and into the enclosed hallways. If students are lost or feel uncomfortable, safety patrols assist students to the cafeteria or the morning classrooms. Staff are at key areas providing supervision in the hallways as well as in the morning classrooms. Students are able to interact with a variety of staff throughout the day including the homeroom teacher, special area teacher, intervention teacher and paraprofessionals. At dismissal, students are again accompanied by staff and safety patrols to their dismissal zone. Meadow Woods Elementary School has an assigned social worker who coordinates any extra needed services for our families. In case of an emergency, all teachers and staff are provided with our Safe Plan that designates what to do in an emergency.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Meadow Woods Elementary School, we utilize a school-wide behavior system CHAMPs. Students are taught the acceptable behaviors during each activity the classroom and in school-wide common areas, such as during special areas and the cafeteria. The CHAMPs acronym defines detailed

behavioral expectations for each area and activity. C- Conversation H-Help A-Activity M-Movement P-Participation. As new staff members join the Meadow Woods Elementary School team, they are given training and guidance on the CHAMPs model. Students are rewarded for positive behavior choices with Merlin Money that can be exchanged for PBS events and activities quarterly.

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

Meadow Woods Elementary School ensures the social-emotional needs of all students through various incentives and programs. Meadow Woods Elementary School is a Provision 2 Universal Free Breakfast and Lunch school. Students are offered a free breakfast and lunch daily. A social worker is also available to all students by offering a wide variety of social services. These services include, mental health counseling, food and shelter needs, parenting programs and safe harbor for domestic violence. Meadow Woods Elementary is an official distributor for the Love Pantry which distributes food and hygiene products for needy families. As a result of the AdvancEd Parent Survey, we will be distributing information regarding the availability of services to meet the social and emotional needs of Meadow Woods Families.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Meadow Woods Elementary School has several early warning systems in place. Tier 3 students will use the Voyager program to develop reading deficient skills. Meadow Woods Elementary School also implements 30 minute Intervention daily based on student's abilities. Grade levels divide their students based on data into Low, Medium Low, Medium High and High reading groups. Based on the student abilities, state adopted curriculum is used for instruction during the guided reading time. Each grade level teacher progress monitors students weekly in Math and Reading. Bi-weekly progress monitoring data is used to drive instruction through intentional planning. All students below grade level proficiency are invited to participate in after school tutoring. Teachers in grades one through three may also select students to participate in tutoring based on data from a variety of data sources. Tutoring is provided Tuesday, Wednesday and Thursday for 90 minutes in both Reading and Math.

Members of the Admin Team review weekly progress monitoring data to assist teachers with resources for students that fail to score 80% or higher on the weekly progress monitor tests in both Math and Reading. Administrators meet weekly with grade level PLC's to discuss data. Student Profile Meetings are held in the Fall, Winter and Spring by the Principal with each classroom teacher to discuss student data and additional means of providing support to students that need further assistance.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	11	7	11	7	7	54
One or more suspensions	1	2	1	0	1	2	7
Course failure in ELA or Math	20	38	32	28	25	31	174
Level 1 on statewide assessment	0	0	0	0	0	0	

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	
Students exhibiting two or more indicators	3	9	3	6	4	4	29

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

To improve the academic performance of students who exhibit two or more early warning indicators, Meadow Woods Elementary utilizes weekly administration meetings to discuss patterns we have seen regarding students' attendance at school and how that has been affecting their academic performance. If needed, a teacher may be asked to begin the MTSS process with a particular student who has shown lack of academic performance due to attendance concerns. Specific classroom interventions are presented to the teacher to conduct with that student. Students who may have indicators of below grade level proficiency are placed in pull-out groups for extra reading instruction each day. This is done with the assistance of the Voyagers' program to monitor the students' progress. Students also participate in a set intervention time in addition to their 90 minute reading block school wide. During this intervention time, students are ability grouped according to reading data and work on deficient reading skills specific to that ability group. After-school tutoring services are provided to students who are showing below grade level proficiency in grades 2-5. Third grade students who are identified as below grade level proficiency can be invited to attend an additional tutoring that targets pre-teaching strategies and is funded through the Minority Achievement Office. Many of the students specifically in third grade who exhibit more than two indicators are ELL students who have previously been enrolled in a bilingual program offered through second grade at another campus. To reach these students as well as others who are new to the United States, the Imagine Learning program will be made available to assist ELL students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/62840>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Meadow Woods Elementary builds and sustains multiple partnerships with the local community. Our Partners in Education range from local churches, restaurants, hotels, and medical offices. These companies supply Meadow Woods Elementary with resources to support student achievement by offering science fair judges, donating school supplies and student incentives, holding food/clothing

drives, offering job shadowing for fifth graders, and sending highly qualified employees for Teach In (Career Day)..

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Workum, Suzanne	Principal
Deese, Christina	Assistant Principal
Cardoso, Michelle	Instructional Coach
Koch, Lauren	Instructional Coach
Dottavio, Carmen	Instructional Coach
Abrew, Sonia	Other

Duties

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

The team meets weekly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team identifies professional development and resources. The team also collaborates regularly to problem solve, share effective practices, evaluate implementation, provide feedback, make decisions, and practice new processes and skills. The team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

General Education Grade Level Lead Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities. Enrichment opportunities are provided for students during Tier 2 Intervention/Enrichment time.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports

data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Instructional Coach: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Title I, Part A

Services are provided to ensure students requiring additional intervention and remediation with resource teachers and through after-school programs. The district coordinates with Title III in ensuring staff development needs are provided. Title 1 funds were used to purchase Write Score for 4th and 5th grade students in an effort to increase writing scores.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Imagine Learning resources are being provided to meet the needs of the students.

Supplemental Academic Instruction (SAI)

SAI funds will be used to fund .2 of the Curriculum Resource Teacher. The remaining funds will be used to purchase supplies for the tutoring program.

Nutrition Programs

Universal Free Breakfast-Every student receives free breakfast. Kindergarten participates in Healthy Lifestyle program.

Adult Education

Adult ESOL classes are being offered in the evening open to the public. Free child care is provided.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Paula Buitrago	Parent
Shannon Zelayandia	Teacher
Suzanne Workum	Principal
Lauren Koch	Teacher
Jason Acevado	Parent
Sonia Abrew	Education Support Employee
Maria Santiago	Parent
Lorenzo Knight	Parent
Edilliam Cotto	Parent
Ada Tirado	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC reviewed and approved the plan for the 2014-2015 school year. SAC reviewed the school data as per the state assessment scores and made specific recommendations regarding the focus for the current school year 2015-2016.

Development of this school improvement plan

The SAC meets monthly. In May the SAC met to address the needs of the school specifically in the areas of Reading. Due to low scores the SAC will include writing and science needs as well in their discussions and decisions.

Preparation of the school's annual budget and plan

SAC will review and give input towards annual budget for the next school year each spring based on school data results.

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

Last year the SIP funds were distributed to teachers who asked to attend conferences (Orr FAME conference, and Catalano Kagan conference) as well as SIP funds were used to purchase 7 laptop computers. SAC members voted on the purchase of the computers based on preliminary student achievement data and student progress monitoring data.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Abrew, Sonia	Instructional Coach
Koch, Lauren	Instructional Coach
Workum, Suzanne	

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to support the Florida Standards assessment expectations by developing activities that will infuse literacy and increase vocabulary across the curriculum through media, technology, AR, Book Fair, Young Authors program, Inquiry Nights, literacy week and extra-curricular activities with literacy emphasis. These activities will be planned in conjunction with the extra-curricular committee.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Meadow Woods Elementary employs many strategies to encourage positive working relationships between teachers. One strategy is the use of collaborative planning. Four times a week, grade level teams, accompanied by the reading, science, writing and math coach, gather to plan reading, science, writing, and math. During collaborative planning, members of the team come together to work on lesson plans and unit plans in an effort to build cohesive instructional strategies. The math or reading coach is there to provide resources and ensure the focus of the planning revolves around the standards. The goal of collaborative planning is to maximize student learning through the use of intentional planning. Instructional rounds are a method used to highlight teachers who exemplify a certain element. Mentoring new teachers is another way Meadow Woods Elementary encourages positive working relationships. Faculty team building events as well as holiday parties are more strategies encouraging positive work relationships among teachers. These events occur after school hours and are not on campus. All faculty members are invited.

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

The Principal is responsible for recruiting and retaining highly qualified, certified-in-field, effective teachers. The E-recruit program is utilized to advertise and select potential candidates. Interviews are conducted with potential candidates with both the Principal and Assistant Principal. In an effort to retain teachers, professional development opportunities are available. New staff to teaching and the school are assigned a mentor to assist in the acclimation to the school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Instructional Coach assigns mentors to Beginning teachers and those experienced teachers who are new to Meadow Woods Elementary. Teachers are paired based on similarities in grade level, subject, etc. Mentors/Mentees meet regularly to discuss lesson plans, data and curriculum. The mentors assist the new teachers in any way needed. Mentors provide feedback, serve as a resource, and help acclimate new teachers to the school and faculty culture.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Meadow Woods Elementary follows the district and state guidelines in assigning courses to students. Students are registered in core classes (reading, math, language arts, science, social studies) as well as PE for 150 minutes a week. Electives include Music and Art. Our Math and ELA resources have been purchased by the district after being reviewed by a district adoption committee.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Meadow Woods Elementary uses data to provide and differentiate instruction to meet the diverse needs of students in many ways. First, we collect all reading and math data from common formative

assessments to plan instruction. Second, each team has designated planning times in which they use that same data to intentionally plan meaningful and purposeful lessons to fit all the students' needs, from ESE to ELL to Gifted. It is during this intentional planning time that teachers modify and supplement instruction to fit all the students' needs. Reading progress monitoring is collected monthly on tier 1 instruction. Tier 2 instruction is progress monitored bi-weekly and tier 3 instruction is closely monitored weekly. Teachers are required to turn in their data based on the student's tier. Third, we have a designated intervention time called Merlin Time. This is when all students are given a tier 2 intervention specific to their needs or a tier 1 enrichment time. Outside from the classroom and Merlin Time interventions, some students are pulled out for reading resource for an additional tier 3 intervention. Before and after school tutoring is also available for those struggling students.

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

Strategy: Extended School Day

Minutes added to school year: 7,140

We are utilizing three main areas of extended learning: after school tutoring, after school computer access, and before school computer access.

After school tutoring will be focused on four core academic areas. Grade level criteria will be set to determine which students are invited to tutoring from each grade level. K-5 will offer reading and math tutoring. After school tutoring will occur on Tuesdays and Thursdays in two sessions Sept 22 through Nov. 19 and Jan 12 through March 17th.

After school computer access will be focused on three core academic areas, reading, math and science. Grade level criteria will be set to determine which students are invited to computers.

Students will be utilizing the core curriculum online practice, intervention and enrichment programs each Wednesday after school from Sept. 22 through May 25th.

Before school computer access will be focused on three core academic areas: reading, math and science. Grade level criteria will be set to determine the students who are invited to the before school program. Students will be utilizing the core curriculum online practice, intervention and enrichment programs each morning before school from Sept. 14th through May 27th.

Strategy Rationale

We are providing the students with extra time and access to resources and technology to increase their core reading skills and proficiency.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Cardoso, Michelle, michelle.cardoso@ocps.net

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

We will be progress monitoring our students' progress through a variety of methods depending on the grade level and subject. We will use this progress monitoring data to determine the effectiveness of these strategies. Progress monitoring might include in program assessments, STAR reading (Common Core Version), common formative assessments, and /or MAP.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Pre-K teachers collaborate with K teachers to discuss what children need to know before entering K. Pre K teachers and K teachers work together to plan and implement extra-curricular activities. MWES hosts a Kindergarten Orientation during Kindergarten Roundup in May. An additional Kindergarten orientation is hosted in August for new Kindergarten students and their parents. As students transition to middle school, we hold a Moving Up ceremony at the middle school to celebrate with the families this new milestone. Additionally, we assist students in choosing electives and courses for the next year. Our elementary school principal meets with the middle school principal to discuss students who are likely ready to be involved in advanced coursework, and those who might have scored lower on statewide assessments but are ready for the challenge. Meadow Woods Middle school also provides a Middle School Boot Camp in which we support our students applying and attending during the summer after their 5th grade year.

College and Career Readiness

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

To advance college and career awareness, Meadow Woods Elementary provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. Meadow Woods Elementary has a college shirt day monthly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, Meadow Woods Elementary has increased access to digital curriculum and access through the use of Lexia Reading, Reading Plus, Accelerated Reader, VMath, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as Lexia, Reading plus, VMath, and Accelerated Reader to build academic achievement and increase motivation.

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

The strategies implemented at Meadow Woods Elementary for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive

interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through MAP, DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting. The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The Bridging Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus. Additionally, Meadow Woods Elementary School offers 2nd-5th grade students the ability to participate in a school Chess club. Chess Club is held weekly after-school. Meadow Woods Elementary School 5th graders are offered the opportunity to participate in and join the National Honor Society. Meadow Woods Elementary School National Honors Society meets monthly after-school.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework. Division Priority: Narrow Achievement Gaps

- G2.** Teachers will use collaborative lesson planning to focus on standards based instruction and thereby improve teacher proficiency and student achievement. Division Priority: Accelerate Student Performance

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework. Division Priority: Narrow Achievement Gaps 1a

G073185

Targets Supported 1b

Indicator	Annual Target
5Es Score: English Instruction	74.0
5Es Score: Math Instruction	74.0

Resources Available to Support the Goal 2

- Lexia
- AR
- VMath
- Reading Plus
- CPALMS
- MTPS
- Write Score

Targeted Barriers to Achieving the Goal 3

- time for collaboration

Plan to Monitor Progress Toward G1. 8

I observation reports

Person Responsible

Suzanne Workum

Schedule

Biweekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Leadership team agendas and iobs reports

G2. Teachers will use collaborative lesson planning to focus on standards based instruction and thereby improve teacher proficiency and student achievement. Division Priority: Accelerate Student Performance

1a

G073186

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Resources Available to Support the Goal 2

- After school tutoring for Reading and Math
- Intentional Planning weekly with Reading and Math Coach
- Small groups during 90 minute Reading block and 60 minute Math block
- Extended hours for Reading and Math in the Computer Lab
- Science Weekly K-5
- Extended Media Hours
- Daily Interventions
- I-Ready reading resource for K and 1
- VMath K-5

Targeted Barriers to Achieving the Goal 3

- Deep Understanding of Florida Standards

Plan to Monitor Progress Toward G2. 8

Formative Assessment in ELA

Person Responsible

Lauren Koch

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Increase in student achievement scores on FSA

Plan to Monitor Progress Toward G2. 8

Formative Assessment in Math

Person Responsible

Carmen Dottavio

Schedule

On 5/31/2016

Evidence of Completion

Increase in student achievement scores on FSA

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase as a result of teachers' understanding and use of the Florida Standards and the Instructional Framework. Division Priority: Narrow Achievement Gaps **1**

 G073185

G1.B1 time for collaboration **2**

 B191192

G1.B1.S1 Planning time will be set aside, teams will have 45 min 4 days a week to plan with a coach and administrator. **4**

 S202661

Strategy Rationale

To link standards, DOK levels to rigorous lesson activities

Action Step 1 **5**

Use the DOK levels while planning lessons in ELA

Person Responsible

Lauren Koch

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

DOK levels identified in lesson plans and daily targets, quality instruction improve in an effort to increase student achievement. Write Score assessments indicate an increase in student understanding of ELA content

Action Step 2 5

Differentiated Learning Centers in Math

Person Responsible

Carmen Dottavio

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

lesson plans, rigorous lessons increase student achievement in Math as a result of differentiated learning centers in math.

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

DOK levels will be identified within lesson plans

Person Responsible

Suzanne Workum

Schedule

Biweekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

I observation data for informal evaluations, student achievement data

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

Leadership team feedback cycle

Person Responsible

Christina Deese

Schedule

Biweekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

lobservation results will show increased rigor and lessons aligned to DOK levels, student achievement data

G2. Teachers will use collaborative lesson planning to focus on standards based instruction and thereby improve teacher proficiency and student achievement. Division Priority: Accelerate Student Performance **1**

G073186

G2.B2 Deep Understanding of Florida Standards **2**

B191196

G2.B2.S1 Participation in collaborative intentional planning with administration for weekly planning sessions. **4**

S202664

Strategy Rationale

Teachers have limited experience with the Florida Standards.

Action Step 1 **5**

Teachers are going to work in collaborative teams to align the standards with the daily lesson targets, instruction based on DOK level, and common formative assessments.

Person Responsible

Suzanne Workum

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Discussion thread on IObservation collaboration, AR data, Lexia data, Reading Plus, VMath, Iobservation data, Weekly Progress Monitoring data, Lesson Plans, Formative Assessments

Action Step 2 **5**

Monitor instructional practices, pacing and implementation of the Florida State Standards.

Person Responsible

Suzanne Workum

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

implementation of Florida State Standards in rigorous class activities aligned to the standards, DOK level and appropriate scope and sequence (pacing) leading to an increase in student achievement data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Attend weekly Common planning/PLC

Person Responsible

Suzanne Workum

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

PLC Agendas and meeting notes, Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Lesson Plans uploaded to Sharepoint weekly, PLC notes uploaded weekly

Person Responsible

Suzanne Workum

Schedule

Quarterly, from 8/22/2015 to 5/31/2016

Evidence of Completion

Discussion thread with lesson plan feedback in iobservation

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Progress Monitoring of biweekly formative assessments in Reading

Person Responsible

Lauren Koch

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Increase in student achievement in Reading

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Progress Monitoring of biweekly formative assessments in Math

Person Responsible

Carmen Dottavio

Schedule

Weekly, from 9/5/2014 to 4/29/2015

Evidence of Completion

Increase in student achievement in Math

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Use the DOK levels while planning lessons in ELA	Koch, Lauren	9/8/2015	DOK levels identified in lesson plans and daily targets, quality instruction improve in an effort to increase student achievement. Write Score assessments indicate an increase in student understanding of ELA content	5/31/2016 weekly
G2.B2.S1.A1	Teachers are going to work in collaborative teams to align the standards with the daily lesson targets, instruction based on DOK level, and common formative assessments.	Workum, Suzanne	9/8/2015	Discussion thread on IObservation collaboration, AR data, Lexia data, Reading Plus, VMath, lobservation data, Weekly Progress Monitoring data, Lesson Plans, Formative Assessments	5/31/2016 weekly
G1.B1.S1.A2	Differentiated Learning Centers in Math	Dottavio, Carmen	9/8/2015	lesson plans, rigorous lessons increase student achievement in Math as a result of differentiated learning centers in math.	5/31/2016 weekly
G2.B2.S1.A2	Monitor instructional practices, pacing and implementation of the Florida State Standards.	Workum, Suzanne	9/8/2015	implementation of Florida State Standards in rigorous class activities aligned to the standards, DOK level and appropriate scope and sequence (pacing) leading to an increase in student achievement data	5/31/2016 weekly
G1.MA1	I observation reports	Workum, Suzanne	9/8/2015	Leadership team agendas and iobs reports	5/31/2016 biweekly
G1.B1.S1.MA1	Leadership team feedback cycle	Deese, Christina	9/8/2015	lobservation results will show increased rigor and lessons aligned to DOK levels, student achievement data	5/31/2016 biweekly
G1.B1.S1.MA1	DOK levels will be identified within lesson plans	Workum, Suzanne	9/8/2015	I observation data for informal evaluations, student achievement data	5/31/2016 biweekly
G2.MA1	Formative Assessment in ELA	Koch, Lauren	9/8/2015	Increase in student achievement scores on FSA	5/31/2016 weekly
G2.MA2	Formative Assessment in Math	Dottavio, Carmen	9/8/2015	Increase in student achievement scores on FSA	5/31/2016 one-time
G2.B2.S1.MA1	Progress Monitoring of biweekly formative assessments in Reading	Koch, Lauren	9/8/2015	Increase in student achievement in Reading	5/31/2016 weekly
G2.B2.S1.MA2	Progress Monitoring of biweekly formative assessments in Math	Dottavio, Carmen	9/5/2014	Increase in student achievement in Math	4/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Attend weekly Common planning/PLC	Workum, Suzanne	9/8/2015	PLC Agendas and meeting notes, Lesson Plans	5/31/2016 weekly
G2.B2.S1.MA4	Lesson Plans uploaded to Sharepoint weekly, PLC notes uploaded weekly	Workum, Suzanne	8/22/2015	Discussion thread with lesson plan feedback in iobservation	5/31/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Teachers will use collaborative lesson planning to focus on standards based instruction and thereby improve teacher proficiency and student achievement. Division Priority: Accelerate Student Performance

G2.B2 Deep Understanding of Florida Standards

G2.B2.S1 Participation in collaborative intentional planning with administration for weekly planning sessions.

PD Opportunity 1

Teachers are going to work in collaborative teams to align the standards with the daily lesson targets, instruction based on DOK level, and common formative assessments.

Facilitator

Dylan Wiliam- Formative Assessment

Participants

All Instructional

Schedule

Weekly, from 9/8/2015 to 5/31/2016

PD Opportunity 2

Monitor instructional practices, pacing and implementation of the Florida State Standards.

Facilitator

Christina Deese, Suzanne Workum

Participants

All instructional staff

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Use the DOK levels while planning lessons in ELA				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1041 - Meadow Woods Elementary	Title I Part A		\$2,400.00
<i>Notes: Write Score</i>						
2	G1.B1.S1.A2	Differentiated Learning Centers in Math				\$0.00
3	G2.B2.S1.A1	Teachers are going to work in collaborative teams to align the standards with the daily lesson targets, instruction based on DOK level, and common formative assessments.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1041 - Meadow Woods Elementary	General Fund		\$5,000.00
<i>Notes: Dylan William- Formative Assessment</i>						
			1041 - Meadow Woods Elementary	Title I Part A		\$0.00
4	G2.B2.S1.A2	Monitor instructional practices, pacing and implementation of the Florida State Standards.				\$0.00
Total:						\$7,400.00