

Orange County Public Schools

Meadow Woods Middle



8-Step problem solving step zero school students strategic goals college and career mission vision and public and collaborative teaching increased achievement and family community involvement planning building relationships needs assessment resources effective leadership strategies ambitious supportive environment instruction improvement

2015-16 School Improvement Plan

Meadow Woods Middle

1800 RHODE ISLAND WOODS CIR, Orlando, FL 32824

www.ocps.net/lc/southeast/mmw

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	91%

School Grades History

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

*Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Meadow Woods Middle uses surveys, teacher/student input in classrooms and cultural activities throughout the school year to learn about students' cultures and to build relationships between teachers and students. Teachers also participate in professional development during pre-planning and through the school year in order to incorporate activities which incorporate cultural enrichment. Relationships are built over time between teachers/families and students by the use of Progress book, Connect Ed calls, flyers home, announcements on campus, events held at school during and after school hours, sport events, club activities, parental volunteering, use of our MWMS website and parent information sent home via students.

Meadow Woods Middle School understands that a Safe learning Environment is essential to a student's capacity to engage in the academic process, connect to learning and grow in knowledge. Therefore, we have open access to students prior to school so that they can have access to technology that they may not have at home at the media center. There is an hour of enrichment with ample opportunity to work on special products, homework and collaborate with peers. This demonstrates that learning is essential and that as individuals we value and respect their needs. Throughout the day the level of supervision at arrival, in the cafeteria, classrooms, transition time, lunch and dismissal includes all the Staff and Leadership team as important stakeholders. The Boys & Girls Club is also a partner offering enrichment opportunities and extracurricular engagement as an outlet. This also contributes to age appropriate development.

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

Our students are monitored by adults before school in the media center, cafeteria and the general campus. They are monitored by teachers and the Leadership Team during class changes and classroom time. After school students may attend tutoring, the Boys and Girls After School Zone and/or participate in school clubs and sports.

Meadow Woods Middle offers many opportunities for student growth, tutoring, sports, Boys and Girls After School Zone and varied club activities. We have three grade level counselors and a SAFE coordinator available for student interaction. Students are also given clear expectations concerning character traits and bullying.

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

Teacher established classroom expectations are clear and are reviewed repeatedly during the first few weeks of school. Design Question 5 (engaging students) and Design Question 6 (establishing rules and procedures) are embedded in teacher lesson plans to minimize specific behaviors. The Leadership Team discusses clear classroom expectations and procedures with the instructional personnel throughout the school year. Teachers implement these procedures and expectations in their classroom thus keeping a consistent school environment. A disciplinary process is in place and discussed with the faculty on a consistent basis to minimize classroom distractions. School wide expectations were reviewed with students during the first week of school. Grade level assemblies are held periodically to discuss rules, procedures, protocols and expectations of Meadow Woods Middle School students. Teachers were provided with various behavioral interventions that could be used to redirect student misbehavior during instructional time. Deans will conduct periodic reviews of the discipline data to monitor the school-wide behavioral system.

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 Middle School has three administrators, three grade level counselors, three grade level deans and a SAFE Coordinator for students to seek for counseling, mentoring and other pupil services. Teachers are provided information on the referral process and how to provide additional resources for all students. Teachers are usually the ones that are first aware of a situation that may require the student to be referred to the guidance counselor, safe coordinator, or dean. Guidance counselors and administrators are available to provide support for students' academic and social needs. Boys and Girls Club provides a mentoring program for students enrolled in the program. Administrators along with teachers mentor students that may be in need of additional support to help increase their academic performance. Teachers are aware of the referral process and how to provide additional resources for students. Also, before and after school tutoring in the Media Center provides academic assistance for students.

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

Attendance for all students is monitored. Students absent from school for five days are sent letters requiring their parent to contact the school to provide information on the students absence from school. Students absent from school ten or more days from school will receive a letter requiring the student and parent to attend a conference with school staff. Suspensions are closely monitored by the deans, and departments and administrators monitor student progress, including performance on report cards, formative assessments, summative assessments, and standards tests.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	52	42	60	154
One or more suspensions	42	37	25	104
Course failure in ELA or Math	63	15	12	90
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	36	21	12	69

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

Students performance data is monitored on an ongoing basis. Students are referred to tutoring if their grades fall below passing. Guidance counselors meet with students that are in danger of failing to implement a plan of success. Students that have five consecutive days absent from school are notified by mail with a warning letter to parents on our attendance policy and the consequences that will incur if students continue to miss school.

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/63040>.

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

Information concerning the school's vision, mission and goals for the year are shared with community partners through our Partners in Education Coordinator. Also members of SAC, PTO and our Title 1 Advisory group discuss our school's vision, mission and goals during the school year. These groups also attend other schools' meetings to share information pertaining to Meadow Woods Middle School. Meadow Woods Middle's biweekly newsletter is sent to parents and community members sharing important school information. Our Meadow Woods Middle School website provides news and information to parents, students and community members. Meadow Woods Middle has several information nights that are used to inform community partners and parents of students' interests and student achievement. These community partners and parents are invited to attend an Additions Volunteer breakfast honoring their contributions to the school.

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
Mendez, Marisol	Principal
Bennett, Tommy	Assistant Principal
Schaefer, Luz	Assistant Principal
cespedes, andrea	Instructional Coach
Rodriguez, Nydia	Instructional Coach
Mitchell, Marcia	Instructional Coach
Reid, Karen	Instructional Coach
Acevedo, Ivette	Instructional Coach
Gonzalez Cartanega, Luz	Instructional Coach
Buck, Bernetta	Instructional Coach
Hamann, Jacqueline	Instructional Coach
Farris, Ashley	Instructional Coach
Rodriguez, Ann Marie	Teacher, ESE
Wagner, Karl	Dean
Evans, Brian	Dean

Duties

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

Marisol Mendez- Principal

Vanessa Schaefer- Assistant Principal

Tommy Bennett – Assistant Principal

Nydia Rodriguez – Curriculum Compliance Teacher/ESOL

Andrea Cespedes- Math Instructional Coach

Reina Daigle- Reading Coach

Marcia Mitchell- Learning Resource Specialist

Karen Reid- Dean

Ivette Acevedo- LEA Rep/ESE

Luz Gonzalez Cartagena- Science Instructional Coach

Karl Wagner- Dean

Brian Evans- Dean/Activities Coordinator

Ann Marie Rodriguez- Parent Liaison/SAFE

Jacqueline Hamann- Dean of Testing and Instruction

Principal is responsible for establishing and promoting high standards and expectations for all students and staff for academic performance and responsibility for behavior. In addition to managing, evaluating and supervising effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school. This includes instructional programs, extracurricular activities and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures.

Assistant Principals plan and implement strategies to develop leadership skills and the knowledge of current trends and research to guide their actions. Assistant Principals assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, child

communications, supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items.

Deans are responsible for assisting the principal in the overall administration of school activities; perform as a resource for teachers and staff who express concerns for student attendance, student development and/or discipline; coordinate efforts with guidance, police liaison officer(s), school psychologist, and/or social worker in meeting with students and parents to discuss improving student attendance and/or behavior. They work collaboratively with the SAFE coordinator to work with families via conference or communication systems concerning student attendance and behavior. Instructional coaches and Learning Resource Specialist facilitate teachers' understanding and implementation of the Florida State Standards and create detailed coaching plans which include focused goals and measures of success to drive learning and follow the coaching cycle. Instructional coaches support teachers' achievement of goals by using coaching strategies that gradually release responsibility for implementing instructional practices to the teacher (for example, co-planning, modeling, co-teaching, side-by-side coaching, and observing). They analyze teacher practice through ongoing classroom observations, data analysis, and examination of student work.

Staffing Specialist reviews ESE Referrals and placement papers and works with principal or designee to ensure accuracy and completeness. She also serves as the designee in conducting eligibility and placement meetings and serves as the representative for the development, revision and annual reviews of the Individual Educational Plan (IEP). The Curriculum Compliance Teacher works with teachers of ELL, ELL and their families to ensure that they are receiving comprehensible instruction. Testing coordinator supervises and coordinates implementation and administration of all state and local assessments, monitors the administration of tests and investigates discrepancies in test administration; determines the need to suspend or proceed with altered test administration, works with various support staff at the school to assist schools in preparing for state-wide assessment programs and consults with school tech coordinator on computer hardware and software issues and concerns.

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

The leadership team meets on a regular basis to discuss instructional resources that are being used in all classes. The Leadership team works in a collaborative manner to identify resources that are needed to support all students. Instructional coaches meet twice a week with teachers to assist with lesson plan development and to review student data during PLC time. Assistant Principals and Principal meet with teachers monthly to review student academic performance common assessment data.

We adhere to all the Title I program requirements and collect all required documentation throughout the school year. We work with the Title I department of Orange County Public Schools through monthly check points and compliance monitoring.

- Title III Funds

Our Curriculum Compliance Teacher works closely with the Title III contacts to ensure that teachers and students have the materials needed to support the ELL (English Language Learners) learning process.

- Homeless Program

Meadow Woods MS works with the Orange County Public Schools Homeless Department to make sure we are providing services to any of our students who may become homeless.

These services include:

- a- free breakfast and lunch,
- b- Transportation to and from their temporary accommodations to our school
- d- Resources (clothing, supplies, and programs) for students identified as homeless under the

McKinney-Vento Act to eliminate barriers for a free and appropriate education.

- Supplemental Academic Instruction (SAI)

SAI funds will be aligned with our reading and literacy goals to purchase reading teachers positions and reading materials.

- Violence Prevention Programs

We implement school-wide activities such as Red Ribbon Week, Bullying Prevention Week, and classroom strategies to promote student empowerment against violence.

Other initiatives

Include:

A-SAFE and Parenting Coordinator will conduct professional development to teachers in order to increase awareness of bullying behaviors and learn techniques to implement in classrooms.

B-Students also receive information and education through non-violence and anti-drug programs.

C-SAFE will implement the Middle School Bullying Prevention program; which consists of school-wide anti-bullying rules, school wide classroom curriculum and establish interventions for individuals and community involvement.

- Nutrition Programs:

82% of Meadow Woods Middle School receives free/reduced lunches. As a result, we have been granted the opportunity to get universal breakfast and lunch. All students are entitled to receive free breakfast and lunch on our campus.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marisol Mendez	Principal
Gloria Castro	Parent
Wanda Alicea	Teacher
Sue Baron	Parent
Haydee De Leon	Parent
Sheila De Valle	Parent
Judy Furio	Education Support Employee
Andrew Gammon	Parent
Damarcie Vega	Education Support Employee
Jocelyn Zito	Parent
Jackie Hamann	Business/Community
	Student

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 School Advisory Council reviewed last year's School Improvement plan during our first meeting. Along with the principal, SAC members went over the goals set for the 2014-15 SIP and discussed reasons why some goals were not met as well as possible strategies and solutions to be implemented during the 2015-16 school year.

Development of this school improvement plan

The School Advisory Council will meet each month in the Media Center to review the School Improvement Plan, monitor the success of the activities listed within the plan throughout the year, offer suggestions to help the implementation of the School Improvement Plan, and work together to write components in the spring for the School Improvement Plan for the following school year.

Preparation of the school's annual budget and plan

The leadership team meets during the spring to discuss plans for the upcoming year. All students' needs are considered to ensure the appropriate instructional decisions are made. The principal met with the SAC committee to discuss the plans for the upcoming year. Upcoming changes were discussed and suggestions were taken from the SAC committee.

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

The school did not receive school improvement funds last year; nevertheless, SAC works together with the school's PTO and that organization will fund raise for the activities outlined below as follows:
Holidays Around the World - \$200
Hispanic Heritage Celebration- \$100
Literacy Night- \$200

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
Mendez, Marisol	Principal
Schaefer, Luz	Assistant Principal
Aiken, Leticia	Teacher, K-12
Daigle, Raina	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

1. The LLT will ensure that the Language Arts and Reading teachers are using the PLC process to deconstruct standards, create higher-order questions across all content classrooms, and create formative and summative assessments to drive instruction using Florida State Standards.
2. Increase community awareness and involvement in the literacy activities taking place at MWMS through Family Night events, Book Fairs, Open House, etc.
3. Increase participation in Reading Counts.
4. Common Assessments (mini-benchmarks) in Language Arts classes that produce immediate feedback to teachers in PLC's.
5. Increase circulation in the media center through promotions, incentives, and special events.
7. Implement Next Generation Read180 and Achieve 3000 programs in reading classes.
8. The LLT will conduct PD for our Language Arts teachers

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

Teachers are given common planning time to encourage collaboration to plan lessons, review data and incorporate resources. Teacher's meet by grade level during their duty periods on Tuesdays and Thursdays. Expectations include: setting norms and targets for common planning, determining intervention strategies, ensuring standards-based instruction, developing formative assessments for student evidence of mastery, utilizing resources and technology. Progress monitoring includes answering the following questions: 1. Based on your observation and interaction with the teachers during your PLC, what will be the focus of next week's planning sessions? 2. What professional learning and /or coaching needs to be offered? 3. What are the instructional implications? Evidence will include reflection questions answered and discussed on Friday morning at 8:15 for Strategic Triangulation meetings (STM).

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

Meadow Woods Middle School recruits highly qualified teachers based on their areas of certification. Interview questions are based on content knowledge, instructional practices, classroom management and collaboration. Once hired, new teachers are enlisted into a New Teacher Induction (NTI) program. The expectations for this program include differentiated assistance, supportive and collaborative PLC's, mentoring and modeling in the classroom. Progress monitoring practices include meetings on the 1st and 4th Thursday of the month. Additional support and coaching is offered to new teachers through professional development and Teacher Talk Time (TTT). Intended outcomes include improvement in instruction and a deepening in understanding of the instructional framework.

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

Mentor/ mentee pairings are based upon common teaching assignments. Mentors meet with mentee's weekly during common planning to assist with the development of rigorous lessons, setting clear goals, assisting teachers with classroom management strategies and analyzing data.

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

Instructional programs and materials are selected based on the mandated state standards and assessments. Curriculum resources are adopted by Orange County Public Schools and are aligned with state standards. Additional curricular resources purchased are aligned with state standards.

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

Focus calendars were developed based on the standards and item specifications. Rigorous lesson plans aligned to the standards are then developed to ensure student mastery of content. Common assessments are used to measure student mastery and deficits as it pertains to each content area. After common assessments, stakeholders review data to make informed decisions regarding reciprocal teaching practices.

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: Before School Program

Minutes added to school year: 10,000

Students have the opportunity to report to the Media Center five days per week for a one hour tutorial session with different academic teachers. Students have the opportunity to work on homework or acquire new skills to enhance their educational experience. Progress of students is monitored and tracked.

Strategy Rationale

- * To increase instructional time
- * To provide additional targeted academic support to students
- * To provide opportunities for student acceleration in content areas
- * Additional writing support will be provided, based on student needs

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mendez, Marisol, marisol.mendez@ocps.net

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

Data is collected on a weekly basis regarding how many students attend. The information received will be used to determine growth on standards based common assessments.

Strategy: Summer Program

Minutes added to school year: 4,800

Students have the opportunity to attend summer sessions focused on preparing them for the rigorous academic programs they will experience during the school year.

Strategy Rationale

- * To increase instructional time
- * To provide additional targeted academic support to students
- * To provide opportunities for student acceleration in content areas
- * Additional writing support will be provided based on student needs

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mendez, Marisol, marisol.mendez@ocps.net

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

Data is collected at strategic intervals and used to make student placement decisions.

Strategy: After School Program

Minutes added to school year: 10,000

During Meadow Woods Middle School after school program, targeted students will participate from a blended-learning rotational model. Activities will focus on standards where students performed below expectations in the areas of Math and English Language Arts.

Strategy Rationale

- * To increase instructional time
- * To provide additional targeted academic support to students
- * To provide opportunities for student acceleration in content areas
- * Additional writing support will be provided based on student needs
- * Additional math support will be provided based on student needs

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mendez, Marisol, marisol.mendez@ocps.net

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

Data is collected on a weekly basis regarding how many students attend. The information received will be used to determine growth on standards based common assessments.

Strategy: Weekend Program

Minutes added to school year: 1,980

During the Saturday Academy, students will participate from a series of intervention and enrichment activities that will help them increase their academic achievement. These ELA, Math, and Science standards-based lessons will utilize a rotational model.

Strategy Rationale

- * To increase instructional time
- * To provide additional targeted academic support to students
- * To provide opportunities for student acceleration in content areas
- * Additional writing support will be provided based on student needs.
- * Additional math support will be provided based on student needs.
- * Increased opportunities for instruction from highly-qualified teachers will maximize opportunities for at-risk students to develop the academic skills necessary to be successful.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mendez, Marisol, marisol.mendez@ocps.net

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

Attendance and school based common assessments statistics will be collected on a monthly basis. The leadership and student services team will meet to review, discuss, and take action on current student data.

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

Incoming students from feeder elementary schools are encouraged to attend a four week summer enrichment program. Peer mentoring groups are developed to ensure students support each other throughout the middle school process. Guidance counselors from feeder high schools provide presentations and information to 8th grade students through their Social Studies classes. The Middle School Milestone Report is used quarterly to track student progression throughout the school 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

Guidance counselors meet with students to discuss high school course selection for eventual career paths. Career planning is part of the social studies curriculum. Academic plans are assigned and monitored for all middle school students. College fairs will be conducted in the spring to provide information to students and parents and promote college awareness. The AVID program is also used

to ensure student placement in advance courses and provide opportunities for students to visit colleges and enhance their career awareness.

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

CAPE Digital Certificates will be available to exceptional and general education students in grades 6-8 through ELA, Math, and Computer Application courses. The goal is 75% of middle school students will ultimately earn at least one digital tool certificate. 8th grade students have an opportunity to earn a CIW Internet Business Associate through our Introduction to Information Technology course.

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

Through their elective course selection, 6th and 7th grade students have an opportunity to enroll in Computer Applications in Business 1 and Career Planning and Computer Applications in Business 2 semester courses. The following year, the students are enrolled in the Introduction to Information Technology course and have an opportunity to earn a CIW Internet Business Associate and a high school credit.

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby student achievement. (Division Priority: Accelerate student performance)
- G2.** Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in human capital, Develop and sustain a collaborative relationship between internal and external stakeholders)

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. Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby student achievement. (Division Priority: Accelerate student performance) **1a**

Targets Supported **1b**

 G073201

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Math - All Students	69.0

Resources Available to Support the Goal **2**

- Teachers will receive ongoing professional development, support and feedback in the Marzano Instructional Framework.
- Administrators and Instructional Coaches will host professional development sessions which focus on standards based instruction.
- New teachers will receive additional support through the New Teacher Induction trainings.

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge of the instructional framework

Plan to Monitor Progress Toward G1. **8**

School leaders will use indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction.

Person Responsible

Marisol Mendez

Schedule

Every 3 Weeks, from 9/8/2015 to 4/29/2016

Evidence of Completion

Lesson plan checks with feedback, classroom walk-through, formal and informal observations

G2. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in human capital, Develop and sustain a collaborative relationship between internal and external stakeholders) **1a**



Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Math - All Students	69.0

Resources Available to Support the Goal **2**

- Expert coaches and administrators will facilitate planning sessions.

Targeted Barriers to Achieving the Goal **3**

- Teacher's lack of knowledge of the cognitive tasks associated with the levels of complexity required to master the Florida standards.

Plan to Monitor Progress Toward G2. **8**

School leaders will monitor student achievement data for the effectiveness of the strategy and progress toward annual targets.

Person Responsible

Marisol Mendez

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Data from common assessments and district benchmark assessments.

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. Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby student achievement. (Division Priority: Accelerate student performance) **1**

 G073201

G1.B1 Lack of knowledge of the instructional framework **2**

 B191242

G1.B1.S1 Administrators and Instructional Coaches will conduct professional development for teachers to help them understand the instructional framework. The professional development will focus on creating the conditions for learning and DQ 2 and 3 **4**

 S202710

Strategy Rationale

Instructional Coaches will be able to address and instruct teachers in a small group setting during PLC time. This will allow them to address the individual needs, areas of strengths and weaknesses.

Action Step 1 **5**

One Wednesday a month, during New Teacher Induction, the focus will be on understanding the Marzano Instructional Framework and planning with the teachers in identifying the design questions, elements, and how they are monitoring for the desired effect.

Person Responsible

Marisol Mendez

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Evidence of Completion

Teacher will meet with administrators and coaches to discuss implementation strategies and areas of improvement.

Action Step 2 5

During PLC time, Instructional Coaches will work closely with the teachers to support them in incorporating the instructional strategies of the framework and understanding how to make adaptations for ELL, ESE, and Gifted students. Professional development will be offered based on the needs of the teachers.

Person Responsible

Marisol Mendez

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Teachers will meet with coaches to discuss implementation strategies and areas of needs. Administrators will meet with coaches and teachers to support them, give actionable feedback and offer professional development opportunities which address their needs.

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

We will monitor new teacher's implementation of the instructional framework with design questions 2 and 3 by conducting informal and formal observations and reviewing iObservation reports.

Person Responsible

Marisol Mendez

Schedule

Every 3 Weeks, from 9/8/2015 to 4/29/2016

Evidence of Completion

Data from iObservation will be used to compare feedback and scoring of the elements for new teachers.

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

Administrators and Coaches will monitor teacher implementation of the framework through lesson plans, meetings with teachers and iObservation data.

Person Responsible

Marisol Mendez

Schedule

Every 3 Weeks, from 9/8/2015 to 4/29/2016

Evidence of Completion

Data from iObservation, meetings with teachers, and lesson plans.

G2. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Invest in human capital, Develop and sustain a collaborative relationship between internal and external stakeholders) 1

 G073202

G2.B1 Teacher's lack of knowledge of the cognitive tasks associated with the levels of complexity required to master the Florida standards. 2

 B191243

G2.B1.S1 Teachers will work together to create evidence based scales in order to have a deeper understanding of the proper scaffolding and depth of knowledge required of students to master the standards. 4

 S202712

Strategy Rationale

Rigorous content standards require the intentional planning of rigorous lessons.

Action Step 1 5

During common planning meetings, teachers will collaborate to develop rigorous standards based lessons.

Person Responsible

Marisol Mendez

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson Plans

Action Step 2 5

Frequent classroom observations with immediate actionable feedback to effect teacher growth and increase student achievement.

Person Responsible

Marisol Mendez

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Classroom walkthrough forms, informal and formal observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Coaches and Administrators will facilitate planning meetings to ensure that teachers are utilizing instructional strategies that increase student engagement, rigor, and high level thinking skills in all content areas.

Person Responsible

Marisol Mendez

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC notes, Classroom Walkthroughs, Formal and Informal Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

School leaders will use indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction.

Person Responsible

Marisol Mendez

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plan checks with feedback, classroom walkthroughs, formal and informal observations.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	One Wednesday a month, during New Teacher Induction, the focus will be on understanding the Marzano Instructional Framework and planning with the teachers in identifying the design questions, elements, and how they are monitoring for the desired effect.	Mendez, Marisol	9/8/2015	Teacher will meet with administrators and coaches to discuss implementation strategies and areas of improvement.	4/29/2016 monthly
G2.B1.S1.A1	During common planning meetings, teachers will collaborate to develop rigorous standards based lessons.	Mendez, Marisol	8/24/2015	Lesson Plans	6/8/2016 weekly
G1.B1.S1.A2	During PLC time, Instructional Coaches will work closely with the teachers to support them in incorporating the instructional strategies of the framework and understanding how to make adaptations for ELL, ESE, and Gifted students. Professional development will be offered based on the needs of the teachers.	Mendez, Marisol	8/24/2015	Teachers will meet with coaches to discuss implementation strategies and areas of needs. Administrators will meet with coaches and teachers to support them, give actionable feedback and offer professional development opportunities which address their needs.	6/8/2016 weekly
G2.B1.S1.A2	Frequent classroom observations with immediate actionable feedback to effect teacher growth and increase student achievement.	Mendez, Marisol	8/24/2015	Classroom walkthrough forms, informal and formal observations	6/8/2016 daily
G1.MA1	School leaders will use indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction.	Mendez, Marisol	9/8/2015	Lesson plan checks with feedback, classroom walk-through, formal and informal observations	4/29/2016 every-3-weeks
G1.B1.S1.MA1	Administrators and Coaches will monitor teacher implementation of the framework through lesson plans, meetings with teachers and iObservation data.	Mendez, Marisol	9/8/2015	Data from iObservation, meetings with teachers, and lesson plans.	4/29/2016 every-3-weeks
G1.B1.S1.MA1	We will monitor new teacher's implementation of the instructional framework with design questions 2 and 3 by conducting informal and formal observations and reviewing iObservation reports.	Mendez, Marisol	9/8/2015	Data from iObservation will be used to compare feedback and scoring of the elements for new teachers.	4/29/2016 every-3-weeks
G2.MA1	School leaders will monitor student achievement data for the effectiveness of the strategy and progress toward annual targets.	Mendez, Marisol	8/24/2015	Data from common assessments and district benchmark assessments.	6/8/2016 weekly
G2.B1.S1.MA1	School leaders will use indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction.	Mendez, Marisol	8/24/2015	Lesson plan checks with feedback, classroom walkthroughs, formal and informal observations.	6/8/2016 biweekly
G2.B1.S1.MA1	Coaches and Administrators will facilitate planning meetings to ensure that teachers are utilizing instructional strategies that increase student engagement, rigor, and high level thinking skills in all content areas.	Mendez, Marisol	8/24/2015	PLC notes, Classroom Walkthroughs, Formal and Informal Observations	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby student achievement. (Division Priority: Accelerate student performance)

G1.B1 Lack of knowledge of the instructional framework

G1.B1.S1 Administrators and Instructional Coaches will conduct professional development for teachers to help them understand the instructional framework. The professional development will focus on creating the conditions for learning and DQ 2 and 3

PD Opportunity 1

One Wednesday a month, during New Teacher Induction, the focus will be on understanding the Marzano Instructional Framework and planning with the teachers in identifying the design questions, elements, and how they are monitoring for the desired effect.

Facilitator

Participants

Schedule

Monthly, from 9/8/2015 to 4/29/2016

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	One Wednesday a month, during New Teacher Induction, the focus will be on understanding the Marzano Instructional Framework and planning with the teachers in identifying the design questions, elements, and how they are monitoring for the desired effect.				\$2,000.00	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1381 - Meadow Woods Middle	Title I Part A		\$2,000.00	
2	G1.B1.S1.A2	During PLC time, Instructional Coaches will work closely with the teachers to support them in incorporating the instructional strategies of the framework and understanding how to make adaptations for ELL, ESE, and Gifted students. Professional development will be offered based on the needs of the teachers.					\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1381 - Meadow Woods Middle	General Fund			\$2,000.00
3	G2.B1.S1.A1	During common planning meetings, teachers will collaborate to develop rigorous standards based lessons.					\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1381 - Meadow Woods Middle	Title I Part A			\$12,000.00
4	G2.B1.S1.A2	Frequent classroom observations with immediate actionable feedback to effect teacher growth and increase student achievement.					\$0.00
Total:						\$16,000.00	