FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Meadow Woods Middle
1800 RHODE ISLAND WOODS CIR
Orlando, FL 32824
407-850-5180

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	82%

Alternative/ESE Center	Charter School	Minority Rate
No	No	91%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Meadow Woods Middle

Principal
Dr. Isom Rivers Jr.

School Advisory Council chair
Gloria Castro & Lisa Rodriguez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Kathleen Crown	Assistant Principal
Jacqueline Smith	Assistant Principal
Marcia Mitchell	Learning Resource Specialist
Luz Gonzalez-Cartagena	Science Coach
Maricarmen Aponte	Math Coach
Reba Hill	Reading Coach
Kathleen Kaunda	Staffing Specialist
Daniel Weber	6th Grade Dean
Dennis Campbell	7th Grade Dean
Jacqueline Hamann	8th Grade Dean

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Muna Abid - parent
Robyn Anthony – parent
Gloria Castro – parent – Chair
Andrew Gammon – parent-Community PIE
Jackie Hamann – community member
Isom Rivers – principal

Lisa Rodriguez – parent
Daniel Weber – teacher
Wanda Alicea – parent
Lillian Moncada – parent
Judith Furio - parent

Involvement of the SAC in the development of the SIP

SAC met with the principal, reviewed school data, and last year's SIP early September, 2013. Discussions were established on what worked, what did not work, and what changes need to happen. Principal presented SAC with various options to consider for new school year. SAC offered suggestions for new SIP.

Activities of the SAC for the upcoming school year

SAC is working together with PTO on all of these activities.
-Monthly meetings with principal to monitor school activities and our SIP.
-Sponsor and assist with school's Holidays Around the World in December, 2013. This activity involves all school staff, school clubs, and the entire community in an event that brings the spirit of the holidays and community involvement together.
-Sponsor and assist with Wear It with Pride program, October, 2013- May, 2014. This activity is designed to promote academic achievement, community service, citizenship, and school pride as students earn a specific dog tag for their various accomplishments.
-End of the Year SAC Retreat. In this activity, the council meets with the principal to reflect on the school year and to brainstorm on what will come the following year.

Projected use of school improvement funds, including the amount allocated to each project

The school did not received school improvement funds this year, nevertheless, SAC works together with the school's PTO and that organization will fund raise for the activities outlined before as follows:
-Holidays Around the World - $200
-Wear It with Pride - $300

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Isom Rivers Jr.		
Principal	Years as Administrator: 32	Years at Current School: 15

Credentials	Physical Education (K-12) School Principal (All Levels) Ed.D. Educational Leadership
Performance Record	2013 Meadow Woods Middle School - C FCAT: School percent meeting high standards Reading: 50% Math: 50% Writing: 33% Science: 53% FCAT: School % making gains Reading: 55% Math: 63% FCAT: Lowest 25% making gains Reading: 58% Math: 58% 2012 Meadow Woods Middle - B FCAT – School percent meeting high standards Reading – 52% Math – 51% Writing – 57% Science – 40% FCAT – School percent making gains Reading –67 % Math – 67% FCAT – Percent of lowest 25% making learning gains Reading – 75% Math – 71% 2011 Meadow Woods Middle - C FCAT – School percent meeting high standards Reading – 62% Math – 56% Writing – 76% Science – 32% FCAT – School percent making gains Reading – 63% Math – 66% FCAT – Percent of lowest 25% making learning gains Reading – 73% Math – 65%

Dr. Kathleen Crown		
Asst Principal	Years as Administrator: 8	Years at Current School: 2

Credentials	Educational Leadership (all levels) Ed.D. Organizational Leadership
Performance Record	2013 Meadow Woods Middle School - C FCAT: School percent meeting high standards Reading: 50% Math: 50% Writing: 33% Science: 53% FCAT: School % making gains Reading: 55% Math: 63% FCAT: Lowest 25% making gains Reading: 58% Math: 58% 2012 Lake Nona Middle-A FCAT: School percent meeting high standards Reading: 73% Math: 70% Writing: 60% Science: 63% FCAT: School % making gains Reading: 74% Math: 73% FCAT: Lowest 25% making gains Reading: 72% Math: 70% Prior to 2012 Principal in Kingston City School District, New York

Jacqueline Smith		
Asst Principal	Years as Administrator: 9	Years at Current School: 12

Credentials	Business Education (6-12) English (5-9) Marketing (6-12) Middle Grades (Endorsement) School Principal (All Levels) Teacher Coordinator of Cooperative Education (Endorsement) Vocational Office Education (Vocational) MS Educational Leadership (All Levels)
Performance Record	2013 Meadow Woods Middle School - C FCAT: School percent meeting high standards Reading: 50% Math: 50% Writing: 33% Science: 53% FCAT: School % making gains Reading: 55% MAth: 63% FCAT: Lowest 25% making gains Reading: 58% Math: 58% 2012 Meadow Woods Middle - B FCAT – School percent meeting high standards Reading – 52% Math – 51% Writing – 57% Science – 40% FCAT – School percent making gains Reading –67 % Math – 67% FCAT – Percent of lowest 25% making learning gains Reading – 75% Math – 71% 2011 Meadow Woods Middle - C FCAT – School percent meeting high standards Reading – 62% Math – 56% Writing – 76% Science – 32% FCAT – School percent making gains Reading – 63% Math – 66% FCAT – Percent of lowest 25% making learning gains Reading – 73% Math – 65%

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Luz A. Gonzalez-Cartagena		
Part-time / District-based	Years as Coach: 2	Years at Current School: 3
Areas	Science	
Credentials	BA Biology BA Education Biology (6-12) General Science (5-9)	
Performance Record	2013 Meadow Woods Middle School - C FCAT: School percent meeting high standards Reading: 50% Math: 50% Writing: 33% Science: 53% FCAT: School % making gains Reading: 55% Math: 63% FCAT: Lowest 25% making gains Reading: 58% Math: 58% 2012 Meadow Woods Middle - B FCAT – School percent meeting high standards Reading – 52% Math – 51% Writing – 57% Science – 40% FCAT – School percent making gains Reading –67 % Math – 67% FCAT – Percent of lowest 25% making learning gains Reading – 75% Math – 71% 2011 Meadow Woods Middle - C FCAT – School percent meeting high standards Reading – 62% Math – 56% Writing – 76% Science – 32% FCAT – School percent making gains Reading – 63% Math – 66% FCAT – Percent of lowest 25% making learning gains Reading – 73% Math – 65%	

Reba Hill		
Part-time / District-based	Years as Coach: 2	Years at Current School: 12
Areas	Reading/Literacy	
Credentials	BA Certified Elementary Education ESOL & Reading Endorsement	
Performance Record	2013 Meadow Woods Middle - C FCAT – School percent meeting high standards Reading – 50% Writing – 33% FCAT – School percent making gains Reading – 56% FCAT – Percent of lowest 25% making learning gains Reading – 53% 2012 Meadow Woods Middle - B FCAT – School percent meeting high standards Reading – 52% Writing – 57% FCAT – School percent making gains Reading – 67% FCAT – Percent of lowest 25% making learning gains Reading – 75% 2011 Meadow Woods Middle - C AYP – No (69% Criteria Met) FCAT – School percent meeting high standards Reading – 62% Writing – 76% FCAT – School percent making gains Reading – 63% FCAT – Percent of lowest 25% making learning gains Reading – 73%	

Maricarmen Aponte		
Part-time / District-based	Years as Coach: 2	Years at Current School: 3
Areas	Mathematics	
Credentials	BA Business Administration Major in Management BA Human Resources Management Certified Secondary Mathematics (5-9)	
Performance Record	2013 Meadow Woods Middle School - C FCAT: School percent meeting high standards Reading: 50% Math: 50% Writing: 33% Science: 53% FCAT: School % making gains Reading: 55% Math: 63% FCAT: Lowest 25% making gains Reading: 58% Math: 58% 2012 Meadow Woods Middle - B FCAT – School percent meeting high standards Reading – 52% Math – 51% Writing – 57% Science – 40% FCAT – School percent making gains Reading –67 % Math – 67% FCAT – Percent of lowest 25% making learning gains Reading – 75% Math – 71% 2011 Meadow Woods Middle - C FCAT – School percent meeting high standards Reading – 62% Math – 56% Writing – 76% Science – 32% FCAT – School percent making gains Reading – 63% Math – 66% FCAT – Percent of lowest 25% making learning gains Reading – 73% Math – 65%	

Classroom Teachers

# of classroom teachers
68

 # receiving effective rating or higher
68, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
68, 100%

 # ESOL endorsed
18, 26%

 # reading endorsed
7, 10%

 # with advanced degrees
19, 28%

 # National Board Certified
0, 0%

 # first-year teachers
9, 13%

 # with 1-5 years of experience
22, 32%

 # with 6-14 years of experience
33, 49%

 # with 15 or more years of experience
4, 6%

Education Paraprofessionals

# of paraprofessionals
15

 # Highly Qualified
15, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
13

 # receiving effective rating or higher
13, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Due to our highly Hispanic population, we recruit for Math teachers from Puerto Rico and this is facilitated by our math coach, M. Aponte. Our science coach, L. Gonzalez, is in charge of science recruitment. J. Smith, AP, interviews for reading, language arts, and social studies. Dr. Crown, AP, interviews for math and science. Strategies include stressing strong support for new teachers, coaches to help with the learning process, Scope and sequence, focus calendars, and scales are produced by the coaches as additional support for teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor/ mentee pairings are based upon common teaching assignments. The following mentoring activities will occur:
Monthly Meetings
Frequent classroom visitations including feedback and reflective questioning will be utilized
Lesson Studies with peers
The mentor will assist the mentee in creating a demonstration classroom that is aligned with Marzano strategies.
The mentor will assist the mentee in the development of common assessments, order of instruction, focus calendars, and study guides.
Assistance with ACP Portfolio and the Beginning Teacher Program
Participate in weekly collaboration/PLC meetings.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All MTSS Leadership team members met with the Assistant Principal to provide input into the draft plan. The Assistant Principal then meets with the principal and SAC to finalize the plan. The three levels of the MTSS pyramid, affecting all of the students, some of the students, and few of the students were compared to our students in order to focus the team on where are students were, where are students are are, and where we want our students to be.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

C. Rivers (Principal), K. Crown (Assistant Principal), J. Smith (Assistant Principal), M. Griggs (ELL/CCT), K. Hill (Reading Coach), M. Aponte (Math Coach), D. Nelson (Guidance Counselor, acting chair), M. Mitchell (LRS), D. Weber (Administrative Dean), H. Schmidt (Behavioral Specialist), and K. Kaunda (Placement Specialist).

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team meets monthly. These meetings focus on analyzing our progress monitoring data in order to identify students who need interventions. The team uses this information to identify professional development needs, make decisions about appropriate interventions, and create new processes and procedures necessary for full implementation of the program. The MTSS team

assists in providing other school teams with the tools and knowledge necessary to implement MTSS successfully.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include but are not limited to SMS, Performance Matters, and IMS. Interdisciplinary teams will create individual student Progress Monitoring folders using a variety of data including PMRN scores, FCAT and district benchmark tests. Teams will meet twice a month to update the student folders to include additional data such as classroom assessments. The counselors will meet with each team twice a quarter to review the student folders. Finally, the counselors will meet as a Student Services group with the Assistant Principal assigned to Progress Monitoring on a monthly basis. The MTSS chairperson (a guidance counselor) was present at monthly meetings to initiate and observe ongoing processes.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership team will support the process through awareness meetings with additional support provided during teacher planning periods. Professional development will be provided during teachers' duty periods and Wednesday afternoons to make teachers aware of the various components of MTSS including data to make decisions, supporting and evaluating interventions, and the problem solving model. Other training will be made available as needed. Teachers will be given protected time to analyze grade level and classroom data with coaching assistance.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 7,200

Power Hour. Students have the opportunity to report to the Media Center four 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.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected on a weekly basis regarding how many students stay for Power Hour. Information will be given to guidance counselors to share with teachers to monitor student growth.

Who is responsible for monitoring implementation of this strategy?

Guidance counselors. J. Laboy 6th grade, D. Nelson 7th grade, S. Ollie 8th grade.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Reba K. Hill	Reading Coach
Marcia Mitchell	LRS
Julie Regan	ELA Department Chair
Andrea Cespedes	Math Department Chair
Ian Kennedy	SS Department Chair
Magda Quinones	Science Department Chair
Mareitssa Griggs	CCT
Erica Campbell	Media Specialist

How the school-based LLT functions

This team meets monthly to discuss literacy needs and current approaches involving our students. Mrs. Hill will act as the leader of the team. J. Regan, ELA department chair, will be the lead for coordinating lesson plans with deficiencies found from benchmark data. The function of the team is to support each other as the teachers work together to help students to be successful. Data from benchmark testing and FAIR will be discussed, evaluated, and disseminated to provide targeted and differentiated instruction. After dissemination of the data has occurred, teachers and students will engage in data chats to determine what areas need additional focus.
We will also be using one of our current teachers, M. Daniels, to train our ELA and ELA facilitative support teachers in the DBQ strategies on 10/10/13. Daniels is a certified DBQ (data based questions) trainer and it is our hope that by training the ELA teachers in this primarily social studies writing exercise, co-curricular activities will occur and students will be writing using the same format in both ELA and social studies classes.

Major initiatives of the LLT

Improve reading and writing scores through the use of Read 180, System 44, Achieve 3000, and Write Score.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All classes incorporate reading and effective reading strategies within the daily lessons. Students also have an impact class attached to their lunches in which reading is a major component.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

STEM activities in science and some wheel classes.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Guidance counselors meet with students to discuss high school course selection for eventual career paths. Career planning is part of the social studies curriculum.

Strategies for improving student readiness for the public postsecondary level

High school courses on the middle school level to include Spanish, Algebra 1 & 2, and Sciences.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	50%	No	63%
American Indian				
Asian	79%	74%	No	81%
Black/African American	55%	55%	Yes	60%
Hispanic	57%	45%	No	61%
White	68%	65%	No	71%
English language learners	43%	27%	No	48%
Students with disabilities	41%	16%	No	47%
Economically disadvantaged	57%	48%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	268	25%	28%
Students scoring at or above Achievement Level 4	247	23%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	28%	31%
Students scoring at or above Level 7	10	28%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	580	55%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	612	58%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	142	60%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	80	33%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	95	41%	44%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	126	33%	36%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		73%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	49%	No	60%
American Indian				
Asian	85%	88%	Yes	87%
Black/African American	51%	42%	No	56%
Hispanic	53%	45%	No	57%
White	61%	61%	Yes	65%
English language learners	41%	29%	No	47%
Students with disabilities	38%	25%	No	45%
Economically disadvantaged	52%	47%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	290	26%	29%
Students scoring at or above Achievement Level 4	166	15%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	28%	31%
Students scoring at or above Level 7	10	28%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	598	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	143	61%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	219	21%	24%
Middle school performance on high school EOC and industry certifications	200	92%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	58%	61%
Students scoring at or above Achievement Level 4	45	25%	28%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		14%
Students scoring at or above Achievement Level 4	18	83%	86%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	25%	28%
Students scoring at or above Achievement Level 4	98	26%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		63%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		3%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	52		55
Participation in STEM-related experiences provided for students	783	66%	69%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	
Students taking CTE industry certification exams	0	0%	
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	
CTE teachers holding appropriate industry certifications	0	0%	

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	153	12%	9%
Students who fail a mathematics course	69	6%	3%
Students who fail an English Language Arts course	34	3%	0%
Students who fail two or more courses in any subject	47	4%	1%
Students who receive two or more behavior referrals	128	11%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	118	10%	7%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The required Title 1 plan is housed at the school and the OCPS Title 1 Department.
Parental Title 1 Targets for Meadow Woods Middle School:
1. SAC monthly meetings
2. PTSA
3. Media Center Parent Nights
4. Parent Leadership Council
5. New Student Orientation
6. Title 1 Annual Parent Meeting
7. Title 1 Program Committee
8. Title 1 Parent Nights
9. Arts & Music Festival and Progress Report
10. PLC Heritage Month/Cultural Celebration
11. PTSA Executive Board
12. Spring Art and Music Festival and Progress Report
13. Family Nights – Literacy, Math, Science nights

Meadow Woods MS will coordinate with neighboring schools and organizations to offer flexible meeting locations for SAC/PTSA/PLC for our parents and community. Also, we may offer, depending on need, childcare and finger food. Parent and community members will also have input on best times to meet throughout the year, either morning or afternoon. Some PTSAs are scheduled to be held in the mornings and will be documented through sign-in sheets and agendas.
Media Center Extension: Provide information to parents on expectations and how parents can help their children.
Professional development modules will be provided to staff to support the professional development needs of the staff related to parental involvement to include as follows:
Training of staff during faculty meetings concerning Parental Involvement to both increase the quantity but also the quality of parental involvement
Additional resources for parents:
The Parent Edition of Tools for Teaching will be presented by our Principal/Parent Involvement Coordinator to provide information for our parents to help their students.
The Parent Involvement Coordinator will coordinate with parent and community members to have

materials available for parents in a notebook at the Front Desk of the Main Office.
Parenting for Adolescents information is available in the Parent Resource Center.
Reflections/surveys will be sent to parents for their feedback on an annual basis.
Connect Ed messages will be sent out on an approximate biweekly basis to keep the parents informed.
The school marquee will be update twice weekly for additional parental information.
Parents are provided log on information for Progress book to monitor their child's progress.
Spanish speaking staff is available at every parental activity to ensure the ability of Spanish speaking parents to participate.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
New to Meadow Woods	200	17%	20%
Open House	300	25%	28%
SAC/PTSA	80	7%	10%
Title 1 Annual Parent Meeting	80	7%	10%
Parent Academy	30	3%	6%
ELL Celebration	300	25%	28%
Math & Science Night	120	10%	13%
Literacy Family Night	250	21%	24%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase reading achievement levels.

G2. Improve writing proficiency on the 2014 FCAT 2.0 Writing Assessment.

G3. Increase student achievement scores in math.

Goals Detail

G1. Increase reading achievement levels.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Middle School
- STEM
- STEM - All Levels
- STEM - High School
- EWS - Middle School

Resources Available to Support the Goal

- Achieve 3000
- Read 180

Targeted Barriers to Achieving the Goal

- Large ELL population

Plan to Monitor Progress Toward the Goal

Increase student reading levels and achievement scores

Person or Persons Responsible
R. Hill

Target Dates or Schedule:
Weekly grade level academic meetings of reading department

Evidence of Completion:
Increase in student achievement scores in reading.

G2. Improve writing proficiency on the 2014 FCAT 2.0 Writing Assessment.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- STEM - High School
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Write Traits: Writing strategy program for teaching the 6 traits of writing
- Spring Board: College Board's official pre-ap program for ELA (CCSS interwoven)
- Mini-assessments in language arts
- Practice writing prompts for all grade levels using Write Score for grading and collection of data

Targeted Barriers to Achieving the Goal

- High ELL population

Plan to Monitor Progress Toward the Goal

Monitor progress towards goal of improving writing proficiency .

Person or Persons Responsible

M. Mitchell, CRT

Target Dates or Schedule:

After every Write Score report. (Three times per year prior to Writing FCAT for 8th grade.)

Evidence of Completion:

Last year we found that Write Score was an accurate indicator of the students' performance in writing. It is anticipated that Write Score will once again be an accurate predictor of the students writing scores on the Writing FCAT 2.0.

G3. Increase student achievement scores in math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Moby Max
- common academic planning
- data analysis to drive instruction
- Intensive math teachers
- common assessments
- data chats

Targeted Barriers to Achieving the Goal

- Lack of student participation in after school tutoring opportunities
- Lack of basic math knowledge that is necessary for the students to build upon to be successful in math.

Plan to Monitor Progress Toward the Goal

Monitoring of student achievement scores

Person or Persons Responsible

M. Aponte

Target Dates or Schedule:

Monthly department meetings

Evidence of Completion:

Data analysis of student scores on benchmarks, common assessments, and mini-assessments.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase reading achievement levels.

G1.B1 Large ELL population

G1.B1.S1 Purchase Achieve 3000 to help struggling eighth graders, Read 180 to help fluent sixth and seventh graders, and continue to purchases System 44 for dysfluent sixth, seventh, and eighth graders.

Action Step 1

Purchase computer based reading programs (Achieve 3000, Read 180, System 44).

Person or Persons Responsible

Book keeper

Target Dates or Schedule

August, 2013

Evidence of Completion

Delivery of materials, increase in student reading scores

Facilitator:

Reba Hill, Reading Coach

Participants:

All reading teachers.

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

Ensure that all programs have been ordered, delivered, and installed on machines in addition to effective trining of teachers to maximize success.

Person or Persons Responsible

Bookkeeper: ordering and delivery N. Maldonado, IT: installation R. Hill, Reading Coach: proper training

Target Dates or Schedule

September start date

Evidence of Completion

Students correctly using the program in early September.

Plan to Monitor Effectiveness of G1.B1.S1

Increase in student reading levels.

Person or Persons Responsible

R. Hill, Reading Coach

Target Dates or Schedule

Monthly reading department meetings

Evidence of Completion

Increased student achievement scores on reading assessments.

G2. Improve writing proficiency on the 2014 FCAT 2.0 Writing Assessment.

G2.B1 High ELL population

G2.B1.S1 Write Score will help students who are new to the English language by providing valuable feedback for data chats between the teacher and students in addition to the teacher having targeted and effective lesson plans designed to help students write better faster.

Action Step 1

Use of Title II funds to pay for substitute teachers in order to provide DBQ training to teachers.

Person or Persons Responsible

M. Mitchell will oversee the training process.

Target Dates or Schedule

10/10/13

Evidence of Completion

Increase in student writing scores.

Facilitator:

M. Daniels, certified DBQ trainer

Participants:

ELA and ELA facilitative support teachers

Action Step 2

Use of Write score to accurately assess student writing abilities.

Person or Persons Responsible

M. Mitchell, CRT, will oversee the assessment process.

Target Dates or Schedule

Three times per year for eighth graders, twice per year for seventh graders, and once per year for sixth graders.

Evidence of Completion

Student growth in writing, increase in writing scores, targeted instruction via lesson plan development that is correlated to weaknesses discovered from Write Score analysis of student writing.

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

Use of targeted lessons developed by Write Score based upon student results from the writing prompts.

Person or Persons Responsible

J. Regan, ELA Department Chair

Target Dates or Schedule

Upon receipt of results from Write Score and monthly department meetings.

Evidence of Completion

Completed lesson plans that are correlated to the dissemination of the data provided by Write Score and the monitoring of the actual effective implementation of the lessons.

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring of effectiveness of Write Score as it pertains to raising student scores of the Writing FCAT 2.0.

Person or Persons Responsible

J. Regan, ELA Department Chair

Target Dates or Schedule

Monthly checks of student progress during department meetings.

Evidence of Completion

Data chats with students to discuss areas of strength and needed growth. Teachers will report to DC regarding completion rate of data chats. DC will monitor dissemination of data and implementation of effective lesson plans.

G3. Increase student achievement scores in math.

G3.B2 Lack of student participation in after school tutoring opportunities

G3.B2.S2 Provide extra credit to students for attending.

Action Step 1

Provide extra credit to students for attending after school tutoring.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

Teachers who are after school tutors will provide lists of the names of participating students to classroom teachers so they can update their grade books weekly.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Ensure that students have received credit for attending and nonparticipants are aware of the opportunity.

Person or Persons Responsible

M. Aponte, Math Coach, Dr. Crown, AP

Target Dates or Schedule

Weekly

Evidence of Completion

M. Aponte will double check that students have received credit for attending. Dr. Crown will make school messenger calls to parents to remind them of the opportunity.

Plan to Monitor Effectiveness of G3.B2.S2

Has the tutoring been an effective way to raise student achievement scores?

Person or Persons Responsible

M. Aponte

Target Dates or Schedule

Monthly math department meetings

Evidence of Completion

Analysis of student data from benchmarks, mini-assessments, and common assessments.

G3.B4 Lack of basic math knowledge that is necessary for the students to build upon to be successful in math.

G3.B4.S1 Use of Moby Max to provide students will the necessary mathematical foundation to be successful.

Action Step 1

Use of Moby Max during Intensive Math classes.

Person or Persons Responsible

E. Trotman and D. Lemanski, Intensive Math teachers

Target Dates or Schedule

Daily during intensive math classes

Evidence of Completion

Increased student achievement on math assessments.

Facilitator:

M. Aponte, Math Coach

Participants:

Intensive math teachers

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Oversee the effective implementation of the Moby Max program.

Person or Persons Responsible

M. Aponte, Math Coach

Target Dates or Schedule

Weekly visits to the classes

Evidence of Completion

Student growth on computer based assessments. Increase of scores on min-assessments in regular math class.

Plan to Monitor Effectiveness of G3.B4.S1

Monitoring how much growth is occurring in student math scores utilizing this program.

Person or Persons Responsible

E. Trotman D. Lemanski

Target Dates or Schedule

During weekly grade level department meetings with M. Aponte.

Evidence of Completion

Increase in student achievement levels on the mini and computer based assessments.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I funding has been used to purchase two new computer labs and I-pads for student use. Three academic coaches have been purchased with Title 1 funding (Math, Science, and Reading), in addition to three paraprofessionals to support student achievement.
Title II funding will be used to purchase substitute teacher services for teacher professional development training during the work day. All but $430 of our Title II funds ($5600) will be used for the substitute teachers. The remaining $430 will be used for books.
SAI funds will be used for before and after school tutoring for students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase reading achievement levels.

G1.B1 Large ELL population

G1.B1.S1 Purchase Achieve 3000 to help struggling eighth graders, Read 180 to help fluent sixth and seventh graders, and continue to purchases System 44 for dysfluent sixth, seventh, and eighth graders.

PD Opportunity 1

Purchase computer based reading programs (Achieve 3000, Read 180, System 44).

Facilitator

Reba Hill, Reading Coach

Participants

All reading teachers.

Target Dates or Schedule

August, 2013

Evidence of Completion

Delivery of materials, increase in student reading scores

G2. Improve writing proficiency on the 2014 FCAT 2.0 Writing Assessment.

G2.B1 High ELL population

G2.B1.S1 Write Score will help students who are new to the English language by providing valuable feedback for data chats between the teacher and students in addition to the teacher having targeted and effective lesson plans designed to help students write better faster.

PD Opportunity 1

Use of Title II funds to pay for substitute teachers in order to provide DBQ training to teachers.

Facilitator

M. Daniels, certified DBQ trainer

Participants

ELA and ELA facilitative support teachers

Target Dates or Schedule

10/10/13

Evidence of Completion

Increase in student writing scores.

G3. Increase student achievement scores in math.

G3.B4 Lack of basic math knowledge that is necessary for the students to build upon to be successful in math.

G3.B4.S1 Use of Moby Max to provide students will the necessary mathematical foundation to be successful.

PD Opportunity 1

Use of Moby Max during Intensive Math classes.

Facilitator

M. Aponte, Math Coach

Participants

Intensive math teachers

Target Dates or Schedule

Daily during intensive math classes

Evidence of Completion

Increased student achievement on math assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase reading achievement levels.	$58,000
G2.	Improve writing proficiency on the 2014 FCAT 2.0 Writing Assessment.	$5,600
G3.	Increase student achievement scores in math.	$33,000
	Total	$96,600

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
SAI	$33,000	$0	$33,000
Title 1	$0	$58,000	$58,000
Title II	$0	$5,600	$5,600
Total	$33,000	$63,600	$96,600

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase reading achievement levels.

G1.B1 Large ELL population

G1.B1.S1 Purchase Achieve 3000 to help struggling eighth graders, Read 180 to help fluent sixth and seventh graders, and continue to purchases System 44 for dysfluent sixth, seventh, and eighth graders.

Action Step 1

Purchase computer based reading programs (Achieve 3000, Read 180, System 44).

Resource Type

Evidence-Based Program

Resource

Computer based program to help students to develop math skills

Funding Source

Title 1

Amount Needed

$58,000

G2. Improve writing proficiency on the 2014 FCAT 2.0 Writing Assessment.

G2.B1 High ELL population

G2.B1.S1 Write Score will help students who are new to the English language by providing valuable feedback for data chats between the teacher and students in addition to the teacher having targeted and effective lesson plans designed to help students write better faster.

Action Step 1

Use of Title II funds to pay for substitute teachers in order to provide DBQ training to teachers.

Resource Type

Evidence-Based Program

Resource

Help struggling readers

Funding Source

Title II

Amount Needed

$5,600

G3. Increase student achievement scores in math.

G3.B2 Lack of student participation in after school tutoring opportunities

G3.B2.S2 Provide extra credit to students for attending.

Action Step 1

Provide extra credit to students for attending after school tutoring.

Resource Type

Personnel

Resource

Teacher stipends for tutoring and student course recovery during the school year and summer.

Funding Source

SAI

Amount Needed

$33,000