

Orange County Public Schools

# Memorial Middle



## 2020-21 Schoolwide Improvement Plan

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# Memorial Middle

2220 W 29TH ST, Orlando, FL 32805

<https://memorialms.ocps.net/>

## Demographics

**Principal: Eddie Foster**

Start Date for this Principal: 6/10/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (46%) 2016-17: D (32%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Memorial Middle

2220 W 29TH ST, Orlando, FL 32805

<https://memorialms.ocps.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

### School Board Approval

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### SIP Authority

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<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

**Provide the school's vision statement.**

To ensure every student has a promising and successful future

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Holmes, Kenisha	Principal	Oversee all school policies, procedures, faculty, and the overall operation of Memorial. Ensure all students have access to a rigorous education, as well as all teachers are provided coaching and support with a focus on engaging standards based instruction.
Brennan, Cindy	Assistant Principal	Creates the master schedule, ensures all students have accurate schedules, oversees testing, and works closely with the Math and Social Studies departments. Provides actionable feedback and coaching to teachers with a focus on engaging standards based instruction.
Amoda, Pamela	Instructional Coach	Language Arts and Reading support: facilitates the Professional Learning Community (PLC) meetings and common planning, oversees the lesson plans and resources, and provides actionable feedback based on engaging standards based instruction.
Brazley, Gary	Dean	Oversees 6th grade discipline and provides classroom management support to the 6th grade teachers.
Mitchell, Eddie	Dean	Oversees 7th grade discipline and provides classroom management support to the 7th grade teachers.
Cotton, Terri	Other	SAFE Counselor and Title IX Coordinator - handles all Threat Assessment meetings, oversees and facilitates Restorative Justice, and works with the guidance counselors on student concerns.
Panzella, Adam	Instructional Coach	Core Math and Intensive Math support: facilitates the Professional Learning Community (PLC) meetings and common planning, oversees the lesson plans and resources, and provides actionable feedback based on engaging standards based instruction.
Hess, Jennifer	Other	Testing Coordinator and Curriculum Resource Teacher - organizes and oversees all district and state testing, trains teachers on testing procedures and expectations, assists teachers with certification procedure, and helps organize school data.
Galvin-Prepetit, Roseanne	Assistant Principal	Oversees both discipline and Title 1, ensures the facilities are safe and operating efficiently. Works closely with the Reading, Elective and ESE departments. Provides actionable feedback and coaching to teachers with a focus on engaging standards based instruction.
Pickett, Tiffany	Dean	Oversees 8th grade discipline and provides classroom management support to the 8th grade teachers.



Name	Title	Job Duties and Responsibilities
Lorenzo, Amber	Instructional Coach	Science support: facilitates the Professional Learning Community (PLC) meetings and common planning, oversees the lesson plans and resources, and provides actionable feedback based on engaging standards based instruction. In addition, helps with Intensive Math support.
Rusho, David	Other	ELL/ESOL CCT - organizes and facilitates the WIDA testing, new student ELL testing and placement, and ensures all ELL students receive language support, and creates the ELL para-professional schedule to ensure students are receiving support services. In addition, helps with Title 1 documentation.
Ellis McKay, Lanoma	Instructional Coach	Reading support: facilitates the Professional Learning Community (PLC) meetings and common planning, oversees the lesson plans and resources, and provides actionable feedback based on engaging standards based instruction.

### Demographic Information

#### Principal start date

Wednesday 6/10/2020, Eddie Foster

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

**Total number of teacher positions allocated to the school**

47

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%

<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (49%) 2017-18: C (46%) 2016-17: D (32%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	338	294	257	0	0	0	0	889
Attendance below 90 percent	0	0	0	0	0	0	57	49	48	0	0	0	0	154
One or more suspensions	0	0	0	0	0	0	35	30	19	0	0	0	0	84
Course failure in ELA	0	0	0	0	0	0	31	25	30	0	0	0	0	86
Course failure in Math	0	0	0	0	0	0	44	35	42	0	0	0	0	121
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	93	79	77	0	0	0	0	249
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	94	103	89	0	0	0	0	286

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	98	92	91	0	0	0	0	281

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	6	11	4	0	0	0	0	21

**Date this data was collected or last updated**

Wednesday 6/10/2020

**Prior Year - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	288	301	287	0	0	0	0	876
Attendance below 90 percent	0	0	0	0	0	0	35	61	56	0	0	0	0	152
One or more suspensions	0	0	0	0	0	0	75	85	65	0	0	0	0	225
Course failure in ELA or Math	0	0	0	0	0	0	15	32	66	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	0	0	0	121	169	135	0	0	0	0	425

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	64	92	91	0	0	0	0	247

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	9	7	6	0	0	0	0	22

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	288	301	287	0	0	0	0	876	
Attendance below 90 percent	0	0	0	0	0	0	35	61	56	0	0	0	0	152	
One or more suspensions	0	0	0	0	0	0	75	85	65	0	0	0	0	225	
Course failure in ELA or Math	0	0	0	0	0	0	15	32	66	0	0	0	0	113	
Level 1 on statewide assessment	0	0	0	0	0	0	121	169	135	0	0	0	0	425	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	64	92	91	0	0	0	0	247	

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	9	7	6	0	0	0	0	22	

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	52%	54%	25%	52%	52%
ELA Learning Gains	46%	52%	54%	35%	53%	54%
ELA Lowest 25th Percentile	44%	45%	47%	31%	42%	44%
Math Achievement	36%	55%	58%	25%	53%	56%
Math Learning Gains	49%	55%	57%	37%	55%	57%
Math Lowest 25th Percentile	48%	50%	51%	41%	48%	50%
Science Achievement	32%	51%	51%	16%	49%	50%
Social Studies Achievement	65%	67%	72%	30%	67%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	38%	52%	-14%	54%	-16%
	2018	23%	48%	-25%	52%	-29%
Same Grade Comparison		15%				
Cohort Comparison						
07	2019	25%	48%	-23%	52%	-27%
	2018	30%	48%	-18%	51%	-21%
Same Grade Comparison		-5%				
Cohort Comparison		2%				
08	2019	32%	54%	-22%	56%	-24%
	2018	34%	55%	-21%	58%	-24%
Same Grade Comparison		-2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	43%	-13%	55%	-25%
	2018	23%	35%	-12%	52%	-29%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	18%	49%	-31%	54%	-36%
	2018	16%	51%	-35%	54%	-38%
Same Grade Comparison		2%				
Cohort Comparison		-5%				
08	2019	24%	36%	-12%	46%	-22%
	2018	39%	32%	7%	45%	-6%
Same Grade Comparison		-15%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	26%	49%	-23%	48%	-22%
	2018	31%	49%	-18%	50%	-19%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	66%	-2%	71%	-7%
2018	48%	66%	-18%	71%	-23%
Compare		16%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	63%	23%	61%	25%
2018	61%	61%	0%	62%	-1%
Compare		25%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	77%	65%	12%	56%	21%
Compare		23%			

## Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	39	34	18	38	35	26	31			
ELL	28	45	48	29	48	52	31	55	83		
BLK	33	44	43	34	48	46	29	64	81		
HSP	36	49	42	38	50	53	35	65	83		
WHT	57	44		52	46						
FRL	34	46	46	36	49	50	34	63	83		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	45	42	20	51	48	37	25			

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	18	45	42	19	41	48	20	42	50		
BLK	30	51	57	31	45	48	35	47	56		
HSP	35	51	40	38	49	59	43	56	62		
WHT	36	46		43	69						
FRL	31	50	53	35	47	49	38	49	66		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	19	16	2	27	40		14			
ELL	14	30	25	17	36	36	4	19	54		
BLK	21	31	32	24	37	38	14	29	48		
HSP	33	46	26	27	37	50	18	28	38		
FRL	22	31	29	24	37	42	16	26	49		

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0



## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The component with the lowest performance was ELA Lowest 25% Learning Gains which went from a 53% in 2018 down to a 44% in 2019. Memorial overall improved in ELA with the exception of the Lowest 25%. Teacher's instructional capacity to deconstruct the standards into digestible bites for our lower students was the main contributing factor. Teachers were unable to differentiate and scaffold low enough to help the struggling students.

Since there was no FSA data for the 19-20 school year iReady data was considered. For the BOY 6th grade had 19% proficient, 24% bubble, and 57% below grade level. For the MOY 6th grade had 25% proficient, 24% bubble, and 51% below. For the BOY 7th grade had 21% proficient, 21% bubble, and 58% below grade level. For the MOY 7th grade had 33% proficient, 20% bubble, and 47% below. For the BOY 8th grade had 18% proficient, 15% bubble, and 67% below grade level. For the MOY 8th grade had 25% proficient, 19% bubble, and 56% below. All grade levels showed growth.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Science showed the greatest decline from a 38% in 2018 down to a 32% in 2019. Several factors contributed to this 6 percentage point decline. Memorial had 2 new Science teachers who lacked knowledge of the content standards and were unable to teach to the rigor of the standard. In addition, one of the teachers had medical issues that caused inconsistent delivery of the content to the students. PMA 3 data from 2020 was considered due to the lack of testing. PMA 3 data shows a 33% proficiency rate.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math Achievement showed a 22% gap from the state average. Memorial had 36% Math proficiency and the state average was 58%. Although the Math Achievement increased by 2%, the teachers struggled with scaffolding and teaching to the rigor of the math standards. Since there was no FSA data for the 19-20 school year iReady data was considered. For the BOY 6th grade had 21% proficient, 37% bubble, and 42% below grade level. For the MOY 6th grade had 30% proficient, 35% bubble, and 35% below. For the BOY 7th grade had 3% proficient, 45% bubble, and 53% below grade level. For the MOY 7th grade had 14% proficient, 38% bubble, and 48% below. For the BOY 8th grade had 0% proficient, 18% bubble, and 82% below grade level. For the MOY 8th grade had 3% proficient, 21% bubble, and 76% below. 7th and 8th grade students in Algebra and Geometry did not take these assessments. All grade levels showed growth.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Middle School Acceleration increased by 24%, Memorial had 58% in 2018 and 82% in 2019. Memorial provided a support class to all students taking Algebra 1 Honors and Geometry honors. The support class provided more time for students to practice the prerequisite skills and receive a deeper understanding of the standards. In addition to the Algebra and Geometry support, Memorial had 9 students pass the Microsoft Certification exams in 2019 and 2 students pass in 2020. More students were unable to test due to digital learning.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

The most important area for concern is the number of students scoring a level 1 on the FSA either in Math or Reading. Approximately half of Memorial's students score a level 1 on either the FSA Math or Reading. Memorial will increase the number of students taking Intensive Reading and Intensive Math, provide weekly tutoring in both Reading and Math, as well as provide Saturday School monthly for Reading, Math, Civics and Science. Another area of concern is the number of suspensions which totaled 225 in the 18/19 school year and 95 in the 19/20 school year. The 19/20 school year excludes 4th quarter. Memorial plans to expand the Positive Behavior Support program to include more consistent incentives and increase the number of students receiving mentoring and emotional support. Memorial also plans to increase the number of Restorative Justice circles/sessions in hopes of decreasing student conflicts which result in suspensions.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase ELA proficiency
2. Increase Math proficiency
3. Increase Learning Gains in both Reading and Math
4. Increase in Science proficiency
5. Sustain or Increase Civics, Algebra 1, and Geometry proficiency

**Part III: Planning for Improvement****Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

<b>Area of Focus Description and Rationale:</b>	<p>Memorial will increase proficiency and achievement in all subgroups by implementing differentiated instruction, as well as an intense focus on improving teacher instructional capacity with a deeper understanding of the Florida Standards.</p> <p>Memorial will provide opportunities for minority students to take advanced and/or high school accelerated classes and provide support through tutoring and intervention classes to help ensure their success. In addition, Memorial will provide interventions to help struggling students be successful academically; such as Intensive Reading and Math classes for below proficiency students, tutoring after school, and Saturday tutoring. Administration will also work with teachers on increasing engagement, ensuring lessons meet the rigor of the standard, and providing support with classroom management.</p>
<b>Measurable Outcome:</b>	The intended outcome is increased student proficiency and achievement for all students, while decreasing the achievement gap.
<b>Person responsible for monitoring outcome:</b>	Kenisha Holmes (kenisha.holmes@ocps.net)
<b>Evidence-based Strategy:</b>	Analyze the achievement gap data by subgroups and create a list of students to monitor and provide interventions. In addition, identify students with potential for accelerated classes. Provide both academic and behavioral support, social emotional support, academic interventions, and opportunities for advanced course work.
<b>Rationale for Evidence-based Strategy:</b>	By targeting and monitoring the specific students within a subgroup, Memorial will provide individual support and make immediate required adjustments.

**Action Steps to Implement**

1. Collaborate with teachers and analyze state assessment data
2. Identify areas of weakness based on current data
3. Create an action plan based on data and areas of weakness
4. Implement the action plan
5. Monitor, review, and adjust the action plan based on current assessment data

**Person Responsible** Kenisha Holmes (kenisha.holmes@ocps.net)

**#2. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	<p>Build and establish a culture for social and emotional learning at Memorial with adults and students.</p> <p>Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:</p> <ol style="list-style-type: none"> <li>1. Increase ELA and Math Learning Gains</li> <li>2. Increase ELA and Math proficiency</li> <li>3. Increase Science proficiency</li> <li>4. Strengthen teacher instructional capacity</li> <li>5. Provide a safe, nurturing, structured learning environment for all students</li> </ol>
<b>Measurable Outcome:</b>	<p>Memorial Middle School will focus on the following data-based areas:</p> <ol style="list-style-type: none"> <li>1. Learning gains and proficiency on both district and state assessments.</li> <li>2. Improvement in all Early Warning Systems (EWS) indicator data</li> <li>3. Cognia survey data</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Kenisha Holmes (kenisha.holmes@ocps.net)
<b>Evidence-based Strategy:</b>	<p>Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Memorial will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. In addition, Memorial will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, Memorial will implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.</p>

**Action Steps to Implement**

Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture

**Person Responsible** Kenisha Holmes (kenisha.holmes@ocps.net)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Memorial has been focused on creating a positive school culture and environment through mentoring, community partnerships, and the use of Restorative Justice. The guidance counselors have been working with a group of minority female students to track their academics and behavior, as well as to create short and long term goals. My Brother's Keeper has partnered with the school to mentor minority male students each week. Memorial has also created the Latinos in Action class that focuses on building leaders on campus. Students have the opportunities to participate in Restorative Justice Circles/Sessions in order to help maintain a safe and positive school climate.

### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00