Orange County Public Schools

Memorial Middle

2021-22 Schoolwide Improvement Plan

Table of Contents

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (49%) 2017-18: C (46%) 2016-17: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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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2220 W 29TH ST, Orlando, FL 32805

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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Purpose and Outline of the SIP

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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	Position 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.
Galvin-Prepetit, Roseanne	Assistant Principal	Creates the master schedule, ensures all students have accurate schedules, oversees testing, and works closely with the Math and Discipline team. 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 lesson plans and resources, and provides actionable feedback based on engaging standards based instruction.
Brazley, Gary	Dean	Oversees 7th grade discipline and provides classroom management support to 7th grade teachers.
Panzella, Adam	Instructional Coach	Core Math and Intensive Math support: facilitates the Professional Learning Community (PLC) meetings and common planning, oversees lesson plans and resources, and provides actionable feedback based on engaging standards based instruction.
Hess, Jennifer	Curriculum Resource Teacher	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.
Pickett, Tiffany	Dean	Oversees 6th grade discipline and provides classroom management support to the 6th grade teachers.
Lorenzo, Amber	Instructional Coach	Science support: facilitates the Professional Learning Community (PLC) meetings and common planning, oversees lesson plans and resources, and provides actionable feedback based on engaging standards based instruction.
Rusho, David	ELL Compliance Specialist	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.
Ellis McKay, Lanoma	Instructional Coach	Reading support: facilitates the Professional Learning Community (PLC) meetings and common planning, oversees the lesson plans and resources,

Name	Position Title	Job Duties and Responsibilities
		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.*

7

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

818

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	302	310	306	0	0	0	0	918
Attendance below 90 percent	0	0	0	0	0	0	118	189	184	0	0	0	0	491
One or more suspensions	0	0	0	0	0	0	35	4	5	0	0	0	0	44
Course failure in ELA	0	0	0	0	0	0	36	32	37	0	0	0	0	105
Course failure in Math	0	0	0	0	0	0	38	42	34	0	0	0	0	114
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	65	84	81	0	0	0	0	230
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	60	92	103	0	0	0	0	255
Number of students with a substantial reading deficiency	0	0	0	0	0	0	65	84	81	0	0	0	0	230

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	96	123	126	0	0	0	0	345

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	0	0	0	0	0	0	0	

Date this data was collected or last updated
Sunday 7/25/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				35%	52%	54%	31%	52%	53%
ELA Learning Gains				46%	52%	54%	51%	50%	54%
ELA Lowest 25th Percentile				44%	45%	47%	53%	42%	47%
Math Achievement				36%	55%	58%	34%	53%	58%
Math Learning Gains				49%	55%	57%	47%	51%	57%
Math Lowest 25th Percentile				48%	50%	51%	52%	44%	51%
Science Achievement				32%	51%	51%	38%	51%	52%
Social Studies Achievement				65%	67%	72%	50%	68%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	38%	52%	-14%	54%	-16%
Cohort Comparison						
07	2021					
	2019	25%	48%	-23%	52%	-27%
Cohort Comparison		-38%				
08	2021					
	2019	32%	54%	-22%	56%	-24%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	30%	43%	-13%	55%	-25%
Cohort Comparison						
07	2021					
	2019	18%	49%	-31%	54%	-36%
Cohort Comparison		-30%				
08	2021					
	2019	24%	36%	-12%	46%	-22%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	26%	49%	-23%	48%	-22%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	66%	-2%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	63%	23%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	53%	47%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

IREADY FOR 6-8 ENGLISH LANGUAGE ARTS
PMA FOR 7TH GRADE CIVICS

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10	12	12
	Economically Disadvantaged	9	10	11
	Students With Disabilities	10	10	6
	English Language Learners	2	6	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	10	10
	Economically Disadvantaged	6	9	10
	Students With Disabilities	0	0	6
	English Language Learners	5	6	4

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6	13	12
	Economically Disadvantaged	5	13	14
	Students With Disabilities	0	0	6
	English Language Learners	2	6	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	2	2
	Economically Disadvantaged	2	3	2
	Students With Disabilities	0	0	0
	English Language Learners	4	2	2
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	66	51	69
	Economically Disadvantaged	68	53	68
	Students With Disabilities	20	20	42
	English Language Learners	53	40	61

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	13	11
	Economically Disadvantaged	7	13	11
	Students With Disabilities	0	0	0
	English Language Learners	2	8	4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1	3	3
	Economically Disadvantaged	1	3	3
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	30	21
	Economically Disadvantaged	14	31	23
	Students With Disabilities	0	0	0
	English Language Learners	5	18	7

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	14	29	19	16	28	24	8	29			
ELL	22	41	38	19	31	39	5	51	46		
BLK	30	37	32	30	34	35	19	56	60		
HSP	33	38	27	29	27	29	17	56	44		
WHT	62	46		57	43						
FRL	30	37	29	30	30	32	19	54	57		
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		

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
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			
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	375
Total Components for the Federal Index	10
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	

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%	

Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	

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%	

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Memorial Middle School trailed the district proficiency levels in ELA, Math, and Science in 2021. Civics data reflected a small achievement gap when compared to the district and state. Memorial outperformed the district and state in Algebra and Geometry. Data is consistent across subgroups of students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The components demonstrating the greatest need for improvement based off of the 2021 state assessments, include Science, Civics, and ELA learning gains. Each of these components reflected a decline from 2019.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include limited capacity of instructional staff to deconstruct the standards into digestible bites and provide appropriate scaffolding for struggling students. Additional professional development and progress monitoring has been scheduled to address this need for improvement, including: standards-based instruction, data analysis, small-group differentiated learning, and purposeful planning, aligned to the instructional framework.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Middle School Acceleration reflected the most improvement, with an increase of 24%. Memorial had 58% in 2018 and 82% in 2019. 2021 data did not show improvement due to the pandemic.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors include a support class offered to all students taking Algebra 1 Honors and Geometry Honors. The support class provided more time for students to practice 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.

What strategies will need to be implemented in order to accelerate learning?

Administration has worked diligently to streamline data collection and disaggregate data from multiple source. Data will be used to identify targeted students for remediation and acceleration, as well as to determine the most effective, high-yield instructional strategies needed to increase student achievement. Ongoing professional development will be provided and monitored throughout the school year.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will focus on standards-based instruction, data analysis, small-group differentiated learning, and purposeful planning, aligned to the instructional framework.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services to ensure sustainability of improvement are rooted in our in depth focus on Social Emotional Learning (SEL). In 2020, our SEL program primarily addressed the needs of students. In 2021, our program will be more in depth and will also address the social and emotional needs of school staff and families. We will continue to support a positive school culture and a positive school climate, focused on ongoing learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	The components demonstrating the greatest need for improvement based off of the 2021 state assessments, include Science, Civics, and ELA learning gains. Each of these components reflected a decline from 2019. Teachers have limited capacity in deconstructing the standards into digestible bites. Providing appropriate scaffolding of information for struggling students is also a challenge.
Measurable Outcome:	As a result of this area of focus, proficiency in Science Achievement will increase by 8%, Civics will increase by 5% and ELA learning gains will increase by 10%.
Monitoring:	The leadership team will meet weekly to discuss progress and make adjustments as needed. The team will review formative and summative assessment data, class walk instructional trend data by school, grade level and department, upcoming standards, and professional development needs.
Person responsible for monitoring outcome:	Kenisha Holmes (kenisha.holmes@ocps.net)
Evidence-based Strategy:	School staff will analyze student achievement data and identify targeted students and areas in need of remediation and/or acceleration. We will ensure that academic and behavioral supports are purposeful and monitored on an ongoing basis. Professional development will be provided throughout the year and monitored for application and impact in the classroom.
Rationale for Evidence-based Strategy:	Streamlining data collection will help identify targeted students and determine the most effective high-yield instructional strategies needed to increase student achievement.

Action Steps to Implement

Develop a streamlined system of procedures for collecting and analyzing student data with fidelity

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

Determine the effectiveness of tiered instruction.

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

Conduct data chats with all teachers.

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

Monitor for standards-based instruction and provide constructive feedback in a timely manner.

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

Strategic planning of resources (fiscal & personnel) to increase student achievement.

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

Provide and monitor ongoing professional development.

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

Monitor progress of School Improvement Plan goals and make adjustments as needed.

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

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

Area of Focus Description and Rationale:	Build and establish a positive school climate and culture for social and emotional learning at Memorial with school staff and students. Student proficiency increases when students and staff 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: 1. Increase ELA and Math learning gains 2. Increase ELA and Math proficiency 3. Increase Science proficiency 4. Strengthen teacher instructional capacity to provide rigorous instruction 5. Provide a safe and welcoming environment, conducive to collaboration, learning and growth
Measurable Outcome:	As a result of this area of focus, proficiency in Science Achievement will increase by 8%. ELA learning gains and ELA learning gains lowest 25th percentile will each increase by 10%. Student and staff Cognia survey results will reflect a higher positivity rate and discipline data will reflect a decrease of 10% in out-of-school suspensions.
Monitoring:	The leadership team will meet weekly to discuss progress and make adjustments as needed. The team will review survey data, informal feedback from students and staff, discipline data, class walk instructional trend data, upcoming SEL lessons, and professional development needs.
Person responsible for monitoring outcome:	Kenisha Holmes (kenisha.holmes@ocps.net)
Evidence-based Strategy:	Administration will utilize distributive leadership and social and emotional learning to strengthen team dynamics and collaboration, in order to support the needs of students and staff. Ongoing professional development opportunities will be provided to staff and lessons offered to students, to promote a positive school climate and culture, which is conducive to learning. The leadership team will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom walks, and school environment observations. We will modify our plan of action as indicated by collected data, which addresses the needs of both students and staff.
Rationale for Evidence-based Strategy:	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.

Action Steps to Implement

Collect and analyze school climate survey data.

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

Review data and SEL plan with all stakeholders.

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

Provide and monitor ongoing SEL lessons and professional development opportunities for students and staff.

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

Review discipline data and address trends by providing additional support to students and staff.

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

Collect additional survey data from stakeholders to determine progress toward School Improvement Plan goals, making adjustments as needed.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to SafeSchoolsforAlex.org, in 2019 Memorial Middle School fell into the very high category, having 8.7 incidents per 100 students. The primary area of concern was fighting with intimidation or threats as a secondary area of concern. These areas of concern were closely monitored in the 20-21 school year and will continue to be an area of focus. Administration is working diligently to analyze data and address the social and emotional needs of all stakeholders. Reviewing behavior and discipline trend data allows school staff to be proactive and ensure that appropriate academic and behavior interventions are in place to support students and staff. Our goal is to provide a safe and collaborative school climate and culture, focused on ongoing learning.

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.

Memorial has been focused on creating a positive school culture and environment through mentoring, community partnerships, and the use of Restorative Justice. Guidance counselors work 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - Responsible for ensuring structures and systems are in place to support building a positive school culture and environment.
Safe Coordinator- Works with students on social emotional learning strategies.
Deans- Works with students on conflict resolution through restorative justice practices.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		590-Other Materials and Supplies	0151 - Memorial Middle	General Fund		$5,000.00
			Notes: PENDA LEARNING			
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
					Total:	$5,000.00