

Orange County Public Schools

# Meadow Woods Middle



## 2021-22 Schoolwide Improvement Plan

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## Meadow Woods Middle

1800 RHODE ISLAND WOODS CIR, Orlando, FL 32824

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

### Demographics

**Principal: Charisse Ninah**

Start Date for this Principal: 7/16/2015

<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>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 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* Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: C (52%) 2016-17: C (50%)
<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>	

\* 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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## Meadow Woods Middle

1800 RHODE ISLAND WOODS CIR, Orlando, FL 32824

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

### 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	No	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

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

### School Board Approval

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### SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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	Position Title	Job Duties and Responsibilities
Mendez, Marisol	Principal	<ul style="list-style-type: none"> <li>- Assures supervision and safety of all students during school hours, as well as, before and after school hours for the duration of school sponsor activities</li> <li>- Monitors all student discipline</li> <li>- Reviews school wide data related to school improvement factors</li> <li>- Establishes and maintain school climate of rigor, student centeredness and professionalism</li> <li>- Leads/Facilitates data meetings with leadership team and teachers and set expectations for students growth</li> <li>- Supports teachers to identify those projected to perform below grade level and their areas of need, requiring data to support their decisions</li> <li>- Supports teachers to identify the types of intervention being provided for those students and the research based materials being used</li> <li>- Provides frequent observation of teachers with actionable feedback to support teacher growth</li> <li>- Progress monitoring of teacher and student data to drive PD opportunities and development of systems that support growth</li> <li>- Assists with monitoring of collaborative, standard-based lesson planning and data driven PLCs</li> <li>- Monitors student growth with the use of common and formative assessments, diagnostic testing, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups</li> <li>- Offers support for effective ways to progress monitor students and make decisions about their academic needs</li> <li>- Provides teachers with resources and assistance analyzing data</li> <li>- Visits classrooms according to supervision schedule</li> <li>- Monitors and supports an effective implementation of the MTSS process</li> <li>- Effectively communicates with parents and all stakeholders the progress of the school improvement plan</li> <li>- Attends a wide range of school and district events</li> </ul>
Wagner, Karl	Assistant Principal	<ul style="list-style-type: none"> <li>- Assures supervision and safety of all students during school hours, as well as, before and after school hours for the duration of school sponsor activities</li> <li>- Monitors all student discipline</li> <li>- Reviews school wide data related to school improvement factors</li> <li>- Establishes and maintain school climate of rigor, student centeredness and professionalism</li> <li>- Leads/Facilitates data meetings with leadership team and teachers and set expectations for students growth</li> <li>- Supports teachers to identify those projected to perform below grade level and their areas of need, requiring data to support their decisions</li> <li>- Supports teachers to identify the types of intervention being provided for those students and the research based materials being used</li> <li>- Provides frequent observation of teachers with actionable feedback to support teacher growth</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Progress monitoring of teacher and student data to drive PD opportunities and development of systems that support growth</li> <li>- Assists with monitoring of collaborative, standard-based lesson planning and data driven PLCs</li> <li>- Monitors student growth with the use of common and formative assessments, diagnostic testing, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups</li> <li>- Offers support for effective ways to progress monitor students and make decisions about their academic needs</li> <li>- Provides teachers with resources and assistance analyzing data</li> <li>- Visits classrooms according to supervision schedule</li> <li>- Monitors and supports an effective implementation of the MTSS process</li> <li>- Effectively communicates with parents and all stakeholders the progress of the school improvement plan</li> <li>- Attends a wide range of school and district events</li> </ul>
Higginbotham, Christopher	Assistant Principal	<ul style="list-style-type: none"> <li>- Assures supervision and safety of all students during school hours, as well as, before and after school hours for the duration of school sponsor activities</li> <li>- Monitors all student discipline</li> <li>- Reviews school wide data related to school improvement factors</li> <li>- Establishes and maintain school climate of rigor, student centeredness and professionalism</li> <li>- Leads/Facilitates data meetings with leadership team and teachers and set expectations for students growth</li> <li>- Supports teachers to identify those projected to perform below grade level and their areas of need, requiring data to support their decisions</li> <li>- Supports teachers to identify the types of intervention being provided for those students and the research based materials being used</li> <li>- Provides frequent observation of teachers with actionable feedback to support teacher growth</li> <li>- Progress monitoring of teacher and student data to drive PD opportunities and development of systems that support growth</li> <li>- Assists with monitoring of collaborative, standard-based lesson planning and data driven PLCs</li> <li>- Monitors student growth with the use of common and formative assessments, diagnostic testing, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups</li> <li>- Offers support for effective ways to progress monitor students and make decisions about their academic needs</li> <li>- Provides teachers with resources and assistance analyzing data</li> <li>- Visits classrooms according to supervision schedule</li> <li>- Monitors and supports an effective implementation of the MTSS process</li> <li>- Effectively communicates with parents and all stakeholders the</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Ruiz Moreno, Ivonne	Assistant Principal	<p>progress of the school improvement plan</p> <ul style="list-style-type: none"> <li>- Attends a wide range of school and district events</li> </ul>
		<ul style="list-style-type: none"> <li>- Assures supervision and safety of all students during school hours, as well as, before and after school hours for the duration of school sponsor activities</li> <li>- Monitors all student discipline</li> <li>- Reviews school wide data related to school improvement factors</li> <li>- Establishes and maintain school climate of rigor, student centeredness and professionalism</li> <li>- Leads/Facilitates data meetings with leadership team and teachers and set expectations for students growth</li> <li>- Supports teachers to identify those projected to perform below grade level and their areas of need, requiring data to support their decisions</li> <li>- Supports teachers to identify the types of intervention being provided for those students and the research based materials being used</li> <li>- Provides frequent observation of teachers with actionable feedback to support teacher growth</li> <li>- Progress monitoring of teacher and student data to drive PD opportunities and development of systems that support growth</li> <li>- Assists with monitoring of collaborative, standard-based lesson planning and data driven PLCs</li> <li>- Monitors student growth with the use of common and formative assessments, diagnostic testing, and other classroom data provided by the teachers as well as all progress monitoring done with intervention groups</li> <li>- Offers support for effective ways to progress monitor students and make decisions about their academic needs</li> <li>- Provides teachers with resources and assistance analyzing data</li> <li>- Visits classrooms according to supervision schedule</li> <li>- Monitors and supports an effective implementation of the MTSS process</li> <li>- Effectively communicates with parents and all stakeholders the progress of the school improvement plan</li> <li>- Attends a wide range of school and district events</li> </ul>
Maldonado, Nelly	Instructional Coach	<ul style="list-style-type: none"> <li>- Provides information about core instruction</li> <li>- Participates in student data collection, develop and help with delivery of Tier I instruction/ intervention</li> <li>- Collaborates with other staff to develop Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.</li> <li>- Develops, leads and evaluates school core content standards/programs</li> <li>- Identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.</li> <li>- Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Assists with whole school screening programs that provide early intervention services for students to be considered</li> <li>- Assists in the design and implementation for progress monitoring, data collection, and data analysis</li> <li>- Participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring</li> <li>- Provides guidance on K-12 reading plans and support the implementation of Tier 1, 2, and 3 intervention plans</li> </ul>
Quinones-Santana, Magda	Instructional Coach	<ul style="list-style-type: none"> <li>- Provides information about core instruction</li> <li>- Participates in student data collection, develop and help with delivery of Tier I instruction/ intervention</li> <li>- Collaborates with other staff to develop Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.</li> <li>- Develops, leads and evaluates school core content standards/programs</li> <li>- Identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.</li> <li>- Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies</li> <li>- Assists with whole school screening programs that provide early intervention services for students to be considered</li> <li>- Assists in the design and implementation for progress monitoring, data collection, and data analysis</li> <li>- Participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring</li> <li>- Provides guidance on K-12 reading plans and support the implementation of Tier 1, 2, and 3 intervention plans</li> </ul>
Rabel, Jennifer	Instructional Coach	<ul style="list-style-type: none"> <li>- Provides information about core instruction</li> <li>- Participates in student data collection, develop and help with delivery of Tier I instruction/ intervention</li> <li>- Collaborates with other staff to develop Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.</li> <li>- Develops, leads and evaluates school core content standards/programs</li> <li>- Identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.</li> <li>- Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies</li> <li>- Assists with whole school screening programs that provide early intervention services for students to be considered</li> <li>- Assists in the design and implementation for progress monitoring, data collection, and data analysis</li> <li>- Participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Provides guidance on K-12 reading plans and support the implementation of Tier 1, 2, and 3 intervention plans</li> </ul>
Medina, Nilsaliz	Staffing Specialist	<ul style="list-style-type: none"> <li>- Reviews ESE Referrals and placement documents</li> <li>- Works with principal or designee to ensure accuracy and completeness of documentation</li> <li>- Serves as the designee in conducting eligibility and placement meetings and serves as the representative for the development, revision and annual reviews of the Individual Educational Plan (IEP).</li> </ul>
Root, Caleb	Dean	<ul style="list-style-type: none"> <li>- Responsible for assisting the Principal and Assistant Principals in the overall administration of school activities</li> <li>- Performs as a resource for teachers and staff who express concerns for student attendance, student development and/or discipline</li> <li>- Coordinates efforts with guidance, school resource officer(s), school psychologist, and/or social worker in meeting with students and parents to discuss improving student attendance and/or behavior.</li> <li>- Works collaboratively with the SAFE coordinator to work with families via conference or communication systems concerning student attendance and behavior</li> </ul>
Rivera Robles, Wilson	Dean	<ul style="list-style-type: none"> <li>- Responsible for assisting the Principal and Assistant Principals in the overall administration of school activities</li> <li>- Perform as a resource for teachers and staff who express concerns for student attendance, student development and/or discipline</li> <li>- Coordinates efforts with guidance, school resource officer(s), school psychologist, and/or social worker in meeting with students and parents to discuss improving student attendance and/or behavior.</li> <li>- Works collaboratively with the SAFE coordinator to work with families via conference or communication systems concerning student attendance and behavior</li> <li>- Supports teachers of ELLs, to ensure they are delivering comprehensible instruction, providing language support and providing the necessary accommodations.</li> <li>- Supports in providing professional development in research based strategies to support English Language Learners.</li> </ul>
Navarro, Yamilett	Other	<ul style="list-style-type: none"> <li>- Supervises and coordinates implementation and administration of all state and local assessments</li> <li>- Monitors the administration of tests and investigates discrepancies in test administration</li> <li>- Determines the need to suspend or proceed with altered test</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>administration</p> <ul style="list-style-type: none"> <li>- Works with various support staff at the school to assist schools in preparing for state-wide assessment programs and consults with school tech coordinator on computer hardware and software issues and concerns.</li> <li>- Supports in providing professional development in research based strategies to support all learners</li> </ul>

## Demographic Information

### Principal start date

Thursday 7/16/2015, Charisse Ninah

**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.*

2

**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**

63

**Total number of students enrolled at the school**

948

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

14

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

12

### 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	319	326	336	0	0	0	0	981
Attendance below 90 percent	0	0	0	0	0	0	73	91	82	0	0	0	0	246
One or more suspensions	0	0	0	0	0	0	4	9	3	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	19	14	97	0	0	0	0	130
Course failure in Math	0	0	0	0	0	0	41	28	67	0	0	0	0	136
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	51	57	77	0	0	0	0	185
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	55	73	86	0	0	0	0	214
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	66	73	114	0	0	0	0	253

#### 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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

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

Tuesday 7/20/2021

#### 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	348	333	330	0	0	0	0	1011
Attendance below 90 percent	0	0	0	0	0	0	60	54	48	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	5	12	9	0	0	0	0	26
Course failure in ELA	0	0	0	0	0	0	18	112	58	0	0	0	0	188
Course failure in Math	0	0	0	0	0	0	34	76	92	0	0	0	0	202
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	60	89	81	0	0	0	0	230
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	80	95	77	0	0	0	0	252

#### 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	71	127	112	0	0	0	0	310	

**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	1	1	0	0	0	0	2	

**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	348	333	330	0	0	0	0	1011	
Attendance below 90 percent	0	0	0	0	0	0	60	54	48	0	0	0	0	162	
One or more suspensions	0	0	0	0	0	0	5	12	9	0	0	0	0	26	
Course failure in ELA	0	0	0	0	0	0	18	112	58	0	0	0	0	188	
Course failure in Math	0	0	0	0	0	0	34	76	92	0	0	0	0	202	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	60	89	81	0	0	0	0	230	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	80	95	77	0	0	0	0	252	

**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	71	127	112	0	0	0	0	310	

**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	1	1	0	0	0	0	2	

**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				48%	52%	54%	46%	52%	53%
ELA Learning Gains				49%	52%	54%	48%	50%	54%
ELA Lowest 25th Percentile				39%	45%	47%	43%	42%	47%
Math Achievement				48%	55%	58%	47%	53%	58%
Math Learning Gains				51%	55%	57%	50%	51%	57%
Math Lowest 25th Percentile				41%	50%	51%	41%	44%	51%
Science Achievement				48%	51%	51%	44%	51%	52%
Social Studies Achievement				67%	67%	72%	70%	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	43%	52%	-9%	54%	-11%
Cohort Comparison						
07	2021					
	2019	42%	48%	-6%	52%	-10%
Cohort Comparison		-43%				
08	2021					
	2019	48%	54%	-6%	56%	-8%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	34%	43%	-9%	55%	-21%
Cohort Comparison						
07	2021					
	2019	47%	49%	-2%	54%	-7%
Cohort Comparison		-34%				
08	2021					
	2019	19%	36%	-17%	46%	-27%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	45%	49%	-4%	48%	-3%
Cohort Comparison						



<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	63%	66%	-3%	71%	-8%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	96%	63%	33%	61%	35%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	88%	53%	35%	57%	31%

### Grade Level Data Review - Progress Monitoring Assessments

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

Based on i-Ready 2020-21, Civics 7th grade PMAs (Fall, Winter, and Spring) and 8th grade Science PMAs (Fall, Winter, and Spring).

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	44%	44%
	Economically Disadvantaged	39%	43%	43%
	Students With Disabilities	4%	11%	15%
	English Language Learners	6%	16%	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22%	34%	35%
	Economically Disadvantaged	23%	32%	30%
	Students With Disabilities	4%	6%	11%
	English Language Learners	4%	19%	16%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	39%	46%
	Economically Disadvantaged	34%	38%	45%
	Students With Disabilities	6%	15%	14%
	English Language Learners	7%	5%	15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25%	36%	40%
	Economically Disadvantaged	25%	38%	37%
	Students With Disabilities	6%	15%	15%
	English Language Learners	12%	11%	19%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	61%	58%	70%
	Economically Disadvantaged	60%	54%	69%
	Students With Disabilities	34%	38%	38%
	English Language Learners	33%	36%	39%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40%	50%	48%
	Economically Disadvantaged	39%	35%	43%
	Students With Disabilities	9%	15%	15%
	English Language Learners	25%	36%	30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	31%	28%
	Economically Disadvantaged	22%	29%	28%
	Students With Disabilities	3%	20%	12%
	English Language Learners	18%	21%	14%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	43%	53%	57%
	Economically Disadvantaged	38%	52%	52%
	Students With Disabilities	6%	12%	28%
	English Language Learners	16%	23%	34%

## 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	19	27	23	15	31	36	14	30			
ELL	32	47	45	39	44	42	36	43	63		
ASN	65	64		74	59				82		
BLK	45	40	31	42	40	40	42	59	57		
HSP	43	49	44	42	42	41	43	57	65		
WHT	59	58	36	63	61		63	73	79		
FRL	42	46	37	38	38	38	39	55	62		
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	20	36	28	21	42	40	17	38			
ELL	33	47	43	40	45	34	31	56	88		
ASN	73	68		77	65		75		81		

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
BLK	43	39	37	40	52	45	51	65	94		
HSP	46	50	39	48	51	41	45	68	91		
WHT	56	48		51	42		63	50	83		
FRL	43	48	41	44	48	39	42	64	87		
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	34	32	20	40	39	18	37			
ELL	23	41	41	33	45	40	17	53	82		
ASN	75	59		79	64			100	100		
BLK	42	54	57	41	41	26	51	69	76		
HSP	44	46	41	47	50	42	41	67	76		
WHT	53	51	46	50	56	64	46	84	71		
FRL	43	48	44	47	50	40	40	69	75		

### 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	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	476
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	62
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The i-Ready diagnostic given at the beginning of the year, middle of the year and end of the year for both the reading and math content areas show an increase in all grade levels; however, in each diagnostic assessment given, students perform below mastery within their grade level. Alternatively, for seventh grade civics students and eighth grade science students, there is a consistent increase in the category for all students between the Fall, Winter and Spring PMA. SWD's is the lowest subgroup for each area assessed.

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

The 2019 data shows a decrease in two of the nine school grade components, the ELA Lowest 25th Percentile component decreased from 43% in 2018 school year to 39% in 2019. The 2019 ELA Lowest 25th Percentile component by subgroups reflects a decrease in 4 out of the 5 subgroups (FRL, SWD, HISP, BLK) with data to compare with prior year data. The BLK subgroup reflects the most significant decrease from 57% in 2018 to 37% in 2019. Our data indicates a trend to decrease among our HISP and BLK subgroups that correlates with our SWD students decrease as well. The math achievement component and the Math Lowest 25th Percentile have the biggest gap when compared to the state average. Our 2019 math achievement component is 48% and the state average is 58%. Our 2019 Math Lowest 25th Percentile is 41% and the state average is 51%. Both ELA and Math results from FSA 2019 and the 2020-2021 i-Ready diagnostic data for reading and math demonstrate below mastery results.

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

The progress monitoring data presented reflects students that were tested in both face to face and launched learning models. Although in both circumstances monitoring takes place by the teacher, the validity of the assessment can be compromised with students testing at home. Student engagement and consistent support during class instruction is a contributing factor. There will be an increased effort to provide engagement strategies that will target evidence based high yield strategies to identify critical content. Continued reflection during professional learning committees in efforts to review critical data to make informed decisions will also be an area of focus for our teams.

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

The Science achievement component shows the most improvement from 44% in 2018 school year to 48% in 2019. The 2019 science achievement component by subgroup shows an increase in 4 out of the 6 subgroups (WTH, HSP, FRL, and ELL) with data to compare with prior year data. The ELL

subgroup reflects the most significant improvement from 17% in 2008 to 31% in 2019. Current 8th grade science PMA data shows the following growth: Fall 43%, Winter 53% and Spring 57% mastery. The ELL subgroup reflects 34% mastery in comparison to SWD's at 28% in the Spring.

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

Strong alignment of instruction and common assessments with Science standards, effective systems and structures to provide support to students, such as Saturday Academies, and morning tutoring and continued analysis of Science data to provide support to students in areas of need and to adjust instruction are all contributing factors to this improvement.

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

In order to accelerate learning, teachers will need to work collaboratively in their professional learning teams to provide lessons that continuously identify accurate critical content through the use of appropriately scaffolded lessons, ask questions that require inferencing about new content, examine similarities and differences through interactive notebooks, anchor charts and graphic organizers, in addition to providing structured practice for fluency to develop automaticity and revise knowledge. Teachers will engage students in explaining and defending conclusions through problem solving lessons.

**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.**

Teachers will participate in professional development to learn how to analyze data and make data informed decisions to accelerate learning. Teachers will also receive professional development on engagement strategies and the High Yield Instructional Strategies.

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

Students will have the opportunity to participate in morning tutoring and Saturday Academy, both of which are opportunities for students to work with teachers to clarify critical content and practice skills and processes. Students will be able to use this time for remediation support.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	The 2018-2019 FSA ELA achievement data is 48% and 2020 FSA ELA achievement data is 46% in comparison to the districts achievement level of 52% and the states 54%. The ELA lowest 25th percentile is 40%. The iReady 2021 EOY diagnostic mastery level per grade level is 44% for sixth grade, 46% for seventh grade, and 48% for eighth grade.
<b>Measurable Outcome:</b>	Meadow Woods Middle School will increase the ELA Academic Achievement by 4%. The 2020-2021 ELA achievement data is 46%.
<b>Monitoring:</b>	Teachers will administer standard-based common assessments and quarterly exams and analyze the data from each assessment to identify a plan for interventions for the areas of greatest need. Instructional coaches will facilitate professional development and provide support to provide research based strategies to reach our intended measurable outcome.
<b>Person responsible for monitoring outcome:</b>	Ivonne Ruiz Moreno (ivonne.ruizmoreno@ocps.net)
<b>Evidence-based Strategy:</b>	By utilizing high yield instructional strategies, ELA teachers will select appropriate, content specific complex tasks and assign standards-aligned lessons using Standard Based Questions (SBQ) and Text Dependent Questions (TDQ). Teachers will observe peers and reflect and modify instructional practices based on student evidence and professional learning.
<b>Rationale for Evidence-based Strategy:</b>	High yield instructional strategies like identifying critical content will allow critical analysis of ELA text and help focus on significant details or patterns in order to develop a deep and precise understanding of the content. Analysis of common assessments data will occur so interventions are provided based on students' needs. District resources including CRMs, FSA Item Specifications, Instructional Focus Calendars, District's Scope and Sequence will support these strategies.

**Action Steps to Implement**

1. Student IEPs will be shared with general education teachers during pre-planning to empower teachers with their students' information and accommodations. (August 3, 2021 - Staffing Specialist and Admin)
2. Meadow Woods MS teachers will participate in professional development that will facilitate the implementation of high yield instructional strategies. Teachers will develop and monitor rigorous culturally responsive tasks aligned to standards to increase student academic achievement. (August 10, 2021 - MWMS team, Coaches and Admin)
3. ELA teachers will use collaborative lesson plans aligned to standard-based instruction thereby, improving teacher proficiency. (August 10, 2021 and ongoing thereafter ELA Coach and AP, Ivonne Ruiz)
4. Strategic placement of paraprofessionals and tutors to support the lowest 25th percentile. (August 10, 2021 - ELA Coach and AP, Ivonne Ruiz )
5. Administration and the ELA Coach will complete instructional rounds to identify standards being taught and strategies being used. (August 18, 2021 – AP, Ivonne Ruiz and ELA Coach)
6. Administration and the ELA Coach will monitor all student performance to include the lowest 25th percentile and will provide support accordingly. (September 15, 2021 - AP, Ivonne Ruiz and ELA Coach )
7. Strategic interventions will take place to address the lowest 25th percentile within the ELA class (To take place after content level common assessments - ELA Coach)
8. Morning tutoring, afternoon tutoring and Saturday Academies will be available for all students.

**Person Responsible** Jennifer Rabel (jennifer.rabel@ocps.net)



**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	The 2018-2019 FSA Math achievement data is 49% and the 2020-2021 FSA Math achievement data is 42% in comparison to the districts achievement level of 55% and the states 54%. The Math lowest 25th percentile is 36%. The iReady 2021 EOY diagnostic mastery level per grade level is 35% for sixth grade, 40% for seventh grade, and 28% for eighth grade.
<b>Measurable Outcome:</b>	As a result of the implementation of evidence-based strategies it is expected that the Math Lowest 25th Percentile will increase from 36% to 49% and math proficiency will increase from 42% to 50%.
<b>Monitoring:</b>	Teachers will administer standard-based common assessments and analyze the data from each assessment to identify a plan for interventions for the areas of need.
<b>Person responsible for monitoring outcome:</b>	Karl Wagner (karl.wagner@ocps.net)
<b>Evidence-based Strategy:</b>	Teachers will administer standard-based common assessments and quarterly exams and analyze the data from each assessment to identify a plan for interventions for the areas of greatest need. Instructional coaches will facilitate professional development and provide support to provide research based strategies to reach our intended measurable outcome.
<b>Rationale for Evidence-based Strategy:</b>	High yield instructional strategies like identifying critical content will allow critical analysis of the math text and help focus on significant details or patterns in order to develop a deep and precise understanding of this content. Analysis of common assessments data will occur so interventions are provided based on students' needs. District resources including CRMs, FSA Item Specifications, Instructional Focus Calendars, District's Scope and Sequence will support these strategies.

**Action Steps to Implement**

1. Student IEPs will be shared with general education teachers during pre-planning to empower teachers with their students' information and accommodations. (August 3, 2021 - Staffing Specialist and Admin)
2. Meadow Woods MS teachers will participate in professional development that will facilitate the implementation of Marzano's high yield strategies. Teachers will develop and monitor rigorous culturally responsive tasks aligned to standards to increase student academic achievement. (August 10, 2021 - MWMS team, Coaches and Admin)
3. Math teachers will use collaborative lesson plans aligned to standard-based instruction thereby, improving teacher proficiency. (August 10, 2021 and ongoing thereafter Math Coach and AP, Karl Wagner)
4. Strategic placement of paraprofessionals and tutors to support lowest 25th percentile students. (August 10, 2021 - Math Coach and AP, Karl Wagner)
5. Administration and Math Coach will visit classrooms to identify standards being taught and strategies being used. (August 18, 2021 – AP, Karl Wagner and Math Coach)
6. Administration and Math Coach will monitor all student performance to include the lowest 25th percentile and will provide support accordingly. (September 15, 2021 - AP Karl Wagner and Math Coach)
7. Strategic interventions will take place to address the lowest 25th percentile within the Math class (To take place after content level common assessments - Math Coach)
8. Morning tutoring, afternoon tutoring and Saturday Academies will be available for all students.

**Person Responsible** Nelly Maldonado (nelly.maldonado@ocps.net)

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	The students with disabilities ESSA subgroup is identified as an area of need because our students with disabilities subgroup have been below 32% mastery for at least 2 years. In 2019 the SWD achievement level for ELA is 20% and Math 21%. The ESSA Federal Index for Students With Disabilities is 29%.
<b>Measurable Outcome:</b>	By the end of the year, our students with disabilities will demonstrate an increase of 33% academic achievement.
<b>Monitoring:</b>	Teachers will administer standard-based common assessments and quarterly exams and analyze the data from each assessment to identify a plan for interventions for the areas of need.
<b>Person responsible for monitoring outcome:</b>	Karl Wagner (karl.wagner@ocps.net)
<b>Evidence-based Strategy:</b>	By utilizing high yield strategies for ESE, teachers will build a culture of collaboration, analyze data and instructional practices, and increase our systemic use of explicit instruction with scaffolded supports.
<b>Rationale for Evidence-based Strategy:</b>	High yield strategies for ESE will increase student success and provide opportunities to maximize student learning, in conjunction with high yield instructional strategies that connect the cognitive and conative processes necessary to support social and emotional learning.

**Action Steps to Implement**

1. Student IEPs will be shared with general education teachers during pre-planning to empower teachers with their students' information and accommodations. (August 3, 2021 - Staffing Specialist and Admin)
2. Meadow Woods teachers will participate in professional development that will facilitate the implementation of high yield instructional strategies and high yield strategies for ESE. Teachers will develop and monitor lessons aligned to standards to increase student academic achievement. (August 10, 2021 - MWMS team, Coaches and Admin)
3. Teachers will use collaborative lesson plans aligned to standard-based instruction thereby, improving teacher proficiency. (August 10, 2021 and ongoing thereafter Coach and AP, Karl Wagner)
4. Strategic placement of paraprofessionals and tutors to support lowest 25th percentile students. (August 10, 2021 - Coach and AP, Karl Wagner)
5. Administration and Instructional Coaches will visit classrooms to identify standards being taught and strategies being used. (August 18, 2021 – AP, Karl Wagner and Coach)
6. Administration and Instructional Coaches will monitor all student performance to include the lowest 25th percentile and will provide support accordingly. (September 15, 2021 - AP Karl Wagner and Coach)
7. Strategic interventions will take place to address the lowest 25th percentile within the Math class (To take place after content level common assessments - Coach)
8. Morning and afternoon tutoring, and Saturday Academies will be available for all students, in addition to learning strategies for students that have it listed on the IEP as a specially designed instructional model.

**Person Responsible** Nilsaliz Medina (nilsaliz.medina@ocps.net)

**#4. Culture & Environment specifically relating to Social Emotional Learning****Area of Focus Description and Rationale:**

Meadows Woods MS will integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: 1. Increase academic achievement for ELA, Math and our students with disabilities. 2. Increase parent and family engagement opportunities to strengthen a culture for social and emotional learning.

**Measurable Outcome:**

Our Panorama survey data will increase in our lowest ranked areas per category. For our teachers, we will increase from 63% to 65% in professional learning about SEL. Students' sense of belonging will increase from 44% to 50%.

**Monitoring:**

We will monitor the area of focus through qualitative data from students, staff, and families through surveys and discussions with our stakeholders.

**Person responsible for monitoring outcome:**

Marisol Mendez (marisol.mendez@ocps.net)

**Evidence-based Strategy:**

We will use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum and The Leader in Me Framework to intentionally integrating aligned instructional strategies, and deliberate school supports for families.

**Rationale for Evidence-based Strategy:**

Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Action Steps to Implement**

1. Implement a school-wide SEL curriculum, Leader in Me Principles, and integrate aligned instructional and SEL strategies (Principal Mendez, Instructional Coach Rabel)
2. SEL team will work collaboratively with the school to provide SEL support for families (SEL Team)
3. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, Principal's Advisory Council and after school events to create connections and provide opportunities for dialogue to build culture and community (Principal Mendez, AP Ruiz, Instructional Coaches)

**Person Responsible** Jennifer Rabel (jennifer.rabel@ocps.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

**The Alex Incident/SESIR data indicates Meadow Woods MS ranked 313 out of 513 middle schools statewide for 2019-2020 school year. There were 86 in school suspensions and 22 out of school suspensions during this school year. After reviewing the Early Warning System (EWS) data, we identified one or more suspensions as an area of concern. The EWS data for 2019 reflects that there were a total of 20% students with one or more suspensions versus 20% students in 2020. (Division Priority- Narrow Achievement Gap). In order to reduce the number of suspensions, we will empower students using the principles of the Leader in Me Framework. In addition to social and emotional learning and leadership skills required to be innovative 21st century leaders, we will implement Restorative Practices (RJ) through Youth Court, peer mentoring and RJ Circles. When a student is empowered with social emotional learning, it reflects in the students' mindset and choices creating innovative 21st Century leaders. Also, by implementing Restorative Practices (RP) as an alternative intervention strategy, it will maximize class instruction and create fair procedures that are applied equally to students with an opportunity to correct the behavior through RP. Student Code of Conduct, District Restorative Practice resources, MWMS Youth Court procedures and Safe Coordinator interventions will support these strategies.**

### 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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental

health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

In order to promote a positive culture and environment at Meadow Woods Middle School, all stakeholders embrace the core paradigms outlined in the Leader in Me process to develop curriculum and activities focused on the personal and interpersonal leadership capacity of students, staff and families. Our teacher and staff leaders support and embrace the Leader in Me framework in each classroom with evidence of the 8 habits of Highly Effective Leaders, leadership bulletin walls and scoreboards, classroom celebrations and student leadership roles to empower students to lead and succeed. Our core team of students, teachers and administrators collaborate regularly in our Lighthouse Team to implement weekly enrichment opportunities on developing core social-emotional learning competencies through self-awareness, initiative, leadership and relationship building. Grade-specific Synergy Squads engage teacher leaders and administrators to organize and facilitate school events, recognize student leadership and academic achievement and create innovative interventions and enrichment opportunities to support student learning and social-emotional development. The student-led Principal's Advisory Council empowers student voice in school administration, student club and activity engagement, school events and positive modeling of the 8 habits of Highly Effective Leaders.

## **Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
<b>Total:</b>			<b>\$0.00</b>