

Orange County Public Schools

Memorial Middle



2022-23 Schoolwide Improvement Plan

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Memorial Middle

2220 W 29TH ST, Orlando, FL 32805

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

Demographics

Principal: Eddie Foster

Start Date for this Principal: 8/12/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: C (49%) 2017-18: C (46%)
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	ATSI
* 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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Memorial Middle

2220 W 29TH ST, Orlando, FL 32805

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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.
Rodriguez, Heather	Assistant Principal	Supervises Social Studies, ESE and Electives content areas. Oversees facilities and custodial teams. Provides actionable feedback and coaching to teachers with a focus on engaging standards based instruction.
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.
Brazley, Gary	Dean	Oversees the safety and security of students and grade level area.
Pickett, Tiffany	Dean	Oversees the safety and security of students and grade level area.
Mitchell, Eddie	Dean	Oversees the safety and security of students and grade level area.
Foster, Eddie	Principal	Coordinate, provide leadership and make available desired expertise and support services that are needed to successfully support the daily functions of the school academically and operationally.
Santiago, Renata	ELL Compliance Specialist	Maintains the records and documents of our ELL students and provides support.
Santiago, Athena	Other	School SAFE Coordinator; Assists students with mental health and life skills opportunities
Castro, Maricela	Staffing Specialist	Oversees our exceptional education students
Hemingway, Vivian	Behavior Specialist	Functions to support the behavior development of our exceptional education students

Demographic Information

Principal start date

Friday 8/12/2022, Eddie Foster

Number of teachers with a 2022 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 2022 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.*

20

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

917

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	333	281	303	0	0	0	0	917
Attendance below 90 percent	0	0	0	0	0	0	139	112	145	0	0	0	0	396
One or more suspensions	0	0	0	0	0	0	33	15	18	0	0	0	0	66
Course failure in ELA	0	0	0	0	0	0	18	2	10	0	0	0	0	30
Course failure in Math	0	0	0	0	0	0	13	59	41	0	0	0	0	113
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	174	139	154	0	0	0	0	467
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	204	128	128	0	0	0	0	460
Number of students with a substantial reading deficiency	0	0	0	0	0	0	204	170	150	0	0	0	0	524

Using the table above, complete the table below with the number of students by current grade level who have 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	192	141	154	0	0	0	0	487	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	5	2	0	0	0	0	11	

Date this data was collected or last updated

Friday 8/12/2022

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	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		

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	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	4	5	2	0	0	0	0	11

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	29%	49%	50%				35%	52%	54%
ELA Learning Gains	38%						46%	52%	54%
ELA Lowest 25th Percentile	32%						44%	45%	47%
Math Achievement	30%	36%	36%				36%	55%	58%
Math Learning Gains	56%						49%	55%	57%
Math Lowest 25th Percentile	64%						48%	50%	51%
Science Achievement	29%	55%	53%				32%	51%	51%
Social Studies Achievement	68%	61%	58%				65%	67%	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	2022					
	2019	38%	52%	-14%	54%	-16%
Cohort Comparison						
07	2022					
	2019	25%	48%	-23%	52%	-27%
Cohort Comparison		-38%				
08	2022					
	2019	32%	54%	-22%	56%	-24%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	30%	43%	-13%	55%	-25%
Cohort Comparison						
07	2022					
	2019	18%	49%	-31%	54%	-36%
Cohort Comparison		-30%				
08	2022					
	2019	24%	36%	-12%	46%	-22%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	26%	49%	-23%	48%	-22%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	66%	-2%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	63%	23%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	53%	47%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	30	31	15	37	47	10	31			
ELL	18	35	34	23	55	63	20	65			
BLK	27	39	32	28	54	61	27	65	79		
HSP	31	37	29	35	62	76	31	77	75		
WHT	33			25							
FRL	29	38	33	29	56	66	31	67	79		
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		

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
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		
WHT	57	44		52	46						
FRL	34	46	46	36	49	50	34	63	83		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Learning gains were achieved in both ELA of 32% and Math bottom 25 students of 64%. The Math Bottom 25% Learning Gains demonstrated a 30% increase from the prior school year. Math Learning Gains incased 24% from 32% in 2021 to 56% in 2022. ELA proficiency dropped from 32% to 29% in the 2021-2022 school year. ELA Learning Gains remained the same at 38% from 2021 to 2022. Civics proficiency increased 11% from 57% in 2021 to 68% in 2022. Our Science proficiency increased 10% from 19% in 2021 to 29% in 2022. Our Middle School Acceleration increased 21% from 57% in 2021 to 78% in 2022. We are going to increase our subgroups (Hispanic, SWD, ELL, Black) by 10% in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math, ELA and Science Achievement components demonstrate the greatest need for improvement. Science year over year did have an increase of 10 achievement points; however that is still trending low. Math and ELA proficiency was flat year over year.

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

Loss of authentic instruction over the past 2 years for some students in our community may have contributed to students not being able to achieve proficiency. New actions that are being taken to address this need for improvement include: early interventions, appropriate scaffolding and implementing small group instruction/rotational model strategies.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains in math showed some of the largest gains in Memorial history. Also, Civics FSA scores were the highest Memorial has ever achieved and much higher than similar demographic schools.

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

Small group instruction and interventions contributed to math increases in gains. Civics use of remediation tactics, boot camps opportunities and individualized data chats with students would be among the critical success factors for the achievement scores.

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

This year our focus will target our students who are "on the bubble" level 2 students and pushing them into proficiency. Small group instruction, rotational model and having targeted data chats with these students will help push these emerging learners. Also, focusing on authentic monitoring to the full rigor of the standard and focusing on strategies to tackle rigorous coursework with these students will accelerate learning.

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.

Our coaching team will be developing professional development opportunities to model the above strategies. We have also set up a model classroom so teachers can see, hear and feel how the strategy should be employed to achieve our learning goals.

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

We will provide continuous improvement on the professional development provided to teachers and a synergy between experiences with students inside the classroom and outside (tutoring, summer school, students programs). Strategies that we find to be working and helping us accelerate learning will be infused into all programs so we continue to build. For example, small group instruction and rotations will not only be utilized during the school day, but in after-school opportunities.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The components demonstrating the greatest area of opportunity based off of 2022 State Assessments include Science, Math and Language Arts percent proficiency scores. Year over year, Math and ELA scores remained flat. Science did show some increase; however, the increase was limited. We also need to focus on our ESSA groups of English Language Learners and Students with Disabilities as both of the subgroups have grown exponentially in size year over and year.

Our teachers tend to struggle with higher order and higher rigor questioning of our emerging learners in their standards-based instruction.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By focusing on this area, proficiency in Science achievement will increase by 10 points. Math and ELA percent proficient are both projected to increase by 10 points as well. We also hope to see an increase in Civics scores by 5 points. When looking at our ELL students and SWD students we would like to see an increase in 5 points in each of these subgroups.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will meet weekly to discuss progress towards achievement of this outcome. The team will review formative and summative assessment data, class walk instructional trends and provide professional development to fill in gaps.

Person responsible for monitoring outcome:

Eddie Foster (eddie.foster@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Leadership team and content area PLCs will review common assessment data to monitor the effectiveness of rigorous questioning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Focusing on data points of higher rigor questions will allow the leadership team and teachers to see where there are gaps in the instruction and questioning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Leadership team will provide support for PLC leads with using DOK levels to authentically plan for higher order questioning. We will also integrate strategies to increase rigor for our students with unique abilities (SWD and ELLs).

Person Responsible Roseanne Galvin-Prepetit (roseanne.galvin-prepetit@ocps.net)

Leadership team will develop and model on-campus professional development opportunities for teachers to practice higher order questioning of students.

Person Responsible Roseanne Galvin-Prepetit (roseanne.galvin-prepetit@ocps.net)

Leadership team will collaborate with Corrective Programs Program Specialists to develop a listing of "look-fors" and opportunities to grow this strategy in teachers and give opportunities for modeling.

Person Responsible Heather Rodriguez (heather.rodriguez@ocps.net)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

A critical success factor in student achievement is students having a teacher who is able to effectively instruct their students, monitor outcomes, teach rigorous standards and focus on life skills. Providing teachers with transformational leadership by providing specific teacher feedback during walkthroughs will help teachers build capacity and increase student achievement.

Also, looking at our Panorama teacher survey data, an area of opportunity was seen in Coaching and Feedback. Some of the lowest components of the Coaching and Feedback questions focused on frequency of feedback and quantity of feedback.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to see a 5- to 10-point increase in each component area. ELA, Math and Science all have less than 30% of students proficient in their content area based on prior year FSA scores.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration will be monitoring classroom walks and feedback by developing a tool that collects data on number of walks. We will also develop a streamlined format for providing teachers with feedback and continually monitoring improvements.

Person responsible for monitoring outcome:

Heather Rodriguez (heather.rodriguez@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will be monitored for implementation and improvement on strategies targeted from classroom walks.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on prior year Panorama data one area of opportunity is to be more visible in classrooms for teacher supports.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Develop tool for monitoring frequency of walks.

Person Responsible Heather Rodriguez (heather.rodriguez@ocps.net)

Put into process weekly meetings to discuss "glows and grows" as a leadership team, based on classroom observations and walks.

Person Responsible Eddie Foster (eddie.foster@ocps.net)

Based on data from walks and observations and conversations from team meetings, develop a professional development calendar of trainings to help teachers grow in the areas of focus.

Person Responsible Roseanne Galvin-Prepetit (roseanne.galvin-prepetit@ocps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Memorial Middle School has been focused on creating a positive school culture and environment through mentoring and community partnerships. Programs such as City Year, Elevate, Dream Academy and My Brother's Keeper all reach out to specific targeted students who need additional support, not only in their academics but in their family and community life.

Our deans focus on positive behavior practices and provide students opportunities to participate in Restorative Justice Practices.

Our counselors and student services team focus on academics as well as the life skills of each student.

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

Principal- Focus on ensuring structures and systems in place to support a positive climate and culture.
Safe Coordinator & Social Worker- Assist students with life skills.

Assistant Principals- Focus on school wide culture and assist teachers with coping and life skills as they are the leaders for our school culture and environment.

Deans- Coordinate opportunities for students to develop conflict resolution strategies and civility.