Meadow Woods Middle

2022-23 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: 6/8/2022

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	No
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* Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: C (53%) 2017-18: C (52%)
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	TSI
* 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.](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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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	No	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	92%

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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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
Ninah, Charisse	Principal	- 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 - Monitors all student discipline - Reviews school wide data related to school improvement factors - Establishes and maintain school climate of rigor, student centeredness and professionalism - Leads/Facilitates data meetings with leadership team and teachers and set expectations for students growth - Supports teachers to identify those projected to perform below grade level and their areas of need, requiring data to support their decisions - Supports teachers to identify the types of intervention being provided for those students and the research based materials being used - Provides frequent observation of teachers with actionable feedback to support teacher growth - Progress monitoring of teacher and student data to drive PD opportunities and development of systems that support growth - Assists with monitoring of collaborative, standard based lesson planning and data driven PLCs - 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 - Offers support for effective ways to progress monitor students and make decisions about their academic needs - Provides teachers with resources and assistance analyzing data - Visits classrooms according to supervision schedule - Monitors and supports an effective implementation of the MTSS process - Effectively communicates with parents and all stakeholders the progress of the school improvement plan - Attends a wide range of school and district events
Ruiz Moreno, Ivonne	Assistant Principal	- 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 - Monitors all student discipline - Reviews school wide data related to school improvement factors - Establishes and maintain school climate of rigor, student centeredness and professionalism - Leads/Facilitates data meetings with leadership team and teachers and set expectations for students growth - Supports teachers to identify those projected to perform below grade level and their areas of need, requiring data to support their decisions - Supports teachers to identify the types of intervention being provided for those students and the research based materials being used - Provides frequent observation of teachers with actionable feedback to support teacher growth

Name	Position Title	Job Duties and Responsibilities
		- Progress monitoring of teacher and student data to drive PD opportunities and development of systems that support growth - Assists with monitoring of collaborative lesson planning and data driven PLCs - 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 - Offers support for effective ways to progress monitor students and make decisions about their academic needs - Provides teachers with resources and assistance analyzing data - Visits classrooms according to supervision schedule - Monitors and supports an effective implementation of the MTSS process - Effectively communicates with parents and all stakeholders the progress of the school improvement plan - Attends a wide range of school and district events - Attends a wide range of school and district events
Walker, Angela	Assistant Principal	- 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 - Monitors all student discipline - Reviews school wide data related to school improvement factors - Establishes and maintain school climate of rigor, student centeredness and professionalism - Leads/Facilitates data meetings with leadership team and teachers and set expectations for students growth - Supports teachers to identify those projected to perform below grade level and their areas of need, requiring data to support their decisions - Supports teachers to identify the types of intervention being provided for those students and the research based materials being used - Provides frequent observation of teachers with actionable feedback to support teacher growth - Progress monitoring of teacher and student data to drive PD opportunities and development of systems that support growth - Assists with monitoring of collaborative lesson planning and data driven PLCs - 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 - Offers support for effective ways to progress monitor students and make decisions about their academic needs - Provides teachers with resources and assistance analyzing data - Visits classrooms according to supervision schedule - Monitors and supports an effective implementation of the MTSS process - Effectively communicates with parents and all stakeholders the progress of the school improvement plan

Name	Position Title	Job Duties and Responsibilities
		- Attends a wide range of school and district events - Attends a wide range of school and district events
Gonzalez, Milagros	Instructional Coach	- Provides information about core instruction - Participates in student data collection, develop and help with delivery of Tier I instruction/ intervention - Collaborates with other staff to develop Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. - Develops, leads and evaluates school core content standards/programs - Identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. - Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies - Assists with whole school screening programs that provide early intervention services for students to be considered - Assists in the design and implementation for progress monitoring, data collection, and data analysis - Participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring - Provides guidance on K-12 reading plans and support the implementation of Tier 1, 2, and 3 intervention plans - Supervises and coordinates implementation and administration of all state and local assessments - Monitors the administration of tests and investigates discrepancies in test administration - Determines the need to suspend or proceed with altered test administration - 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. - Supports in providing professional development in research based strategies to support all learners
Rabel, Jennifer	Reading Coach	- Provides information about core instruction for ELA and intensive reading courses - Participates in student data collection, develop and help with delivery of Tier I instruction/ intervention - Collaborates with other staff to develop Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. - Develops, leads and evaluates school core content standards/programs - Identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. - Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies - Assists with whole school screening programs that provide early

Name	Position Title	Job Duties and Responsibilities
		intervention services for students to be considered - Assists in the design and implementation for progress monitoring, data collection, and data analysis - Participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring - Provides guidance on K-12 reading plans and support the implementation of Tier 1, 2, and 3 intervention plans
Maldonado, Nelly	Math Coach	- Provides information about core instruction for math course - Participates in student data collection, develop and help with delivery of Tier I instruction/ intervention - Collaborates with other staff to develop Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. - Develops, leads and evaluates school core content standards/programs - Identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. - Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies - Assists with whole school screening programs that provide early intervention services for students to be considered - Assists in the design and implementation for progress monitoring, data collection, and data analysis - Participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring - Provides guidance on K-12 reading plans and support the implementation of Tier 1, 2, and 3 intervention plans
Medina, Nilsaliz	Staffing Specialist	- Reviews ESE Referrals and placement documents - Works with principal or designee to ensure accuracy and completeness of documentation - 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).
Morgan, Kevin	Dean	- Provides information about core instruction for sciences courses - Responsible for assisting the Principal and Assistant Principals in the overall administration of school activities - Performs as a resource for teachers and staff who express concerns for student attendance, student development and/or discipline - 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. - Works collaboratively with the SAFE coordinator to work with families via conference or communication systems concerning student attendance and behavior

Name	Position Title	Job Duties and Responsibilities
Navarro, Yamilett	Dean	- Responsible for assisting the Principal and Assistant Principals in the overall administration of school activities - Performs as a resource for teachers and staff who express concerns for student attendance, student development and/or discipline - 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. - Works collaboratively with the SAFE coordinator to work with families via conference or communication systems concerning student attendance and behavior
Rivera Robles, Wilson	ELL Compliance Specialist	- Supports teachers to ensure they are delivering comprehensible instruction, providing language support and providing the necessary accommodations. - Supports in providing professional development in research based strategies to support English Language Learners. - Ensures compliance of ELL records - Reviews IPT and WIDA data

Demographic Information

Principal start date
Wednesday 6/8/2022, Charisse Ninah

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.*
1

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.*
17

Total number of teacher positions allocated to the school
61

Total number of students enrolled at the school
905

Identify the number of instructional staff who left the school during the 2021-22 school year.
24

Identify the number of instructional staff who joined the school during the 2022-23 school year.
19

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	319	279	307	0	0	0	0	905
Attendance below 90 percent	0	0	0	0	0	0	102	79	90	0	0	0	0	271
One or more suspensions	0	0	0	0	0	0	5	9	10	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	4	0	3	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	97	82	104	0	0	0	0	283
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	108	86	105	0	0	0	0	299
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	88	78	97	0	0	0	0	263

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	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Sunday 8/14/2022

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	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

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	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

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	41%	49%	50%				48%	52%	54%
ELA Learning Gains	45%						49%	52%	54%
ELA Lowest 25th Percentile	35%						39%	45%	47%
Math Achievement	44%	36%	36%				48%	55%	58%
Math Learning Gains	53%						51%	55%	57%
Math Lowest 25th Percentile	54%						41%	50%	51%
Science Achievement	49%	55%	53%				48%	51%	51%
Social Studies Achievement	57%	61%	58%				67%	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	43%	52%	-9%	54%	-11%
Cohort Comparison						
07	2022					
	2019	42%	48%	-6%	52%	-10%
Cohort Comparison		-43%				
08	2022					
	2019	48%	54%	-6%	56%	-8%
Cohort Comparison		-42%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	34%	43%	-9%	55%	-21%
Cohort Comparison						
07	2022					
	2019	47%	49%	-2%	54%	-7%
Cohort Comparison		-34%				
08	2022					
	2019	19%	36%	-17%	46%	-27%
Cohort Comparison		-47%				

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	45%	49%	-4%	48%	-3%
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	63%	66%	-3%	71%	-8%
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	96%	63%	33%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	53%	35%	57%	31%

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	20	37	30	20	36	38	19	25			
ELL	28	41	35	34	47	53	39	49	60		
ASN	71	59		79	67			82	73		
BLK	34	37	29	42	53	44	36	53	51		
HSP	40	45	36	41	51	56	51	55	58		
WHT	52	55		56	57			55	77	63	
FRL	40	38	29	40	51	53	46	51	55		
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		
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		

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)	TSI
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	38
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
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	47
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	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
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?

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 are the lowest subgroup for each area assessed.

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

The 2021-2022 FSA ELA achievement data is 41%, ELA LG is 45% and ELA L25LG is 35%. In comparison to our 2020-2021 FSA ELA data, MWMS decreased in the area of L3+ by 4%, LG by 3% and L25LG by 6%. The 2021-2022 FSA Math achievement data is 44%, Math LG is 53% and Math L25LG is 54%. In comparison to our 2020-2021 Math data, MWMS decreased in the area of achievement by 1%. 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 3 years. In 2022, the SWD achievement level for ELA is 20% and Math 20%. The ESSA Federal Index for Students With Disabilities is 26%.

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 returned to face to face learning in the 2021-2022 school year for the first time in two years. In the two years prior, students' families had the choice to allow their students to attend school via face to face or the LaunchED model due to the COVID19 pandemic. The lack of student engagement due to virtual learning was a contributing factor to learning loss and the reason for the decrease in learning gains. 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 2022 state assessments, showed the most improvement?

The Math L3+ achievement data shows most improvement from 43% in 2021 to 53% in 2022. The bottom 25 LG in Math also increased from 42% to 54%. The Science L3+ achievement data shows an increase from 46% to 49%.

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

Effective and intentional alignment of instruction and common assessments in Math and Science standards, effective systems and structures to provide support to students, such as Saturday Academies, and morning tutoring and continued analysis of 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 committees 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.

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

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-2022 FSA ELA achievement data is 41%, ELA LG is 45% and ELA L25 LG is 35%. In comparison to our 2020-2021 FSA ELA data, MWMS decreased in the area of L3+ by 4%, LG by 3% and L25 LG by 6%. Meadow Woods Middle School will increase the ELA LG by 6% and L25 LG by 5%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Meadow Woods Middle School will increase the ELA LG by 6% and L25 LG by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will administer standard-based common assessments and quarterly exams. Teachers will 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 on research based strategies to reach our intended measurable outcome.
Person responsible for monitoring outcome:	Ivonne Ruiz Moreno (ivonne.ruizmoreno@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	By utilizing high yield instructional strategies, ELA teachers will select appropriate, content specific complex tasks and assign standards-aligned lessons that support the B.E.S.T ELA benchmarks. Teachers will observe peers and reflect and modify instructional practices based on student evidence and professional learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	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 CRM's, B.E.S.T ELA PD's, Instructional Focus Calendars, District's Scope and Sequence will support these strategies.

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.

1. Student IEP's will be shared with general education teachers during pre-planning to empower teachers with their students' information and accommodations.

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

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 tasks aligned to the B.E.S.T. ELA Benchmarks to increase student academic achievement.

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

3. ELA teachers will work in Professional Learning Communities and meet once a week to discuss collaborative lesson plans aligned to the B.E.S.T Benchmarks thereby, improving teacher proficiency.

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

4. Administration and the ELA Coach will complete instructional rounds / calibration walks to identify trends and provide actionable feedback.

Person Responsible Ivonne Ruiz Moreno (ivonne.ruizmoreno@ocps.net)

6. Administration and the ELA Coach will monitor all student performance to include the lowest 25th percentile and will provide support accordingly.

Person Responsible Ivonne Ruiz Moreno (ivonne.ruizmoreno@ocps.net)

7. Strategic interventions will take place to address the lowest 25th percentile within the ELA class (To take place after content level common assessments).

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

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	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-2022 FSA Math achievement data is 44%, Math LG is 53% and Math L25 LG is 54%. In comparison to our 2020-2021 Math data, MWMS decreased in the area of achievement by 1%. Math increased in LG by 10% and L25 LG by 12%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Meadow Woods Middle School will increase the Math Achievement by 6%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will administer standard-based common assessments and quarterly exams. Teachers will 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 on research based strategies to reach our intended measurable outcome.
Person responsible for monitoring outcome:	Angela Walker (angela.walker@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	By utilizing high yield instructional strategies, Math teachers will select appropriate, content specific complex tasks and assign standards-aligned lessons that support the B.E.S.T Math benchmarks. Teachers will observe peers and reflect and modify instructional practices based on student evidence and professional learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Analysis of common assessments data will occur so interventions are provided based on students' needs. District resources including CRM's, B.E.S.T Math PD's, Instructional Focus Calendars, District's Scope and Sequence will support these strategies.

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.

1. Student IEP's will be shared with general education teachers during pre-planning to empower teachers with their students' information and accommodations.

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

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 tasks aligned to the B.E.S.T. Math Benchmarks to increase student academic achievement.

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

3. Math teachers will work in Professional Learning Communities and meet once a week to discuss collaborative lesson plans aligned to the B.E.S.T Benchmarks thereby, improving teacher proficiency.

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

4. Administration and the Math Coach will complete instructional rounds / calibration walks to identify trends and provide actionable feedback.

Person Responsible   Angela Walker (angela.walker@ocps.net)

6. Administration and the Math Coach will monitor all student performance to include the lowest 25th percentile and will provide support accordingly.

Person Responsible   Angela Walker (angela.walker@ocps.net)

7. Strategic interventions will take place to address the lowest 25th percentile within the Math class (To take place after content level common assessments).

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

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	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 the last 3 years. The ESSA Federal Index for Students With Disabilities is 26%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the year, our students with disabilities will demonstrate an increase of 15% academic achievement.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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.
Person responsible for monitoring outcome:	Charisse Ninah (charisse.ninah@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	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
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.

1. Student IEP's will be shared with general education teachers during pre-planning to empower teachers with their students' information and accommodations.

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

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.

Person Responsible	Milagros Gonzalez (milagros.gonzalez2@ocps.net)

3. Teachers will use collaborative lesson plans aligned to standard-based instruction thereby, improving teacher proficiency.

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

4. Implement strategic placement of paraprofessionals and tutors to support lowest 25th percentile students.

Person Responsible	Ivonne Ruiz Moreno (ivonne.ruizmoreno@ocps.net)

5. Administration and Instructional Coaches will visit classrooms to identify standards being taught and strategies being used.

| **Person Responsible** | Charisse Ninah (charisse.ninah@ocps.net) |

6. Administration and Instructional Coaches will monitor all student performance to include the lowest 25th percentile and will provide support accordingly.

| **Person Responsible** | Charisse Ninah (charisse.ninah@ocps.net) |

7. Strategic interventions will take place to address the lowest 25th percentile within the core content classes. (To take place after content level common assessments)

| **Person Responsible** | Milagros Gonzalez (milagros.gonzalez2@ocps.net) |

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) |

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.

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 school culture and environment.

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. The Leader in Me is focused on the personal and interpersonal leadership capacity of students, staff and families. Meadow Woods Middle School is a certified Lighthouse school. 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 team of students, teachers and administrators collaborate regularly in our Lighthouse Team to implement monthly enrichment opportunities on developing students through the 8 habits of highly effective teens. 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 the whole child. 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.