
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	28
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Meadow Woods Middle

1800 RHODE ISLAND WOODS CIR, Orlando, FL 32824

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ninah, Charisse	Principal	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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
		<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

Name	Position Title	Job Duties and Responsibilities
		the school improvement plan - Attends a wide range of school and district events
Rabel, Jennifer	Reading Coach	<ul style="list-style-type: none"> - 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 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Reviews ESE Referrals and placement documents - Works with principal or designee to ensure accuracy and completeness of documentation

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - 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).
<p>Agosto, Natalie</p>	<p>Dean</p>	<ul style="list-style-type: none"> - 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
<p>Rivera Robles, Wilson</p>	<p>ELL Compliance Specialist</p>	<ul style="list-style-type: none"> - 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
<p>Gensler, Kelli</p>	<p>Instructional Media</p>	<p>Responsible for the integration of digital resources. Works with teachers across the curriculum to provide technology resources.</p> <p>Device Rollout/Collection Digital Curriculum Student Tech Support Media Center Management Student IDs Textbook Inventory Schoolwide Literacy Initiatives</p>
<p>Weber, Daniel</p>	<p>Dean</p>	<ul style="list-style-type: none"> - 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

Name	Position Title	Job Duties and Responsibilities
		conference or communication systems concerning student attendance and behavior

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council met to discuss areas of the school improvement plan. Our leadership team, along with the support of our curriculum council reviewed the school data to develop school improvement plan goals. This process occurred during our final SAC meeting and during the summer and pre-planning.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our SIP is regularly monitored for effective implementation in weekly coaches meetings and also during our data chats after progress monitoring. Individual student data is reviewed to identify students with the greatest achievement gap. As a team, we review action steps to see if they are aligned or need revisions.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK)

	Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	61	98	76	235
One or more suspensions	0	0	0	0	0	0	9	67	31	107
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	5	2	7
Course failure in Math	0	0	0	0	0	0	0	5	1	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	73	135	126	334
Level 1 on statewide Math assessment	0	0	0	0	0	0	87	129	107	323
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	77	136	109	322

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	102	79	90	271
One or more suspensions	0	0	0	0	0	0	5	9	10	24
Course failure in ELA	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	0	0	0	4	0	3	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	97	82	104	283
Level 1 on statewide Math assessment	0	0	0	0	0	0	108	86	105	299
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	88	78	97	263

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	102	79	90	271
One or more suspensions	0	0	0	0	0	0	5	9	10	24
Course failure in ELA	0	0	0	0	0	0	2	0	0	2
Course failure in Math	0	0	0	0	0	0	4	0	3	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	97	82	104	283
Level 1 on statewide Math assessment	0	0	0	0	0	0	108	86	105	299
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	88	78	97	263

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	48	49	41	49	50	45		
ELA Learning Gains				45			48		
ELA Lowest 25th Percentile				35			41		
Math Achievement*	33	57	56	44	36	36	45		
Math Learning Gains				53			43		
Math Lowest 25th Percentile				54			42		
Science Achievement*	43	53	49	49	55	53	46		
Social Studies Achievement*	59	64	68	57	61	58	59		
Middle School Acceleration	69	77	73	59	52	49	66		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	33	43	40	38	79	76	41		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	275
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	4
ELL	39	Yes	1	
AMI				
ASN	73			
BLK	45			
HSP	44			
MUL				
PAC				
WHT	57			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	3
ELL	42			
AMI				
ASN	72			
BLK	42			
HSP	47			
MUL				
PAC				
WHT	59			
FRL	42			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			33			43	59	69			33
SWD	21			20			20	27			5	28
ELL	28			25			32	51	64		6	33
AMI												
ASN	67			80			54	90			4	
BLK	36			27			43	55	64		5	
HSP	37			31			40	58	65		6	34
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	39			41			67	59	81		5	
FRL	34			32			37	57	73		6	29

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	45	35	44	53	54	49	57	59			38
SWD	20	37	30	20	36	38	19	25				8
ELL	28	41	35	34	47	53	39	49	60			38
AMI												
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			39
MUL												
PAC												
WHT	52	55		56	57		55	77	63			
FRL	40	38	29	40	51	53	46	51	55			21

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	48	41	45	43	42	46	59	66			41
SWD	19	27	23	15	31	36	14	30				
ELL	32	47	45	39	44	42	36	43	63			41
AMI												
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			42
MUL												
PAC												
WHT	59	58	36	63	61		63	73	79			
FRL	42	46	37	38	38	38	39	55	62			32

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	31%	45%	-14%	47%	-16%
08	2023 - Spring	35%	46%	-11%	47%	-12%
06	2023 - Spring	33%	44%	-11%	47%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	28%	53%	-25%	54%	-26%
07	2023 - Spring	29%	38%	-9%	48%	-19%
08	2023 - Spring	24%	58%	-34%	55%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	39%	50%	-11%	44%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	47%	20%	50%	17%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	45%	47%	48%	44%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	61%	-11%	66%	-16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The 2022-2023 F.A.S.T. Math achievement data is 27%. The contributing factors to last year's low performance is attributed to teacher vacancy in Math classes and significant learning loss and Math deficiencies from previous years.

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

The data component that showed the greatest decline from prior year is the 2022-2023 F.A.S.T. Math achievement with 27% proficiency. This is the lowest performing component with a 17% decline from 2021-2022 F.S.A. Math achievement. The contributing factors to last year's low performance is attributed to teacher vacancy in Math classes and significant learning loss and Math deficiencies from previous years.

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

The Spring 2023 Statewide Assessment Performance Outcomes Reports shows F.A.S.T. ELA Reading (grades 3-10) at 48% proficient and F.A.S.T. Mathematics (grades 3-8) at 55% proficient. The data component that demonstrate the greatest gap compared to state averages are both Math and ELA achievement. Our 2022-2023 Math achievement is 27% and our ELA achievement is 33%. The lack of student engagement and processing skills were a contributing factors. Meadow Woods Middle School also experienced significant teacher vacancies in the areas of Math and ELA.

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

The Acceleration component showed most improvement with 81% proficiency. Accurate student placement in Algebra and Geometry was a factor in this area of most improvement. Teachers participated in professional learning communities with fidelity, in which they collaborated for the planning of effective standard-based lessons. Teachers facilitated the Calculus Project summer program and attended IMPACT professional development.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of potential concern are Math and ELA proficiency. We had a significant number of level 1 students identified. Reflecting on the year, we reviewed areas of growth and identified loss of skills for each grade level and worked to ensure our vacancies are filled for the 2023-2024 school year.

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

1. Math Achievement
2. ELA Achievement
3. SWD Achievement
4. Positive Culture and Environment - PBIS

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The 2022-2023 F.A.S.T. ELA achievement data is 33%.

Measurable Outcome:

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

In comparison to our 2021-2022 FSA ELA data, MWMS decreased in the area of L3+ by 8%. Meadow Woods Middle School will increase the ELA achievement by 13% by May of 2024. This is a 13% growth in proficiency schoolwide, inclusive of all grade levels. Our goal is 46% proficiency.

Monitoring:

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

Teachers will monitor for the desired outcome by administering standard-based unit assessments (SBUA) and summative exams. Teachers will analyze the data from each SBUA and progress monitoring 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Meadow Woods Middle School will embed Kagan strategies to promote monitoring and processing content and will utilize academic tools such as Write Score, Flocabulary and Quizziz to maximize academic engagement and progress monitoring. Rotational models will also support with tiering students to provide academic remediation and enrichment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Kagan strategies are research-based engagement strategies that promote collaborative learning. Through the use of these strategies, including the rotational model, Meadow Woods Middle School teachers will integrate monitoring tools that will provide data to monitor for mastery.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Additionally, as a Florida Inclusion Network Pilot School, students are placed in strategies cohorts for ELA support facilitation.

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

By When: August 2023 and ongoing

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)

By When: Monthly and ongoing (September 2023 through January 2024)

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: Ivonne Ruiz Moreno (ivonne.ruizmoreno@ocps.net)

By When: August 2023 - April 2024

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)

By When: August 2023 - April 2024

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

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

By When: September 2023 - April 2024

6. 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)

By When: September 2023 - April 2024

7. Morning ELL tutoring and afternoon tutoring will be available as needed.

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

By When: September 2023 - April 2024

8. Teachers will utilize Write Score, Flocabulary, Quizizz, Kagan Strategies and rotational models in their classrooms to facilitate instruction.

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

By When: August 2023 - April 2024

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math is an identified low performing subgroup with a proficiency level of 27%.

Measurable Outcome:

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

The 2022-2023 F.A.S.T. Math achievement data is 27%. MWMS decreased in the area of L3+ by 17%. Meadow Woods Middle School will increase the Math L3+ by 23%. Our goal is 50% proficiency.

Monitoring:

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

Meadow Woods Middle School will increase the Math Achievement by 23%.

Person responsible for monitoring outcome:

Angela Walker (angela.walker@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will monitor for the desired outcome by administering standard-based unit assessments (SBUA) and summative exams. Teachers will analyze the data from each SBUA and progress monitoring 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. Teachers will also utilize IXL and Maneuvering the Middle during student-centered math lessons.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Analysis of SBUA 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Additionally, as a Florida Inclusion Network Pilot School, students are placed in strategies cohorts for Math support facilitation.

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

By When: August 2023 - ongoing

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)

By When: August 2023 - April 2024

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)

By When: August 2023 - April 2024

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)

By When: August 2023 - April 2024

5. 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)

By When: August 2023 - April 2024

6. 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)

By When: August 2023 - April 2024

7. ELL morning tutoring and afternoon tutoring will be available for all students.

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

By When: September 2023 - April 2024

8. Teachers will utilize Maneuvering the Middle, High Impact Tutoring, Flocabulary, Quizizz, Kagan Strategies and rotational models in their classrooms to facilitate instruction.

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

By When: August 2023 - April 2024

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

Meadow Woods Middle School will increase L3+ in ELA and Math by 16%. Our SWD goal is 42% proficiency.

Monitoring:

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

Teachers will administer standard-based unit assessments and quarterly exams and analyze the data from each assessment to identify a plan for interventions for the areas of need. Curriculum Coaches will meet to strategize and create a schedule for additional support. Consistent tracking of IEP/504 accommodations and intentional planning will take place to support monitoring.

Person responsible for monitoring outcome:

Charisse Ninah (charisse.ninah@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Utilizing high yield strategies for ESE will allow teachers to build a culture of collaboration, analyze data and instructional practices, and increase our systemic use of explicit instruction with scaffolded supports. Meadow Woods Middle School will embed Kagan strategies to promote monitoring and processing content and will utilize academic tools such as Write Score, Maneuvering the Middle, Flocabulary and Quizziz to maximize academic engagement and progress monitoring. Rotational models will also support with tiering students to provide academic remediation and enrichment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Kagan strategies are research-based engagement strategies that promote collaborative learning. Through the use of these strategies and a strategic rotational model, Meadow Woods Middle School teachers will embed academic tools that can provide data to monitor mastery. 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: August 2023

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: Jennifer Rabel (jennifer.rabel@ocps.net)

By When: September 2023 and ongoing

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

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

By When: August 2023 and ongoing

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

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

By When: August 2023

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

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

By When: August 2023 and ongoing

6. 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: Nelly Maldonado (nelly.maldonado@ocps.net)

By When: August 2023 and ongoing

7. Morning and afternoon tutoring 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)

By When: August 2023 and ongoing

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Meadow Woods Middle School is identified as a TSI school. One area of focus for this school year is positive culture and environment through Positive Behavior Intervention Systems (PBIS).

Measurable Outcome:

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

The 2022-2023 Spring Panorama survey was 28%. In comparison to our 2021-2022 Spring Panorama survey, MWMS decreased in the area of Climate by 10%. Meadow Woods Middle will increase by 15% during the 2023-2024 Spring Panorama survey.

Monitoring:

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

Meadow Woods Middle will monitor for the desired outcome by administering quarterly in-house surveys to students through the Student Body Canvas course. The PBIS team will analyze the data from each quarterly survey and identify a plan for interventions for the areas of greatest needs based on the surveyed categories.

Person responsible for monitoring outcome:

Angela Walker (angela.walker@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Meadow Woods Middle School will implement a school-wide Positive Behavior Intervention System to promote proactive approaches to changing challenging student behavior by rewarding students for demonstrating positive behaviors such as attending tutoring sessions, participating in school events by volunteering time, reaching their school WIG, competing in grade level competitions, working with their peers during lunch towards reaching cafeteria goals, or "Caught being Good/Reading". Point system will be used as a tangible reinforcement for students so they may use the points towards school merchandise, patio lunch seating, tickets to school events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive behavior supports and interventions (PBIS) are strategies that improve student behavior. PBIS provides effective interventions that guide positive behaviors and create environments to help all students succeed.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. The PBIS team will present to all staff members during pre-planning a PBIS Overview. During this time, staff members will meet to brainstorm logistics of the program and how it will be rolled out to students.

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

By When: August 2023

2. Grade level competition for Fun Friday in the cafeteria for the grade level with the highest completion percentage for the Student Code of Conduct.

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

By When: August 2023

3. Meadow Woods Middle will implement the school-wide PBIS tracker. Teachers will be able to track positive behaviors. Students can earn Stallion Bucks to be used towards tangible rewards.

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

By When: August 2023 and ongoing

4. A Positive Behavior Chart will be used in the cafeteria to promote positive behaviors. Students can earn points for their lunch table to be used toward Fun Friday events during lunch.

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

By When: August 2023 and ongoing

5. The PBIS team will monitor all student behavior and provide feedback to staff.

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

By When: August 2023 and ongoing

6. Quarterly surveys will be used to monitor students responses/feedback from their Student Body Canvas Course.

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

By When: August 2023 and ongoing

7. Meadow Woods Middle will conduct the 2024 Spring Panorama Survey.

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

By When: March 2024/April 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

During Budget Meetings and our School Advisory Council Meetings we discussed the need for the following resources: Write Score, Flocabulary, Quizziz, High Impact Tutoring, Florida Inclusion Network Pilot, and Maneuvering the Middle to leverage academic progress. The Write Score practice assessment and targeted bootcamp will directly support all students in ELA, while High Impact Tutoring and Maneuvering the Middle will support students in Math. Flocabulary and Quizziz are academic resources that all content areas may embed in daily instruction. Our Florida Inclusion Network Pilot directly impacts students with disabilities with an IEP stating the need for support facilitation in Math and ELA. With the support of our Staffing Specialist, FIN team, and Support Facilitator, we developed cohorts for scheduling to meet this need.