

Meadowbrook Middle

6000 NORTH LN, Orlando, FL 32808

www.ocps.net/lc/north/mme

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In order for teachers to learn about student cultures and to focus on building relationships, faculty and staff at Meadowbrook Middle School will utilize multiple strategies. The faculty will conduct a student inventory questionnaire. This questionnaire will be used to obtain information about student interests and pertinent background information that address student cultures. Teachers will utilize this information to help build positive relationships. In addition, we will promote ethnic holidays/celebrations (e.g., Hispanic Awareness Month and Black History Month) in order to celebrate and appreciate all students' cultures. Teachers will continue building relationships in their classes by creating an open climate that is both inclusive and academically focused.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Meadowbrook Middle School will implement a school-wide positive behavior system which will include incentives for student attendance and behavior. This positive behavior initiative will be supported by our Mustang Mall. Our school-wide CHAMPS program will also provide motivational academic and behavioral incentives. At the beginning of the school year, administrators and faculty members will share high expectations for academics and behavior. In addition, classroom expectations and the student code of conduct will be reviewed quarterly. In order to support a safe and orderly learning environment, faculty and staff members will provide supervision throughout the entire school day and hold students accountable for meeting our school's behavioral expectations.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Teachers will use CHAMPS during instructional time to keep students focused and engaged. CHAMPS will be implemented school-wide to ensure our students are meeting behavioral expectations resulting in a safe learning environment. In order for CHAMPS to be implemented effectively, professional development will be given throughout the school year to all faculty and staff members.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance Counselors at Meadowbrook Middle School refer students with unique needs to various support agencies via SEDNET. These agencies include Big Bear and Therapy Without Walls.

Students are referred to Big Bear if they exhibit emotional or psychological needs. Once accepted by this organization, they develop a schedule to meet with students on a consistent basis. Elevate Orlando, City Year, and school-based counselors also work with our students. Elevate Orlando is a civic nonprofit organization dedicated to equipping and empowering underserved youth to graduate with a plan for the future. They service our students by establishing mentoring relationships and providing courses grounded in character education and leadership development. City Year provides mentoring services to select students and they meet with their mentees throughout the school year. Finally, our school-based guidance counselors assist all students with social-emotional needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our early warning system will initiate a parent contact when a student's attendance fall below 90% and/or absent 3 consecutive days. After 4 consecutive absences, the attendance clerk will contact the social worker to make a home visit.

In order to reduce the in-school and out-of-school suspensions, we have adopted a school-wide behavior modification program called CHAMPS. This program will allow teachers and administrators the opportunity to provide structured interventions that will reduce the student suspension rates. Students who demonstrate academic deficiency in English Language Arts or Mathematics are referred to our Course Recovery program. These programs allow students the opportunity to complete missing assignments during the school day. In addition, our school partners with an organization names City Year, where team members work with our lowest 25 percent to increase proficiency in English Language Arts and Mathematics. Finally, we have scheduled certified support facilitators and paraprofessionals to assist with our ESE and ELL population.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	71	69	47	187
One or more suspensions	153	145	92	390
Course failure in ELA or Math	12	2	1	15
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

MTSS is used to identify the interventions in Reading and Math which includes scheduling students for intensive support through single or double block intensive classes. We will conduct regular data chats with the instructional coaches and teachers in order to identify trends and/or students in need of additional support in order to provide the services needed throughout all three Tiers of the MTSS.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Meadowbrook Middle School is working diligently to increase the number of opportunities parents have to participate in school-based activities in order to increase parental involvement in our school. Meadowbrook Middle school is implementing more parent academic/social events on campus to include the Meadowbrook Middle Parent University, SAC meetings, band concerts, and sporting events. This will allow the parents a continuous opportunity to interact with teachers and create a true sense of "school community" at Meadowbrook. Working with community partners, Meadowbrook Middle School will participate in multiple community events which will include, holiday food drives, food pantry, clothing drives and community clean up efforts.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

In order to build partnerships with the local community, we have assigned a person to supervise our Partners in Education Program to recruit local community partners. Letters of gratitude, as well as invitations to our school events to be extended to these partners to show our appreciation.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Brown, Robin	Principal
Norwood, Orlando	Assistant Principal
Howell, Christine	Assistant Principal
Tyson, Monique	Instructional Coach
Brown, Idonica	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal, Robin Brown, and Assistant Principals, Orlando Norwood and Christina Howell, provide a common vision for the use of data-based decision-making. With the support of the MTSS Coach,

David Hardrick, school psychologist, Michelle Shepard, they ensure the implementation of MTSS, instructional data chats, and monitoring required to ensure positive student achievement results. Orlando Norwood and the MTSS Coordinator will participate in student data collection and evaluate the implementation of the MTSS A and B process. He will collaborate bi-weekly with the district MTSS Coach, behavior specialist, and academic coaches to ensure that interventions are being effectively implemented resulted in positive student outcomes.

The ESE staffing coordinator and Guidance Counselors will work directly with the administrators in the MTSS process. They assist teachers in identifying both academic and behaviorally at-risk students, ensure the proper match of interventions and support to the student, and ensure that strategies and interventions are being implemented with fidelity. They will monitor all aspects of compliance and regularly communicate trends found in each student's response to intervention. The School Psychologist will participate in the collection, interpretation, and analyzing of data. In addition, they will facilitate the development of intervention plans, provide support for intervention implementation and document progress made towards meeting appropriate goals. The school psychologist will also provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Our curriculum compliance teacher (CCT) will participate in student data collection, integrate core instructional

activities/materials into Tier 2 and 3 instruction, and collaborate with general education teachers through activities as co-teaching or forming professional communities. The main responsibility of the CCT will ensure that our ELL students' instructional needs are met at all tiers of instruction, and that district approved core programs and interventions are used with fidelity.

Our assigned Social Worker will participate in student data collection. They will work as a liaison between the home and school, becoming a point of parental contact when necessary.

Furthermore,

they will collaborate with district and school personnel in order to bridge communication and services between the family and the school.

The Reading Coach will develop, lead, and evaluate Meadowbrook's core reading programs. They will lead all reading teachers through the planning process to ensure fidelity of the program and adherence to the instructional focus calendar. In addition, they will lead data meetings ensuring that available reports are viewed and used to drive instruction. Furthermore, the reading coach will use the coaching cycle with teachers demonstrating the greatest need according to data from multiple data sources including iObservation. The cycle will include planning, modeling, co-teaching, and feedback.

The Math Coach will develop, lead, and evaluate Meadowbrook's core and supplemental programs. The math coach will actively lead professional development involving math instruction and offer tools for intervention. In addition, the math coach will assist teachers with tracking data and determining the effectiveness of their instruction. The math coach will also maintain all MTSS student files and paperwork.

The CRT will develop, lead, and evaluate Meadowbrook's core and supplemental programs. The CRT will be responsible for actively taking part in discussions involving science and offer tools for intervention in addition to assisting teachers in tracking data and determining the effectiveness of the programs used. The CRT will also will maintain all MTSS student files and paperwork.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The use of the FCIM process will guide our multi-tiered systems of support at Meadowbrook Middle School. At the Tier I Academic Level, Meadowbrook Middle School will implement strategy-based instruction through all core classes guided by the school's academic focus calendar and monitored using walkthrough data.

Meadowbrook Middle School will meet the needs of Level I and II (Reading and Math) students through intensive instruction utilizing computer-based programs (Achieve 3000, Read 180, System 44 and Think Through Math) coupled with small teacher-led instructional groups. In reading, students are administered diagnostic assessments that assist teachers in determining, identifying, and addressing specific deficiencies. The teacher will provide intervention to meet the needs of specific students. In addition, these students will be monitored to assure that the interventions are effective.

Students that do not make adequate progress will have additional diagnostic assessments and intensive remedial instruction. Coaches will be utilized to work side by side with teachers to ensure the program is implemented with fidelity and individualized student support is provided.

Recommendations based on coaching observations and data will be used to modify interventions. At the Tier III Academic Level, Meadowbrook Middle School will implement an academic tutoring system both before and after school.

At the Tier I Behavior Level, Meadowbrook Middle School will implement classroom management plans and a school-wide positive behavior support system (Meadowbrook P.O.W.E.R. Bucks and CHAMPS). Meadowbrook Middle School will meet the needs of ESE students using intervention groups, behavior intervention plans (BIP's), and bi-weekly academic progress reports. At the Tier III Behavior Level, Meadowbrook Middle School will continue to use behavior intervention plans (included for the school's general student population) as well as provide referrals for in-house mental health counseling services through district approved SEDNET agencies.

Title I:

Meadowbrook Middle will utilize Title I funding to help support academic programs. Title I will be used to maintain and enhance current reading and math interventions that include Achieve 3000, On the Record, Systems 44, and Think Through Math.

Title II is used to implement professional development that is designed to assist all teachers in closing student achievement gaps through various strategies and best practices. Specifically, Title II funds will be used to enhance teacher knowledge through professional development of content-area strategies and best practices including differentiated instruction, gradual release, and literacy across all content areas.

Title III:

Our ELL population will have access to the district approved curriculum for developmental language arts. ELL students receiving reading support will utilize Read 180 and System 44.

Migrant Students:

Identified migrant students are offered a wide range of social and academic services including tutoring before and after school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robin Brown	Principal
Demille Welch	Parent
Frank Thompson	Business/Community
Nicole Stanley	Education Support Employee
David Hardrick	Teacher
Keith Hicks	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the 2014-2015 school year, SAC held monthly meetings to evaluate the school's academic performance based on data aligned with the school improvement plan. Fall and Winter benchmark assessments, as well as mini-assessment data, were reviewed in order to determine the areas of need and growth.

Development of this school improvement plan

The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan for the current year. The role of the SAC in the planning process is to help set the vision and priorities for the school. The SAC Committee offers support to organize and plan strategies focused on maximizing continuous improvement and increasing student achievement with an emphasis on reading and math. During the school year, the actions listed in the plan are executed and monitored to assess progress meeting towards the targeted goals. The school improvement plan is reviewed mid-year to ensure that progress is made.

Preparation of the school's annual budget and plan

Our professional development schedule will include trainings geared towards reading and math programs, DBQ's, CHAMPS, and the implementation of MTSS. Program support personnel will assist with course recovery and provide additional behavioral interventions to increase the total number of instructional minutes throughout the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school's general budget coupled with Title I funds will be used to support the initiatives of the School Improvement Plan.

Pre-Planning Professional Development

Achieve 3000- \$7,920 (substitute costs)

On the Record- \$7,920 (substitute costs)

CHAMPS Training- \$7,920 (substitute costs)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Voting and confirmation of the School Advisory Council members will take place during the October meeting.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Robin	Principal
Norwood, Orlando	Assistant Principal
Howell, Christine	Assistant Principal
Brown, Idonica	Instructional Coach
Tyson, Monique	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT's plan is focused on delivering instruction that will direct teachers across all curriculum areas (including electives) in order to improve reading, writing, and content literacy. The LLT is focused on the implementation of a system which includes explicitly teaching student literacy strategies, incorporating evidence-based vocabulary instruction, strategically using higher order questioning, and adding value to standard based scales with the inclusion of descriptors of students evidence aligned with the rigor and intent of the benchmark. The school administrators and instructional support coaches are responsible for monitoring all literacy initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

We will implement multiple strategies that encourages positive working relationships among teachers to include collaborative planning, professional learning communities, and a new teacher mentorship program. We will celebrate teacher accomplishments during faculty meetings and host socials to promote a positive work environment.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Provide current and relevant professional development (Leadership Team)
2. Establish professional learning communities (Administrators)
3. Establish common planning times for deconstructing standards, instructional data review, and development of lesson plans (Leadership Team)
4. Utilize coaching cycle with teachers in need of assistance (Instructional Coaches)
5. Provide feedback using Marzano's Instructional Framework via iObservation (Administrators)
6. Recruitment/Professional Networking: Administrators, deans, and teachers will use professional networks to identify and recruit teachers with a record of success (Administrators)
7. Teacher mentor/mentee program (Annette Richards)

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with effective Meadowbrook Middle School teachers based on commonalities that include a common area of certification. Mentors assist mentees with classroom management, data collection, grading procedures, school-wide procedures, and development of lesson plans. Our CRT meets monthly with the new teachers to provide mini-professional developments and answer questions. The monthly agenda, created by the CRT, is adjusted to meet the needs of our new teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Meadowbrook Middle School's instructional programs are based on those adopted by the State of Florida and approved by the OCPS Curriculum and Instruction Department. Our school creates ongoing opportunities for teachers to further deconstruct the Florida Standards as well as plan and discuss math, reading, and writing curriculum that aligns to the Florida Standards. This is accomplished through the use of professional learning communities and common grade-level planning meetings. Members of the school's leadership team are also present at all PLC meetings. They're responsible for leading these meetings and ensuring that the integrity of the PLC process is maintained.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Meadowbrook Middle School utilizes intensive reading and math data to provide and differentiated instruction to meet the diverse needs of our students.

We ensure every teacher contributes to the literacy and math improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy and math instruction in the school.
- Utilizing a balanced literacy and math approach that includes whole group, small group, and one-to-one instruction based on student needs.
- Creating a schedule with a 90-minute reading block.
- Providing instruction aligned with the English Language Arts and Math Florida Standards.
- Providing resources to support instruction (classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering standards-based assessments which measure student performance.
- Monitoring progress at the class and grade level during common planning meetings.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,500

Meadowbrook Middle School will provide before and after school services along with individualized tutoring services. Morning tutoring offerings, designated as the Meadowbrook Cafe through our City Year Program, are opportunities for all students to receive support with homework, classwork, or academic content that is unclear to them.

As the year progresses, Saturday school will be offered to students in need of writing support. We will continue to utilize effective strategies in a small group setting while providing immediate feedback. During this time, select 8th grade students will take part in a Saturday School Science Boot Camp. This program is geared towards building student success and confidence in their acquisition and application of the Florida science standards.

Strategy Rationale

The rationale behind this strategy is to ensure that students receive targeted interventions that are designed to help address academic deficiencies, and to help close the achievement gap. Furthermore, students are afforded enrichment opportunities through the continuum of before and after school supports.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Norwood, Orlando, orlando.norwood@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

There is ongoing collaboration between City Year and the classroom teachers.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 6th grade students will meet their new guidance counselors at their respective feeder elementary schools. These students are provided with information that is vital to student success at the middle school level (including their course registration form). Incoming students, along with their parents, will visit the campus for an orientation.

For outgoing 8th grade students, feeder high schools visit the campus to inform students of programs offered at their respective school. This process is similar to the elementary and middle school transition.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students, and families as they work toward achieving college readiness for all students. These initiatives and programs include:

- AVID (Advancement Via Individual Determination) college and career readiness program which promotes student self-management and personal responsibility for academic success through an AVID elective course. AVID includes instruction in college readiness topics and strategies to ensure independent student success.
- The use of College Board's SpringBoard curriculum to increase rigor in English Language Arts (ELA) classes in middle schools is visible throughout all ELA classes at Meadowbrook Middle School.
- Guidance Services works with schools to inform and support students and parents about graduation and college readiness goals.
- Select 7th grade students will participate in the Orange TIPS program that will offer them the opportunity to receive tutoring that will prepare them to take a special administration of the SAT. Those students are also afforded the opportunity to participate in a summer camp that will offer them additional exposure to a variety of college settings.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Meadowbrook Middle school offers the STEM class Project Lead the Way. This STEM-based course allows students to see how science and math are directly related through the use of hands-on activities through a real-world curriculum. As a result, students are immersed in STEM content areas and exposed to project-based learning opportunities.

Meadowbrook continues to promote the AVID program where students acquire the necessary skills to be college-ready and see the possibility of attending college as real and within their reach.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Meadowbrook's goal is to create career and college-ready students. Furthermore, it is our goal to ensure that all students enter high school with the necessary skills and knowledge to be successful. As our students' levels of academic proficiency are not at the desired levels, we are enacting the following:

1. Ensure all level one and two reading students are in an intensive reading class using the district prescribed curriculum.
2. Ensure that all level one math students and level two 8th-grade math students are placed in an intensive math class utilizing Fastt Math and Think Through Math.
3. Properly place all ELL students in the appropriate DLA class for language arts instruction.
4. Hold regular data meetings and use data to plan for differentiated instruction.
5. Offer more rigorous coursework and robust electives that include Project Lead the Way, Spanish, and Art.
6. Integrate a career placement component into the 8th-grade American History course.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will deliver rigorous instruction that meets Florida ELA / Florida Math standards across all content areas.

- G2.** School stakeholders will implement the MTSS process to successfully increase proficiency of ESE, ELL, and Tier II reading and mathematics students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will deliver rigorous instruction that meets Florida ELA / Florida Math standards across all content areas. 1a

G073779

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - All Students

Resources Available to Support the Goal 2

- Personnel: Instructional Coaches
- Curriculum: Florida ELA Standards, Florida Math Standards, Item Specifications, and content area curriculum.
- Common Planning periods

Targeted Barriers to Achieving the Goal 3

- Teachers are unfamiliar with the rigor associated with the Florida ELA Standards, Florida Math Standards
- Teachers are unfamiliar with Florida ELA Standards and Florida Math Standards

Plan to Monitor Progress Toward G1. 8

School leaders will monitor instructional delivery to ensure that it is rigorous and meets the intent of the Florida Standards by analyzing walk-through data, iObservation data, and lesson planning data.

Person Responsible

Christine Howell

Schedule

Weekly, from 8/24/2014 to 6/7/2016

Evidence of Completion

Informal walk-through tallies, iObservation data and lesson planning feedback forms will be used as evidence to monitor teacher planning and delivering rigorous instruction aligned to Florida ELA and Math standards.

G2. School stakeholders will implement the MTSS process to successfully increase proficiency of ESE, ELL, and Tier II reading and mathematics students. 1a

G073780

Targets Supported 1b

Indicator	Annual Target
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AMO Math - All Students

Resources Available to Support the Goal 2

- Personnel: Instructional Coaches, Staffing Specialist, CCT, Support Faciliators Program Monitors
- Curriculum: On the Record, Achieve 3000, Think Through Math
-

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of ESE accommodations and ELL strategies
- Teachers are not familiar with requirements of the proper implementation of new reading and math intervention programs.

Plan to Monitor Progress Toward G2. 8

Instructional coaches will monitor the levels of growth of Tier II reading and mathematics students

Person Responsible

Idonica Brown

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Benchmark Data, mini assessments, SRI, and SMI data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will deliver rigorous instruction that meets Florida ELA / Florida Math standards across all content areas. **1**

 G073779

G1.B1 Teachers are unfamiliar with the rigor associated with the Florida ELA Standards, Florida Math Standards **2**

 B192662

G1.B1.S1 During common planning times, build teacher capacity to deconstruct standards and refer to item specifications to reach the expected level of rigor for the standards being taught **4**

 S204146

Strategy Rationale

Teachers must learn how to deconstruct standards so that they can teach the required level of rigor and only teach what they are required to teach.

Action Step 1 **5**

Provide professional development on deconstructed standards

Person Responsible

Monique Tyson

Schedule

On 6/8/2016

Evidence of Completion

PD agenda, sign in, pre-planning schedule

Action Step 2 5

Provide all teachers with a copy of the item specifications

Person Responsible

Monique Tyson

Schedule

On 6/8/2016

Evidence of Completion

Items specifications are observed being used in common planning

Action Step 3 5

Work side by side with teachers to further deconstruct standards and use item specifications

Person Responsible

Monique Tyson

Schedule

Weekly, from 8/12/2015 to 6/8/2016

Evidence of Completion

Common planning agenda, minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Analyze multiple data points for evidence of deconstruction of the standards during common planning

Person Responsible

Christine Howell

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans, student data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ensure that common planning meetings with subject area coach, and classroom walk-throughs by administrators and instructional coaches are conducted regularly, and routinely analyzed to ensure effectiveness.

Person Responsible

Christine Howell

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans, walkthrough data, meeting agendas and minutes

G1.B2 Teachers are unfamiliar with Florida ELA Standards and Florida Math Standards 2

 B192663

G1.B2.S1 Provide teachers with professional development that are designed to increase teacher knowledge in teaching the Florida ELA Standards (LAFS) and Florida Math Standards (MAFS). 4

 S204147

Strategy Rationale

Teachers must become familiar with the new Florida Standards that they are responsible for teaching.

Action Step 1 5

Meadowbrook Middle will conduct quarterly professional development sessions that are based on research based instructional techniques for each content area that will take place during planning periods and / or during temporary duty days.

Person Responsible

Orlando Norwood

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Handouts, agendas, sign in sheets, iObservation feedback

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

School-based administrator will help coordinate and participate in quarterly professional developments.

Person Responsible

Orlando Norwood

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets; professional development materials; evidence of implementation of professional development integrated in lesson plans; iObservation evidence and feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor benchmark assessments, mini assessments, I-Observation data, classroom walk-through data

Person Responsible

Orlando Norwood

Schedule

On 6/8/2016

Evidence of Completion

Common planning agenda, lesson plans, lesson plan feedback, walkthrough feedback, I Observation

G2. School stakeholders will implement the MTSS process to successfully increase proficiency of ESE, ELL, and Tier II reading and mathematics students. 1

G073780

G2.B1 Teachers lack knowledge of ESE accommodations and ELL strategies 2

B192664

G2.B1.S1 Provide teachers with school-based professional development regarding the use of ESE accommodations and ELL strategies 4

S204148

Strategy Rationale

Provide teachers with strategies to meet the needs of Meadowbrook's growing exceptional student populations will help to ensure that teachers are empowered to meet the needs of all of their students.

Action Step 1 5

Provide monthly professional development on use of ESE accommodations and ELL strategies during PLCs

Person Responsible

Idonica Brown

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC meeting agendas, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observe teacher lesson plans and classroom lesson activities to ensure that ESE, ELL, and Tier II strategies are routinely implemented.

Person Responsible

Idonica Brown

Schedule

Monthly, from 8/18/2015 to 6/8/2016

Evidence of Completion

iObservation evidence and teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

School Principal, Assistant Principals, and instructional coaches will participate in PLC meetings to ensure that ESE accommodations and ELL strategies being shared in monthly PLCs

Person Responsible

Idonica Brown

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

ESE and ELL student data

G2.B1.S2 Utilize school and district based coaches to support teachers in the classroom as they implement ESE accommodations and ELL strategies 4

 S204149

Strategy Rationale

Action Step 1 5

Provide teachers with side-by-side coaching to ensure ESE accommodations and ELL strategies are being utilized

Person Responsible

Orlando Norwood

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Walkthroughs, iobservation, feedback, coaching logs

Action Step 2 5

School coaches will lead common planning and data meetings with their designated subject areas in accordance with the coaching cycle calendar

Person Responsible

Christine Howell

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

iObservation, data meeting agendas, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Meet with Instructional Coaches to review coach logs and observations

Person Responsible

Christine Howell

Schedule

Biweekly, from 8/18/2014 to 5/18/2015

Evidence of Completion

Instructional Leadership Team (ILT) Meeting agenda

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Assistant Principal will monitor multiple data points to monitor the academic growth of ESE and ELL students

Person Responsible

Orlando Norwood

Schedule

Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion

MTSS meeting agendas/sign in sheets. report card data, benchmark data analysis

G2.B2 Teachers are not familiar with requirements of the proper implementation of new reading and math intervention programs. 2

 B192665

G2.B2.S1 Utilize school and district based coaches to support teachers as they implement Tier II reading and mathematics interventions 4

 S204150

Strategy Rationale

By ensuring the proper implementation of tier II strategies teachers will be able to ensure that there is a continuum of instruction that will meet the instructional needs of students who are not successful with tier I core instruction.

Action Step 1 5

School-based coach will provide side-by-side coaching to ensure that Tier II interventions are being used with fidelity

Person Responsible

Idonica Brown

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Walkthroughs, observation, feedback, coaching logs

Action Step 2 5

School-based coaches will lead common planning and data meetings

Person Responsible

Orlando Norwood

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Coach log, lesson plans, data meeting agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Meet with Instructional Coaches to review coach logs and observations

Person Responsible

Christine Howell

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Instructional Leadership Team (ILT) agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Consistently evaluate the levels of academic growth of the Tier II reading and mathematics students

Person Responsible

Idonica Brown

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Benchmark Data, mini assessments, SRI, and SMI data

G2.B2.S2 Provide teachers with school and district based professional development regarding the use of scientifically based interventions **4**

 S204151

Strategy Rationale

Action Step 1 **5**

Provide program specific professional development on engagement and differentiation strategies

Person Responsible

Orlando Norwood

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Course confirmations, agendas, sign in sheets

Action Step 2 **5**

Provide teachers with in-class coaching, support, and modeling

Person Responsible

Christine Howell

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Coaching plans and coaching logs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 **6**

Progression of professional development of reading and mathematics interventions

Person Responsible

Orlando Norwood

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Agenda, handouts, sign in sheets, course confirmations

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Assistant Principals will monitor multiple data points to ensure that teachers are using interventions with fidelity

Person Responsible

Orlando Norwood

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Tier II reading and mathematics data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on deconstructed standards	Tyson, Monique	8/12/2015	PD agenda, sign in, pre-planning schedule	6/8/2016 one-time
G1.B2.S1.A1	Meadowbrook Middle will conduct quarterly professional development sessions that are based on research based instructional techniques for each content area that will take place during planning periods and / or during temporary duty days.	Norwood, Orlando	8/24/2015	Handouts, agendas, sign in sheets, iObservation feedback	6/8/2016 monthly
G2.B1.S1.A1	Provide monthly professional development on use of ESE accommodations and ELL strategies during PLCs	Brown, Idonica	8/24/2015	PLC meeting agendas, sign in sheets	6/8/2016 monthly
G2.B1.S2.A1	Provide teachers with side-by-side coaching to ensure ESE accommodations and ELL strategies are being utilized	Norwood, Orlando	8/24/2015	Walkthroughs, iobservation, feedback, coaching logs	6/8/2016 biweekly
G2.B2.S1.A1	School-based coach will provide side-by-side coaching to ensure that Tier II interventions are being used with fidelity	Brown, Idonica	8/24/2015	Walkthroughs, observation, feedback, coaching logs	6/10/2016 monthly
G2.B2.S2.A1	Provide program specific professional development on engagement and differentiation strategies	Norwood, Orlando	8/24/2015	Course confirmations, agendas, sign in sheets	6/8/2016 monthly
G1.B1.S1.A2	Provide all teachers with a copy of the item specifications	Tyson, Monique	8/12/2015	Items specifications are observed being used in common planning	6/8/2016 one-time
G2.B1.S2.A2	School coaches will lead common planning and data meetings with their designated subject areas in accordance with the coaching cycle calendar	Howell, Christine	8/24/2015	iObservation, data meeting agendas, lesson plans	6/8/2016 biweekly
G2.B2.S1.A2	School-based coaches will lead common planning and data meetings	Norwood, Orlando	8/24/2015	Coach log, lesson plans, data meeting agendas	6/10/2016 biweekly
G2.B2.S2.A2	Provide teachers with in-class coaching, support, and modeling	Howell, Christine	8/24/2015	Coaching plans and coaching logs	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Work side by side with teachers to further deconstruct standards and use item specifications	Tyson, Monique	8/12/2015	Common planning agenda, minutes	6/8/2016 weekly
G1.MA1	School leaders will monitor instructional delivery to ensure that it is rigorous and meets the intent of the Florida Standards by analyzing walk-through data, iObservation data, and lesson planning data.	Howell, Christine	8/24/2014	Informal walk-through tallies, iObservation data and lesson planning feedback forms will be used as evidence to monitor teacher planning and delivering rigorous instruction aligned to Florida ELA and Math standards.	6/7/2016 weekly
G1.B1.S1.MA1	Ensure that common planning meetings with subject area coach, and classroom walk-throughs by administrators and instructional coaches are conducted regularly, and routinely analyzed to ensure effectiveness.	Howell, Christine	8/24/2015	Lesson plans, walkthrough data, meeting agendas and minutes	6/8/2016 weekly
G1.B1.S1.MA1	Analyze multiple data points for evidence of deconstruction of the standards during common planning	Howell, Christine	8/24/2015	Lesson plans, student data	6/8/2016 biweekly
G1.B2.S1.MA1	Monitor benchmark assessments, mini assessments, I-Observation data, classroom walk-through data	Norwood, Orlando	8/24/2015	Common planning agenda, lesson plans, lesson plan feedback, walkthrough feedback, I Observation	6/8/2016 one-time
G1.B2.S1.MA1	School-based administrator will help coordinate and participate in quarterly professional developments.	Norwood, Orlando	8/24/2015	Sign-in sheets; professional development materials; evidence of implementation of professional development integrated in lesson plans; iObservation evidence and feedback	6/8/2016 weekly
G2.MA1	Instructional coaches will monitor the levels of growth of Tier II reading and mathematics students	Brown, Idonica	8/24/2015	Benchmark Data, mini assessments, SRI, and SMI data	6/8/2016 biweekly
G2.B1.S1.MA1	School Principal, Assistant Principals, and instructional coaches will participate in PLC meetings to ensure that ESE accommodations and ELL strategies being shared in monthly PLCs	Brown, Idonica	8/24/2015	ESE and ELL student data	6/8/2016 monthly
G2.B1.S1.MA1	Observe teacher lesson plans and classroom lesson activities to ensure that ESE, ELL, and Tier II strategies are routinely implemented.	Brown, Idonica	8/18/2015	iObservation evidence and teacher lesson plans	6/8/2016 monthly
G2.B2.S1.MA1	Consistently evaluate the levels of academic growth of the Tier II reading and mathematics students	Brown, Idonica	8/24/2015	Benchmark Data, mini assessments, SRI, and SMI data	6/10/2016 biweekly
G2.B2.S1.MA1	Meet with Instructional Coaches to review coach logs and observations	Howell, Christine	8/24/2015	Instructional Leadership Team (ILT) agendas	6/10/2016 weekly
G2.B1.S2.MA1	Assistant Principal will monitor multiple data points to monitor the academic growth of ESE and ELL students	Norwood, Orlando	9/22/2014	MTSS meeting agendas/sign in sheets. report card data, benchmark data analysis	6/4/2015 monthly
G2.B1.S2.MA1	Meet with Instructional Coaches to review coach logs and observations	Howell, Christine	8/18/2014	Instructional Leadership Team (ILT) Meeting agenda	5/18/2015 biweekly
G2.B2.S2.MA1	Assistant Principals will monitor multiple data points to ensure that teachers are using interventions with fidelity	Norwood, Orlando	8/24/2015	Tier II reading and mathematics data	6/8/2016 biweekly
G2.B2.S2.MA1	Progression of professional development of reading and mathematics interventions	Norwood, Orlando	8/24/2015	Agenda, handouts, sign in sheets, course confirmations	6/8/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will deliver rigorous instruction that meets Florida ELA / Florida Math standards across all content areas.

G1.B1 Teachers are unfamiliar with the rigor associated with the Florida ELA Standards, Florida Math Standards

G1.B1.S1 During common planning times, build teacher capacity to deconstruct standards and refer to item specifications to reach the expected level of rigor for the standards being taught

PD Opportunity 1

Provide professional development on deconstructed standards

Facilitator

Administrators and Instructional Coaches

Participants

All teachers

Schedule

On 6/8/2016

G1.B2 Teachers are unfamiliar with Florida ELA Standards and Florida Math Standards

G1.B2.S1 Provide teachers with professional development that are designed to increase teacher knowledge in teaching the Florida ELA Standards (LAFS) and Florida Math Standards (MAFS).

PD Opportunity 1

Meadowbrook Middle will conduct quarterly professional development sessions that are based on research based instructional techniques for each content area that will take place during planning periods and / or during temporary duty days.

Facilitator

Math Coach and Reading Coach

Participants

All core content area teachers

Schedule

Monthly, from 8/24/2015 to 6/8/2016

G2. School stakeholders will implement the MTSS process to successfully increase proficiency of ESE, ELL, and Tier II reading and mathematics students.

G2.B1 Teachers lack knowledge of ESE accommodations and ELL strategies

G2.B1.S1 Provide teachers with school-based professional development regarding the use of ESE accommodations and ELL strategies

PD Opportunity 1

Provide monthly professional development on use of ESE accommodations and ELL strategies during PLCs

Facilitator

Staffing Specialist and CCT

Participants

ELL teachers, ESE teachers

Schedule

Monthly, from 8/24/2015 to 6/8/2016

G2.B2 Teachers are not familiar with requirements of the proper implementation of new reading and math intervention programs.

G2.B2.S2 Provide teachers with school and district based professional development regarding the use of scientifically based interventions

PD Opportunity 1

Provide program specific professional development on engagement and differentiation strategies

Facilitator

Scholastic representatives, On the Record Representatives, Reading coach, Math coach

Participants

Reading and math teachers

Schedule

Monthly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Provide teachers with in-class coaching, support, and modeling

Facilitator

School transformation office

Participants

Selected core content area teachers

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development on deconstructed standards				\$0.00
2	G1.B1.S1.A2	Provide all teachers with a copy of the item specifications				\$0.00
3	G1.B1.S1.A3	Work side by side with teachers to further deconstruct standards and use item specifications				\$0.00
4	G1.B2.S1.A1	Meadowbrook Middle will conduct quarterly professional development sessions that are based on research based instructional techniques for each content area that will take place during planning periods and / or during temporary duty days.				\$16,097.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
			District-Wide	Title II		\$7,920.00
			<i>Notes: Springboard Training</i>			
			District-Wide	Title II		\$8,177.00
			<i>Notes: I Ready Math</i>			
5	G2.B1.S1.A1	Provide monthly professional development on use of ESE accommodations and ELL strategies during PLCs				\$0.00
6	G2.B1.S2.A1	Provide teachers with side-by-side coaching to ensure ESE accommodations and ELL strategies are being utilized				\$0.00
7	G2.B1.S2.A2	School coaches will lead common planning and data meetings with their designated subject areas in accordance with the coaching cycle calendar				\$0.00
8	G2.B2.S1.A1	School-based coach will provide side-by-side coaching to ensure that Tier II interventions are being used with fidelity				\$0.00
9	G2.B2.S1.A2	School-based coaches will lead common planning and data meetings				\$0.00
10	G2.B2.S2.A1	Provide program specific professional development on engagement and differentiation strategies				\$0.00
11	G2.B2.S2.A2	Provide teachers with in-class coaching, support, and modeling				\$0.00
					Total:	\$16,097.00