

Orange County Public Schools

Meadowbrook Middle



2017-18 Schoolwide Improvement Plan

Meadowbrook Middle

6000 NORTH LN, Orlando, FL 32808

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	D*	D

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school’s grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Meadowbrook Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

In order for administration, support staff, and teachers to learn about student cultures and to focus on building relationships, multiple strategies are utilized. Throughout the school day and embedded in instruction, social and moral education will be implemented school-wide to instill a sense of community among students and school staff. In addition, 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, ethnic and cultural activities will be implemented to build awareness and an appreciation for diversity (e.g., Hispanic Awareness Month and Black History Month). Teachers will continue building relationships in their classes by creating an open climate that is both inclusive and academically focused.

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

Meadowbrook Middle School will create an environment where students feel safe and respected before, during, and after school. At the beginning of the school year, administrators and faculty members share their high expectations for academics and behavior, as well as Meadowbrook non-negotiables for maintaining a safe and respectful environment. Classroom expectations and the student code of conduct will be reviewed quarterly with faculty, staff, and students. 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 behavioral expectations.

At the beginning of each school day, City Year volunteers welcome students with encouraging chants, phrases, and words. During the school day, teachers greet students at each classroom door in order to promote a positive start to each class period. Faculty and staff are encouraged to facilitate a classroom collaboration in which students are safe to voice their academic thought process. The athletic department and after school clubs promote acceleration of individual student interests.

c. 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.

Meadowbrook Middle School will implement CHAMPS, school-wide, to promote a positive and safe learning environment before, during, and after school. CHAMPS provides systematic processes for students to become acclimated to behavior expectations in classrooms and common areas. A

systematic and uniformed implementation of CHAMPS will help to ensure students are safe and respected in all areas while on campus. In addition, CHAMPS will be supported by incentives for student attendance and behavior through the Mustang Mall. Students earn Mustang Bucks for showing exemplary behavior and academic performance. The students can redeem the Mustang Bucks for items in the Mustang Mall. The items in the Mustang Mall are donated by community partners.

To support the school-wide discipline program, CHAMPS, Meadowbrook has My Brother's Keeper, Lambda Gamma, FYV, and TULIPS mentoring programs. The mentoring programs have a focus on at-risk youth to target their socio-emotional and self-esteem needs, especially young black males. In addition, Meadowbrook will continue to use the strategies learned from its 2016-2017 partner, Urban Learning and Leadership Center (ULLC). ULLC has a history of helping schools achieve and sustain academic excellence for all students, particularly in schools that serve high poverty populations. The framework developed and perfected by ULLC to assist schools in the turnaround process is called S.A.M.E. (Social-Academic Moral Education). S.A.M.E. is a turnaround model that has been efficacious in efforts to create schools cultures in which high performance can be achieved. Moreover, Meadowbrook has a social worker dedicated to the school.

d. 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.

The school ensures that the social-emotional needs of all students are being met through the joint efforts of school-based guidance counselors, a motivational coach, a restorative justice coach, and outside agencies: Big Bear, Elevate Orlando, and City Year. The guidance counselors facilitate social-skill groups and refer students with unique needs to the various support agencies. The restorative justice coach and motivational coach host group sessions to help students develop the necessary skill-set to appropriately problem-solve and resolve conflict in a peaceful manner. Moreover, students with disabilities are supported through a learning strategies course. Students are referred to Big Bear if they exhibit emotional or psychological needs. Elevate Orlando is a civic, nonprofit organization dedicated to equipping and empowering under-served youth to graduate with a plan for the future. They serve students by establishing mentoring relationships and providing courses grounded in character education and leadership development. City Year provides mentoring services to students selected by the administrative team based on their at-risk status. Together, these agencies and individuals work with students to support their social-emotional needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The early warning system for attendance initiates contact with a parent/guardian when a student's attendance falls below 90% and or absent three consecutive days. After four consecutive absences, the attendance clerk will contact the social worker to schedule a home visit. Also, teachers assist with calls and keep call logs as documentation of contact made and attempts.

When students exhibit two or more indicators, they are referred to the Multi-Tiered Systems of Support (MTSS) team. Identified students are monitored closely by the MTSS team for improvement. When improvement is not seen, additional resources are identified on a case-by-case basis. The early warning system indicators are attendance, out-of-school suspensions, course failures, and scoring Level 1 on FSA ELA or Math. The attendance clerk and social worker lead the interventions for attendance. The dean, RJ coach, and counselors lead the interventions for out-of-school

suspensions. Academic coaches lead the interventions for course failures and scoring Level 1 on FSA ELA or Math.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	85	102	109	0	0	0	0	296
One or more suspensions	0	0	0	0	0	0	149	195	171	0	0	0	0	515
Course failure in ELA or Math	0	0	0	0	0	0	6	9	7	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	192	188	184	0	0	0	0	564

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	107	101	122	0	0	0	0	330

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

Meadowbrook middle school uses a variety of intervention strategies to improve the academic performance of those students who have been identified by the early warning system. The early warning system indicators are attendance, out-of-school suspensions, course failures, and scoring Level 1 on FSA ELA or Math. The attendance clerk and social worker lead the interventions for attendance. The dean, RJ coach, and counselors lead the interventions for out-of-school suspensions. Academic coaches lead the interventions for course failures and scoring Level 1 on FSA ELA or Math.

MTSS is used to identify the interventions necessary to accelerate learning for all students. Students who earned a Level 1 in FSA ELA or Math are scheduled with Intensive Reading and or Math for Tier 2 instruction to remediate deficient skills. Students who scored a Level 2 in FSA ELA and or Math are targeted for after-school and or before-school tutoring as well as Saturday school to remediate deficient skills. Tier 3 instruction is provided based on regularly scheduled data meetings.

In order to reduce the number of in-school and out-of-school suspensions, restorative justice has been infused into the behavior management system. In addition, the behavior team utilizes a discipline framework to ensure in-school interventions are maximized. This framework provides teachers and administrators the opportunity to use structured interventions that will reduce the student suspension rate and increase instructional time (time on-task).

Students who demonstrate an academic deficiency in English Language Arts (ELA) or Mathematics are recommended for course recovery. Course recovery allows students the opportunity to complete missing assignments during the school day and summer school. In addition, City Year works with the lowest 25% of students in ELA and Math to increase proficiency in English Language Arts and Mathematics.

The 330 students who demonstrated two or more indicators have been identified.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/437589>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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 and sustain partnerships with the local community, Meadowbrook will make a concerted effort to build vested partnerships that are mutually rewarding. Meadowbrook will appoint a leadership or support team member as the Partners in Education coordinator and ADDitions coordinator. Also, a team member serves as a parent liaison for the Parent Teacher Organization and Parent Leadership Council. The team members maintain an open-line of communication between the community and the school to communicate school needs and ascertain parent needs on an ongoing basis. Partners in Education include Glad Tidings Assembly of God, Shoes that Fit (Rack Room Shoes), Unique Designs Professional Services, Trinity Enterprises Partners, LLC, and ENSYNC Diversified Managements Systems, Inc.

To continue cultivating strong relationships forged in a meaningful partnership, Meadowbrook invites their community partners to attend their School Advisory Committee (SAC) meetings. Meadowbrook will highlight their school, faculty, and students for the community, through various showcases, receptions, and academic and athletic events. The goal of these events is to raise awareness regarding the outstanding work being accomplished at Meadowbrook Middle School, and to thank the partners for their continued support of such work.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rogers, Christine	Principal
Hardrick, David	Assistant Principal
Jackson, Alex	Assistant Principal
Duroseau, Wendy	Instructional Coach
Williams, Tonya	Dean
Griffin-Simmons, Angela	Instructional Coach
Douglin, Fayola	Instructional Coach

b. Duties

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

Mrs. Christine Rogers, principal, and Dr. David Hardrick and Mr. Alex Jackson, assistant principals, serve as the instructional leaders of the campus. As instructional leaders, they guide student instruction and the improvement of teacher capacity through strategic, data-based decisions. Mrs. Rogers serves as the administrator for all academic areas with an intense focus on Mathematics and Science. Mrs. Rogers is the administrator for the school budget, inventory, City Year, and School Advisory Council. Dr. Hardrick serves as the administrator for English Language Arts and Reading. Dr. Hardrick is the administrator for testing, exceptional student education, FTE, guidance, master schedule, MTSS, professional development, registration, School Improvement Plan, Section 504, attendance and truancy, Homeless Education, and social services. Mr. Jackson serves as the administrator for Social Studies and Electives. Mr. Jackson is the administrator for AdvancED, student activities, discipline, safety, facilities, Parent Teacher Organization, Title 1, field trips, fundraising, and transportation. With the support from the MTSS coach, social worker, Corrective Programs administrators and program specialists, and school psychologist, Michelle Shepard, the administrators ensure the implementation of MTSS, student data management, and monitoring required to ensure learning is accelerated and sustained.

Ms. Fayola Douglin is the Math coach and works in tandem with Mrs. Rogers to ensure Math teachers receive clear direction for the implementation of Florida Math standards. Ms. Douglin supports Math teachers by leading common planning, monitoring student placement in courses, and monitoring student performance data to inform instruction and remediation. In addition, Ms. Douglin conducts classroom walk-throughs and provides immediate feedback to teachers, coaches teachers, co-teaches with teachers, models instruction for teachers, and develops a tiered coaching cycle to build teacher capacity. Also, Ms. Douglin selects and conducts professional development for teachers based on progress monitoring data. Moreover, Ms. Douglin serves at the Calculus Project Coordinator and supports the testing coordinator.

Mrs. Nikki Hunter is the English Language Arts coach and works in tandem with Dr. Hardrick to ensure English Language Arts (ELA) and Reading teachers receive clear direction for the implementation of Florida ELA standards. Mrs. Hunter supports ELA teachers by leading common planning, monitoring student placement in courses, and monitoring student performance data to inform instruction and remediation. In addition, Mrs. Hunter conducts classroom walk-throughs and provides immediate feedback to teachers, coaches teachers, co-teaches with teachers, models instruction for teachers, and develops a tiered coaching cycle to build teacher capacity. Also, Mrs. Hunter selects and conducts professional development for teachers based on progress monitoring data. Moreover, Mrs. Hunter serves on the writing team for the School Improvement Plan.

Mrs. Wendy Duroseau is the Curriculum Resource Teacher and Reading coach and works in tandem

with Dr. Hardrick to ensure Tier 2 interventions are implemented in the Intensive Reading classes to support instruction in English Language Arts classes. Reading teachers receive clear direction for the implementation of interventions. Mrs. Duroseau supports Reading teachers by leading common planning, monitoring student placement in courses, and monitoring student performance data to inform instruction and remediation. In addition, Mrs. Duroseau conducts classroom walk-throughs and provides immediate feedback to teachers, coaches teachers, co-teaches with teachers, models instruction for teachers, and develops a tiered coaching cycle to build teacher capacity. Also, Mrs. Duroseau selects and conducts professional development for teachers based on progress monitoring data. Moreover, Mrs. Duroseau serves on the writing team for the School Improvement Plan, serves as the Performance Matters data champion for the school, is the testing coordinator, and is the textbooks and materials inventory manager. Also, Mrs. Duroseau oversees the implementation of ESOL services and supports the implementation of the Parent Leadership Council, which serves the English Language Learner (ELL) population.

Mrs. Angela Griffin-Simmons is the Social Studies coach and works in tandem with Mr. Jackson to ensure Social Studies (World History, U.S. History, and Civics) teachers receive clear direction for the implementation of Florida Social Studies standards. Mrs. Griffin-Simmons supports Social Studies teachers by leading common planning, monitoring student placement in courses, and monitoring student performance data to inform instruction and remediation. In addition, Mrs. Griffin-Simmons conducts classroom walk-throughs and provides immediate feedback to teachers, coaches teachers, co-teaches with teachers, models instruction for teachers, and develops a tiered coaching cycle to build teacher capacity. Also, Mrs. Griffin-Simmons selects and conducts professional development for teachers based on progress monitoring data.

Dr. Tonya Williams-Saunders is the Science coach and works in tandem with Mrs. Rogers to ensure Science teachers receive clear direction for the implementation of Florida Science standards. Dr. Saunders supports Science teachers by leading common planning, monitoring student placement in courses, and monitoring student performance data to inform instruction and remediation. In addition, Dr. Saunders conducts classroom walk-throughs and provides immediate feedback to teachers, coaches teachers, co-teaches with teachers, models instruction for teachers, and develops a tiered coaching cycle to build teacher capacity. Also, Dr. Saunders selects and conducts professional development for teachers based on progress monitoring data. Moreover, Dr. Saunders leads the implementation of the Meadowbrook Middle School Chapter of the Southeastern Consortium of Minorities in Engineering (SECME) and cosponsors the girls mentoring groups.

Dr. Tonya Williams-Saunders is the administrative dean and works in tandem with Mr. Coner and Dr. Hardrick to ensure Science teachers receive clear direction for the implementation of Florida Science standards. Dr. Saunders supports Science teachers by collaborating during common planning, monitoring student placement in courses, and monitoring student performance data to inform instruction and remediation. In addition, Dr. Saunders conducts classroom walk-throughs and provides immediate feedback to teachers, coaches teachers, co-teaches with teachers, models instruction for teachers, and develops a tiered coaching cycle to build teacher capacity. Moreover, Dr. Saunders serves as the liaison between Meadowbrook and Elevate Orlando, leads school-wide events (e.g., Open House), serves as the mentoring point-of-contact, is the editor of the school newsletter, serves as the liaison for the Parent Teacher Organization, supports the implementation of the School Advisory Council, and is the liaison between Meadowbrook and United Way.

2. 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.

School leadership identifies and aligns resources using the Florida Continuous Improvement Model (FCIM) supported by the Multitiered Systems of Support (MTSS) and Response to Instruction-Intervention (RtI) processes. Based on results from the 2016-2017 AdvancED survey results, BPIE, WIDA results, FSA results, CFE results, EOC results, and year-end discipline data, the leadership team is coordinating local, state, and federal funds to accelerate and sustain student learning by focusing on building teacher capacity to implement rigorous, standards-based, data-driven instruction as well as building significant relationships with students. In addition, an intense focus is being placed on the social-emotional education of students to make them more productive. Moreover, Tier 2 and 3 academic and behavior instruction have been modified.

The core curriculum (Tier 1) includes standards-based instruction in ELA, Math, Science, and Social Studies. Research-Based curriculum has been adopted by the district and curriculum resource materials (CRMs) are provided delineated by subject-area and grade-level. The Corrective Programs (CP) team members support core instruction by providing a program specialist and senior administrator for each content area to support school-based coaches, professional development, and common planning.

Intensive Reading and Mathematics courses have been realigned to ensure Level 1 students are receiving Tier 2 instruction with an intense focus on underlying deficits. The curriculum for the Intensive Reading and Mathematics courses has been reconfigured and additional resources purchased to eliminate duplicated exposure, so students receive targeted instruction. The Afterschool Tutoring Services (ATS) will target bubble students as well as provide support to acceleration students (Algebra 1 and Geometry).

Peer Counseling and Critical-Thinking has been added to the elective courses, and restorative justice continues to be a primary behavioral intervention. In addition, Meadowbrook will continue the implementation of social, academic, and moral education (SAME) learned from the 2016-2017 partnership with ULLC. Moreover, the motivational coach, who works directly with students, will continue services for the 2017-2018 school year to support social skills instruction.

A professional development calendar has been created to provide ongoing training to build teacher capacity. The trainings will be comprised of school-wide, content area, and grade level sessions that focus on academic and behavioral instruction, teacher pedagogy, inclusion strategies (ESE and ESOL), and operational needs (e.g., technology integration).

The above referenced activities and resources will be made possible through the coordination of school general funds, Title I, Title II, and the School Transformation Office.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Christine Rogers	Principal
Trevor Grace	Business/Community
James Jackson	Business/Community
Jennifer Ovares	Business/Community
Anna Pierre	Education Support Employee
Sheila Rainey	Parent
Dioranna Felix	Education Support Employee
Jada Smith	Business/Community
Demille Welch	Parent
Jarvis Wheeler	Business/Community
Tonya Williams	Teacher
Christine Rogers	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the 2016-2017 school year, SAC held meetings to evaluate the school's progress toward achieving its SIP goals. During the summer of 2017, school leadership and SAC members reviewed performance data (academic, behavioral, and EWS) to determine how well the school performed.

b. Development of this school improvement plan

School leadership met with SAC members to review results from the 2016-2017 AdvancED survey results, BPIE, WIDA results, FSA results, CFE results, EOC results, and year-end discipline data to make recommendations for the current SIP.

c. Preparation of the school's annual budget and plan

During March-April 2017, SAC met with the school leadership team to assist with the development of the school budget.

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

During 2016-2017, school improvement funds were used to support teaching and learning by purchasing teacher instructional supplies and student incentives, support family involvement and student transition by paying for student transition activities, and Grade 8 student experience activities.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rogers, Christine	Principal
Hardrick, David	Assistant Principal
Duroseau, Wendy	Instructional Coach
Davis, Dionne	Teacher, K-12
Curry, Demondra	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 that 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 student evidence aligned with the rigor and intent of the standard. The school administrators and instructional support coaches are responsible for monitoring all literacy initiatives.

In addition to the LLT, teachers and coaches are participating in the district professional learning community (DPLC). The DPLC participants will provide professional development to build teacher capacity in core content areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Positive working relationships are encouraged through the implementation of a three-day common planning cycle in which all team members have individual roles and responsibilities and share a vested interest in working together towards student growth. Facilitation of the common planning is shared by all group members. Peer observations are encouraged to promote growth. Beginning teacher academy provides support for new teachers. District and school based coaches are used to build teacher instructional capacity through the coaching cycle. In addition, a CHEER club has been implemented to increase moral. The principal provides celebrations for staff to highlight successes, milestones, and holidays.

In addition, Meadowbrook Middle School has six Teacher for America (TFA) candidates on its teaching staff. TFA has more than 25 years of experience in giving all students access to an excellent education. A 2013 Mathematics study found that TFA teachers who taught secondary Math boosted student learning by an equivalent of 2.6 months of additional learning when compared to others teachers in the same schools.

Moreover, teachers at Meadowbrook will receive the following incentives: \$2,600 for working at a high-needs school and \$2,400 for additional planning to increase rigorous, standards-based instruction.

2. 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 (Wendy Duroseau)

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

New teachers are paired with highly 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. The new teacher induction program coordinator meets with the new teachers to provide mini-professional developments and monitor their progress to achieve full certification. The mentors and mentees meet monthly. The monthly agenda is adjusted to meet the needs of new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Specific to Meadowbrook, each core area has a minimum of three common planning days per week. Tuesday is the "what day" to deconstruct standard to determine the extent of the standard and what students are supposed to know (learn) and be able to do. Thursdays are the "how day" to determine how the standard needs to be taught. Fridays are an extension of Thursdays model lessons and identify misconceptions students may have and to identify what teachers will see and hear from students.

b. Instructional Strategies

1. 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.

The school leadership team and teachers use the results of progress monitoring data to make informed, ongoing data-driven decisions about instruction. Specifically, Intensive Reading and Math courses are used to provide Tier 2 differentiated instruction for Level 1 students. Within the core courses, differentiated instruction is provided for students using small group instruction, based on data from student performance on mini-assessments. Tier 3 instruction is provided using a small group, pull-out strategy for targeted students in core areas.

ATS is an extended learning time that will provide students with an extended school day to receive additional instruction.

Enrichment opportunities are provided to students by scheduling students into advanced, honors, and CTE-related courses to accelerate learning.

2. 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: Weekend Program

Minutes added to school year: 8,100

Saturday school will be offered to Level 1 and lower Level 2 students starting in October 2016. This will target Reading, Writing, and Math. We will continue to utilize effective writing strategies in a small group setting while providing immediate feedback. Students will be provided an opportunity to work on the specific writing skills they have struggled with in the classroom. This program is geared towards building student success and confidence in their acquisition and application of the Florida science standards. This program will be a tutorial approach with both virtual and hands-on components.

Strategy Rationale

The rationale behind this strategy is to ensure that students receive targeted interventions that are designed to help address specific and individual academic deficiencies, and to help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Tonya, tonya.williams@ocps.net

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

Student attendance data will be cross-referenced with student performance data as correlated with their core instructional course. This data will be used to determine if participation in the weekend program is effective, as determined by student performance. Ultimately, student attendance data will be cross-referenced with FSA data to determine the efficacy of the program. The effectiveness of this strategy will be monitored by using mini assessments, iReady progress monitoring tool, formative assessments, summative assessments, and teacher assessments.

Strategy: After School Program

Minutes added to school year: 6,480

ATS Tutoring is used to facilitate an extension of core academic remediation skills. Students are supported through small group intervention based on data.

Strategy Rationale

The rationale behind this strategy is to ensure that students receive targeted interventions that are designed to help address specific and individual academic deficiencies, and to help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Tonya, tonya.williams@ocps.net

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

Student attendance data will be cross-referenced with student performance data as correlated with their core instructional course. This data will be used to determine if participation in the ATS tutoring program is effective, as determined by student performance. Ultimately, student attendance data will be cross-referenced with SSA and FSA data to determine the efficacy of the program. The effectiveness of this strategy will be monitored by using mini assessments, iReady progress monitoring tool, formative assessments, summative assessments, and teacher assessments.

Strategy: Before School Program

Minutes added to school year: 6,480

Before School Tutoring is used to facilitate an extension of core academic remediation skills. Students are supported through small group intervention based on data and computer based support programs.

Strategy Rationale

The rationale behind this strategy is to ensure that students receive targeted interventions that are designed to help address specific and individual academic deficiencies, and to help close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hardrick, David, david.hardrick@ocps.net

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

Student attendance data will be cross-referenced with student performance data as correlated with their core instructional course. This data will be used to determine if participation in the ATS tutoring program is effective, as determined by student performance. Ultimately, student attendance data will be cross-referenced with SSA and FSA data to determine the efficacy of the program. The effectiveness of this strategy will be monitored by using mini assessments, iReady progress monitoring tool, formative assessments, summative assessments, and teacher assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Prior to attending Meadowbrook, Grade 6 students attended a Jump Start program in August 2017. Jump Start was offered to introduce Grade 6 students to academic skills necessary to be successful in Grade 6. In addition, students were assessed to have current performance data for proper placement in courses.

Incoming Grade 6 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.

Outgoing Grade 8 students will visit their feeder high schools to inform students of programs offered at their respective schools. This process is similar to the elementary and middle school transition.

Students who need course recovery opportunities will be scheduled with Edgenuity. Edgenuity is

used to provide students with immediate opportunities to replace failing grades to ensure they remain on track for transition to high school.

b. College and Career Readiness

1. 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-bound 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.

-SECME provides students with opportunities to participate in robotics and engineering competitions at a college campus. In addition, students are eligible to participate in college tours.

-Guidance Services work with schools to inform and support students and parents about graduation and college readiness goals.

-Select 7th grade students participate in the Orange TIPS program that offer them the opportunity to receive tutoring that prepares 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.

2. 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.

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

Each student is provided with the opportunity to complete the CAPE certification, which is implemented in the core content (ELA, Science, and Social Studies). In addition, Meadowbrook offers SECME as an extra-curricular activity, which exposes students to robotics and engineering activities and education.

4. 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.

N.A.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Meadowbrook Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority: Narrow the achievement gaps)
- G2.** Meadowbrook Middle School will increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure Career and College Readiness)
- G3.** Meadowbrook Middle School will increase participation and performance in accelerated courses. (Division Priority: Ensure career and college readiness).
- G4.** Meadowbrook Middle School will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority: Ensure College and career readiness).
- G5.** Meadowbrook Middle School will decrease out-of-school suspensions by implementing restorative justice into the school-wide discipline plan to foster a safe and caring learning environment students and teachers. (Division Priority: Provide empowering environments)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Meadowbrook Middle School will increase ELA and Mathematics learning gains in the bottom 25%.
(Division Priority: Narrow the achievement gaps) 1a

G094747

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Percent of students below proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- State adopted curriculum.
- District curriculum resources.
- Digital programs
- LAFS and MAFS materials.

Plan to Monitor Progress Toward G1. 8

Data trends from diagnostic and growth monitoring reports and common assessment data will be analyzed to monitor individual student growth.

Person Responsible

David Hardrick

Schedule

Biweekly, from 9/11/2017 to 4/30/2018

Evidence of Completion

iReady diagnostic student reports and growth monitoring data.

G2. Meadowbrook Middle School will increase ELA and Mathematics learning gains in the top 25%.
(Division Priority: Ensure Career and College Readiness) 1a

G094748

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	55.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher understanding of the depth of the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- State adopted curriculum.
- Digital software (ex: iReady)
- District curriculum resources

Plan to Monitor Progress Toward G2. 8

Classroom walk through data.

Person Responsible

David Hardrick

Schedule

Weekly, from 9/11/2017 to 5/4/2018

Evidence of Completion

Classroom walkthrough data will be analyzed to observe if lessons are below grade level, on trajectory, or at the full intent of the standard.

Plan to Monitor Progress Toward G2. 8

Student grades on progress reports and report cards.

Person Responsible

David Hardrick

Schedule

Quarterly, from 10/16/2017 to 5/30/2018

Evidence of Completion

Analyze grade distribution report in SMS.

G3. Meadowbrook Middle School will increase participation and performance in accelerated courses. (Division Priority: Ensure career and college readiness). 1a

G094749

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Level 3	60.0

Targeted Barriers to Achieving the Goal 3

- Scheduling: Same cohort of students participating in acceleration programs because of a lack of proficiency of student body in ELA and Math (i.e., not enough proficient students)

Resources Available to Help Reduce or Eliminate the Barriers 2

- State adopted curriculum for accelerated courses
- Digital software for technical courses
- Professional development training for first-year teachers

Plan to Monitor Progress Toward G3. 8

The school-based leadership team will analyze student performance data from culminating tasks, formative assessments, and instructional technology assessment (e.g., iReady) to determine effectiveness of blocking classes.

Person Responsible

David Hardrick

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student performance and growth monitoring by course type and state assessment type will be reviewed for at-grade-level performance, learning gains, and growth of students in the double-block courses.

Plan to Monitor Progress Toward G3. 8

The guidance team will monitor student schedules.

Person Responsible

David Hardrick

Schedule

Biweekly, from 7/24/2017 to 4/1/2018

Evidence of Completion

Students are properly scheduled based on performance indicators.

G4. Meadowbrook Middle School will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority: Ensure College and career readiness). 1a

G094750

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	58.0

Targeted Barriers to Achieving the Goal 3

- Teachers have a lack of understanding of implementing rigorous Florida Standards to deliver standards-based instruction to low-socioeconomic populations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel: Instructional Coaches (implementation of the coaching cycle)
- Curriculum: Florida ELA Standards, Florida Math Standards, Item Specifications, and content area curriculum.
- Common Planning periods
- Student data
- Research-Based software programs in ELA and Math
- Leadership and support staff feedback via classroom walk-throughs
- Corrective Programs Staff
- Title I Funds
- Florida Standards, MTPs, and Item Specifications
- School-Based Academic Coaches
- District Professional Learning Community

Plan to Monitor Progress Toward G4. 8

The school-based leadership team will analyze student performance data from standards mastery, culminating tasks, formative assessments, instructional technology assessments, and baseline comparisons by standard to determine the effectiveness of instructional strategies.

Person Responsible

Christine Rogers

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student performance by course type and state assessment type will be reviewed for at-grade-level performance, learning gains, and growth of the bottom 25%. Teachers will keep student data in data notebooks.

G5. Meadowbrook Middle School will decrease out-of-school suspensions by implementing restorative justice into the school-wide discipline plan to foster a safe and caring learning environment students and teachers. (Division Priority: Provide empowering environments) 1a

G094751

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers have a lack of knowledge of proper implementation of restorative justice practices

Resources Available to Help Reduce or Eliminate the Barriers 2

- Restorative Justice Coach
- Restorative Justice and MTSS professional development
- Assistant principal with success in redirecting students
- School-wide CHAMPS training
- Motivational Coach
- Three grade-level deans trained in Restorative Justice
- Nonviolent Crisis Intervention (CPI) trainers

Plan to Monitor Progress Toward G5. 8

Student discipline data will be reviewed quarterly for trends and progress toward a decrease in out-of-school suspensions.

Person Responsible

Alex Jackson

Schedule

Quarterly, from 10/20/2017 to 6/30/2018

Evidence of Completion

Student discipline data indicating a reduction in suspensions

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

 = Problem Solving Step  S123456 = Quick Key

G1. Meadowbrook Middle School will increase ELA and Mathematics learning gains in the bottom 25%.
(Division Priority: Narrow the achievement gaps) 1

G094747

G1.B1 Percent of students below proficiency. 2

B254740

G1.B1.S1 Incorporate 90-minute ELA and Math blocks (intensive classes) for level 1 students to close the achievement gap. 4

S269092

Strategy Rationale

The 90-minute block allows teachers to scaffold instruction and incorporate the rotation model. A 90-minute block for students performing below grade level will allow for a smoother transition to high school.

Action Step 1 5

Schedule 90-minute block for level 1 students.

Person Responsible

David Hardrick

Schedule

On 6/30/2017

Evidence of Completion

Master schedule.

Action Step 2 5

Incorporate the rotation model during intensive block for reading and math (small group teacher lead, independent station, and digital station) to address student deficiencies.

Person Responsible

David Hardrick

Schedule

Weekly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Classroom walk-through data.

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

School based leadership team will monitor the planning of 90 minute block classes and intensive classes by visiting common planning and classroom visits.

Person Responsible

David Hardrick

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Common planning agendas, lesson plans which include the rotation model, and coaching feedback.

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

School based leadership team will monitor common assessment data and growth monitoring data.

Person Responsible

David Hardrick

Schedule

Biweekly, from 9/11/2017 to 4/30/2018

Evidence of Completion

Growth monitoring data from digital software and common assessment data from district created culminating tasks.

G1.B1.S2 Provide targeted professional development on the rotation model for reading and intensive math classes. 4

 S269093

Strategy Rationale

To increase teacher capacity to implement the rotation model to address student deficiencies with fidelity.

Action Step 1 5

Provide teachers targeted professional development on implementation of the rotational model.

Person Responsible

David Hardrick

Schedule

On 9/29/2017

Evidence of Completion

Professional development agenda.

Action Step 2 5

Follow up training will be provided to intensive teachers on the rotational model to ensure curriculum materials and instructional strategies used in the teacher-led station are appropriate and the students are grouped appropriately.

Person Responsible

David Hardrick

Schedule

On 3/30/2018

Evidence of Completion

Professional development agenda and/or common planning agenda.

Action Step 3 5

Participate in District Professional Learning Community (DPLC) and provide school-based professional development.

Person Responsible

Christine Rogers

Schedule

Monthly, from 9/5/2017 to 5/30/2018

Evidence of Completion

DPLC materials provided at monthly meeting, sign-in sheets from school-based professional development from knowledge shared at DPLC, and agendas from school-based professional development

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walkthroughs to observe implementation of trainings.

Person Responsible

David Hardrick

Schedule

Biweekly, from 9/4/2017 to 3/30/2018

Evidence of Completion

FASTER walk feedback forms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review weekly minutes from the digital station and growth monitoring data.

Person Responsible

David Hardrick

Schedule

Weekly, from 9/18/2017 to 3/30/2018

Evidence of Completion

iReady weekly report for usage and growth monitoring data as administered.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review student work.

Person Responsible

Wendy Duroseau

Schedule

Weekly, from 8/28/2017 to 5/4/2018

Evidence of Completion

Student work products from independent stations show evidence of growth with a goal of 80% proficiency.

G2. Meadowbrook Middle School will increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure Career and College Readiness) 1

G094748

G2.B3 Limited teacher understanding of the depth of the standard. 2

B254747

G2.B3.S1 Teachers will receive ongoing support on standards-based instruction to enhance their knowledge and understanding of the standards. 4

S269095

Strategy Rationale

Students in the top 25% in ELA and Math are enrolled in honors or accelerated classes. Teachers need to understand and plan lessons which reach the full intent of the standard.

Action Step 1 5

Common planning will focus on deconstructing standards on Tuesday's and teachers will use district provided resources to plan lessons which reach the intent of the standards.

Person Responsible

Christine Rogers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Coaches' common planning agendas and teacher lesson plans.

Action Step 2 5

Professional development will be provided to build teacher content knowledge of the standards to enhance students to reason and justify their answers.

Person Responsible

David Hardrick

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Coaches will provide resources related to the standards, sign-in sheets, and coaches' feedback.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

School based administrators will attend common planning to monitor teachers deconstructing the standards and coaches providing professional development to teachers.

Person Responsible

Christine Rogers

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Common planning agendas.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

School-based leadership team will monitor lesson plans implemented and review how the daily lessons align to the standards

Person Responsible

Christine Rogers

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom observation data and feedback.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Students will produce the desired effect from quality, standards-based instruction.

Person Responsible

David Hardrick

Schedule

On 5/25/2018

Evidence of Completion

Classroom observation data and feedback indicating that 51%+ of students produced the desired effect and 51%+ of students were monitored.

G2.B3.S2 Teachers will plan for what they should "see" and "hear" for students exhibit the extent of the standard. 4

S269096

Strategy Rationale

Teachers need to know when students have misconceptions and challenge students thinking.

Action Step 1 5

School based leadership team will adjust common planning structures to incorporate designated time for teachers to plan what they should "see" and "hear" as it relates to the planned daily HOQ and activities.

Person Responsible

David Hardrick

Schedule

Weekly, from 9/5/2017 to 4/27/2018

Evidence of Completion

Common planning agendas and "see" and "hear" products.

Action Step 2 5

Because teachers are new to the profession and the curriculum resource materials (CRMs) are a new tool, after coaching from instructional coaches, teachers will be able to facilitate planning for what they should "see" and "hear" from students during instruction.

Person Responsible

David Hardrick

Schedule

On 5/31/2018

Evidence of Completion

Common planning agendas.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Observing common planning and reviewing "see" and "hear" products.

Person Responsible

David Hardrick

Schedule

Weekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Lesson plans. HOQ, and related activities.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

School based leadership team will monitor teacher implementation of lessons ensuring they are facilitating planned strategies.

Person Responsible

Christine Rogers

Schedule

Weekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

FASTER walks and observation feedback to determine if 51%+ of students are producing the desired effect from quality, standards-based instruction.

G3. Meadowbrook Middle School will increase participation and performance in accelerated courses. (Division Priority: Ensure career and college readiness). 1

G094749

G3.B2 Scheduling: Same cohort of students participating in acceleration programs because of a lack of proficiency of student body in ELA and Math (i.e., not enough proficient students) 2

B254751

G3.B2.S1 Incorporate 90-minute ELA and Math blocks to transition Grade 6 students to middle school expectations and to close the achievement gap by the time they enter Grade 7. 4

S269097

Strategy Rationale

Grade 6 students are coming from Grade 5 and are used to instruction being delivered in 90-minute blocks. The middle school setting expects the same level of acquisition in 45 minutes. A 90-minute block for students performing below grade level will allow for a smoother transition to middle school expectations.

Action Step 1 5

Create 90-minute block in master schedule

Person Responsible

David Hardrick

Schedule

Daily, from 4/3/2017 to 9/1/2017

Evidence of Completion

Master schedule completed in SMS

Action Step 2 5

Schedule students into appropriate courses

Person Responsible

David Hardrick

Schedule

Daily, from 5/22/2017 to 9/1/2017

Evidence of Completion

Students are enrolled in 90-minutes, advanced courses, and acceleration courses based on FSA data points.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor scheduling of students

Person Responsible

David Hardrick

Schedule

Daily, from 6/28/2017 to 9/1/2017

Evidence of Completion

Results of scheduling of students using Google doc, room list, teacher schedule, master schedule, and student schedule reports.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Growth Monitoring

Person Responsible

David Hardrick

Schedule

Quarterly, from 9/5/2017 to 4/30/2018

Evidence of Completion

Growth monitoring report based on administration per district calendar

G3.B2.S2 Enroll Level 2 students in select advanced and accelerated courses with additional supports (e.g., tutoring, etc.). 4

 S269098

Strategy Rationale

With additional supports, Level 2 students have the opportunity as their proficient peers in advanced and accelerated courses to be successful.

Action Step 1 5

Identify Level 2 students and enroll them into accelerated and or advanced courses and provide them with extra supports beyond the core course (e.g., after-school tutoring, Saturday school, etc.)

Person Responsible

David Hardrick

Schedule

On 9/8/2017

Evidence of Completion

Student schedules and enrollment in extra supports.

Action Step 2 5

Ongoing monitoring of incoming students.

Person Responsible

David Hardrick

Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Student schedules.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Guidance counselors will monitor student schedules and progress of students enrolled in accelerated classes.

Person Responsible

David Hardrick

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Counselors will monitor ProgressBook grade data and report cards.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Counselors will monitor student performance on PMAs.

Person Responsible

David Hardrick

Schedule

Quarterly, from 9/4/2017 to 4/27/2018

Evidence of Completion

Student performance data on district assessments.

G4. Meadowbrook Middle School will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority: Ensure College and career readiness). 1

G094750

G4.B5 Teachers have a lack of understanding of implementing rigorous Florida Standards to deliver standards-based instruction to low-socioeconomic populations. 2

B254758

G4.B5.S1 Teachers will receive ongoing professional development on the instructional delivery framework, which includes bellwork, whole group, small group, collaborative structures, exit slips, and monitoring for student understanding. 4

S269103

Strategy Rationale

Providing ongoing professional development for teachers to become proficient with the instructional delivery framework.

Action Step 1 5

School based leadership team will conduct classroom walk throughs to collect trend data related to standards based instruction, instructional delivery of planned lessons, instructional strategies, and monitoring for students understanding. The data will be used to identify school wide trends and department specific trends to differentiate professional development.

Person Responsible

David Hardrick

Schedule

Biweekly, from 8/14/2017 to 5/1/2018

Evidence of Completion

Sign-in sheets and agendas from professional development. Classroom walk through data from FASTER walks and/or coaching observations.

Action Step 2 5

School based leadership team will coordinate and facilitate instructional rounds. Instructional rounds will provide teachers the opportunity to build their instructional pedagogy.

Person Responsible

David Hardrick

Schedule

Quarterly, from 9/18/2017 to 4/30/2018

Evidence of Completion

Instructional rounds schedule.

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Conduct leadership team meetings to reflect upon trend data to identify school wide and department specific trends. This will ensure professional development is meaningful and addressing current needs of teachers related to the instructional framework, strategies, and monitoring.

Person Responsible

David Hardrick

Schedule

Biweekly, from 8/21/2017 to 5/1/2018

Evidence of Completion

Leadership meeting agendas. Data trends. Professional development calendar and agendas.

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

After professional development is provided to teachers, the school-based leadership team will create a monitoring plan to monitor the implementation of professional development.

Person Responsible

Christine Rogers

Schedule

Biweekly, from 8/28/2017 to 4/30/2018

Evidence of Completion

Leadership team meeting agendas and data from FASTER walk forms and or iObservation coaching feedback.

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Teachers will improve their instructional practices.

Person Responsible

Christine Rogers

Schedule

Biweekly, from 8/28/2017 to 4/30/2018

Evidence of Completion

Data from coaching and informal observations will indicate that teachers are being rated at the applying level because they are using the appropriate instructional strategies without errors, 51%+ of students are being monitored, and 51%+ of students are producing the desired effect.

G4.B5.S2 Teachers will receive ongoing support on standards-based instruction, high-yield strategies, and be provided coaching through a tiered coaching cycle to enhance their knowledge and understanding of standards and instructional strategies to implement standards-based instruction in low-socioeconomic settings. 4

S269104

Strategy Rationale

Building teacher capacity to deconstruct standards to know what to teach and providing coaching on how to teach will increase teacher understanding and ability to provide rigorous, standards-based instruction to increase student achievement.

Action Step 1 5

Based on information gathered from classroom walk-throughs, develop and implement targeted support plans specific to standards-based instruction, high-yield strategies, and provide follow-up coaching through a coaching cycle for core-content areas: English Language Arts, Mathematics, Science, and Social Studies as well as Tier 2 intensive courses (Intensive Reading and Intensive Math) that support the core.

Person Responsible

Christine Rogers

Schedule

On 5/30/2018

Evidence of Completion

Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation, agendas from common planning, and classroom trend data.

Action Step 2 5

Conduct weekly content-area common planning sessions that have a three-day cycle: Day 1: standard deconstruction (what to teach), Day 2: lesson development and implementation (how to teacher it), and Day 3: data review. Common planning sessions shall be facilitated by the school-based leadership team and CP staff.

Person Responsible

David Hardrick

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Sign-in sheets and agendas will be collected. Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation.

Action Step 3 5

Conduct classroom walk-throughs. The school leadership team will conduct classroom walk-throughs looking for specific evidence of teacher implementation and student response to rigorous, standards-based instruction.

Person Responsible

Christine Rogers

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation and or trend walks.

Action Step 4 5

Follow-up with targeted professional development for teachers in the areas of collaborative planning, the instructional delivery framework, small-group instruction, and student rapport and engagement.

Person Responsible

David Hardrick

Schedule

Monthly, from 8/2/2017 to 5/30/2018

Evidence of Completion

PD sign-in sheets and agendas will be collected. Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation.

Plan to Monitor Fidelity of Implementation of G4.B5.S2 6

Conduct daily classroom walk-throughs to collaborate and calibrate to ensure consistency of observation feedback respective to teacher and student evidence (desired effects). This will ensure fidelity of the implementation process because teachers will receive uniformed, consistent feedback for instructional improvement. In addition, the principal and assistant principals will be active participants in PLCs as well as monitor PLCs to ensure fidelity and use of data to inform instruction. Moreover, the frequent classroom walk-throughs, coteaching, and coaching will show evidence of the coaching cycle.

Person Responsible

Christine Rogers

Schedule

Monthly, from 9/5/2017 to 4/30/2018

Evidence of Completion

Observe feedback data will be consistent from observer-to-observer. Observers will demonstrate a thorough understanding of rigorous, standards-based instruction to provide targeted feedback. Hence, teachers will be able to show growth from the targeted feedback, common planning, and professional development.

Plan to Monitor Effectiveness of Implementation of G4.B5.S2 7

To review teacher Instructional data and student response to instruction, the school-based leadership team will collaborate, weekly, with Corrective Programs staff to discuss trends and plan adjustments to professional development, common planning, and the coaching cycle.

Person Responsible

David Hardrick

Schedule

Monthly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Teacher observational data will be collected and reviewed to determine teacher effectiveness respective to the implementation of rigorous, standards-based instruction . Teacher observations need to reflect growth in their instructional practices based on student evidence (desired effects) observed.

G5. Meadowbrook Middle School will decrease out-of-school suspensions by implementing restorative justice into the school-wide discipline plan to foster a safe and caring learning environment students and teachers. (Division Priority: Provide empowering environments) **1**

 G094751

G5.B2 Teachers have a lack of knowledge of proper implementation of restorative justice practices **2**

 B254760

G5.B2.S1 Behavior Team (Assistant Principal, Restorative Justice Coach, and Deans) will provide Restorative Justice professional development to teachers and an additional 8 minutes added to first period to build students' social and moral skills. **4**

 S269106

Strategy Rationale

By providing teachers training and students on-going character education (social and moral skills), out-of-school suspensions will decrease and student time in-school will increase. Restorative Justice and S.A.M.E. have a proven track record when implemented with fidelity in schools with similar demographics as Meadowbrook. Also, a best practice for implementing character education, such as S.A.M.E., is a dedicated daily time for character education.

Action Step 1 **5**

Provide teachers and staff professional development on Restorative Justice (RJ) practices and S.A.M.E.

Person Responsible

Alex Jackson

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Professional development training agenda and materials. Teachers will be observed using skills and best practices learned from trainings.

Action Step 2 5

Restorative Justice (RJ) Coach and deans will monitor implementation of S.A.M.E. and RJ practices

Person Responsible

Alex Jackson

Schedule

Daily, from 9/5/2017 to 5/30/2018

Evidence of Completion

Character education lessons during the dedicated 8 minutes during Period 1. Teachers and students will participate in RJ sessions.

Action Step 3 5

RJ Coach will provide on-going teacher coaching and modeling of RJ sessions and practices

Person Responsible

Angela Griffin-Simmons

Schedule

Monthly, from 9/5/2017 to 4/30/2018

Evidence of Completion

Professional development training agenda and materials. Deans will share information with faculty and staff to enhance discipline procedures based on learning from training.

Action Step 4 5

RJ Coach will facilitate RJ sessions with students

Person Responsible

Angela Griffin-Simmons

Schedule

Weekly, from 9/5/2017 to 4/30/2018

Evidence of Completion

RJ data uploaded to RJ sharepoint from each RJ session

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Classroom walk-throughs will be conducted to ensure fidelity of the RJ program

Person Responsible

Alex Jackson

Schedule

Daily, from 9/5/2017 to 5/30/2018

Evidence of Completion

PD sign-in sheets and agendas will be collected. Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation. Also, in classrooms, administration can observe CHAMPS posted, character education materials posted, S.A.M.E. in lesson plans, and RJ practices utilized.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Review strategies during common planning and identify what's working and what's not working. In addition, the school-based leadership team will collaborate with the CP staff to discuss implementation of RJ and S.A.M.E., discipline data, and trends to plan adjustments for improvement.

Person Responsible

Alex Jackson

Schedule

Biweekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Teacher observations and engagement during common planning will be documented. An increase in student compliant behavior in the classroom and common areas and a decrease in discipline infractions garnering an out-of-school suspension will be observed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1  A359095	Schedule 90-minute block for level 1 students.	Hardrick, David	4/3/2017	Master schedule.	6/30/2017 one-time
G3.B2.S1.MA1  M383714	Monitor scheduling of students	Hardrick, David	6/28/2017	Results of scheduling of students using Google doc, room list, teacher schedule, master schedule, and student schedule reports.	9/1/2017 daily
G3.B2.S1.A1  A359104	Create 90-minute block in master schedule	Hardrick, David	4/3/2017	Master schedule completed in SMS	9/1/2017 daily
G3.B2.S1.A2  A359105	Schedule students into appropriate courses	Hardrick, David	5/22/2017	Students are enrolled in 90-minutes, advanced courses, and acceleration courses based on FSA data points.	9/1/2017 daily
G3.B2.S2.A1  A359106	Identify Level 2 students and enroll them into accelerated and or advanced courses and provide them...	Hardrick, David	8/28/2017	Student schedules and enrollment in extra supports.	9/8/2017 one-time
G1.B1.S2.A1  A359097	Provide teachers targeted professional development on implementation of the rotational model.	Hardrick, David	9/18/2017	Professional development agenda.	9/29/2017 one-time
G1.B1.S2.MA1  M383702	Review weekly minutes from the digital station and growth monitoring data.	Hardrick, David	9/18/2017	iReady weekly report for usage and growth monitoring data as administered.	3/30/2018 weekly
G1.B1.S2.MA1  M383704	Classroom walkthroughs to observe implementation of trainings.	Hardrick, David	9/4/2017	FASTER walk feedback forms.	3/30/2018 biweekly
G1.B1.S2.A2  A359098	Follow up training will be provided to intensive teachers on the rotational model to ensure...	Hardrick, David	10/2/2017	Professional development agenda and/or common planning agenda.	3/30/2018 one-time
G3.MA2  M383718	The guidance team will monitor student schedules.	Hardrick, David	7/24/2017	Students are properly scheduled based on performance indicators.	4/1/2018 biweekly
G2.B3.S2.A1  A359102	School based leadership team will adjust common planning structures to incorporate designated time...	Hardrick, David	9/5/2017	Common planning agendas and "see" and "hear" products.	4/27/2018 weekly
G3.B2.S2.MA1  M383715	Counselors will monitor student performance on PMAs.	Hardrick, David	9/4/2017	Student performance data on district assessments.	4/27/2018 quarterly
G1.MA1  M383705	Data trends from diagnostic and growth monitoring reports and common assessment data will be...	Hardrick, David	9/11/2017	iReady diagnostic student reports and growth monitoring data.	4/30/2018 biweekly
G1.B1.S1.MA1  M383700	School based leadership team will monitor common assessment data and growth monitoring data.	Hardrick, David	9/11/2017	Growth monitoring data from digital software and common assessment data from district created culminating tasks.	4/30/2018 biweekly
G3.B2.S1.MA1  M383713	Growth Monitoring	Hardrick, David	9/5/2017	Growth monitoring report based on administration per district calendar	4/30/2018 quarterly
G4.B5.S1.MA1  M383719	Teachers will improve their instructional practices.	Rogers, Christine	8/28/2017	Data from coaching and informal observations will indicate that teachers are being rated at the applying level because they are using the appropriate instructional strategies without errors, 51%+ of students are being monitored, and 51%+ of students are producing the desired effect.	4/30/2018 biweekly
G4.B5.S1.MA3  M383721	After professional development is provided to teachers, the school-based leadership team will...	Rogers, Christine	8/28/2017	Leadership team meeting agendas and data from FASTER walk forms and or iObservation coaching feedback.	4/30/2018 biweekly
G4.B5.S1.A2  A359109	School based leadership team will coordinate and facilitate instructional rounds. Instructional...	Hardrick, David	9/18/2017	Instructional rounds schedule.	4/30/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.A3 A359117	RJ Coach will provide on-going teacher coaching and modeling of RJ sessions and practices	Griffin-Simmons, Angela	9/5/2017	Professional development training agenda and materials. Deans will share information with faculty and staff to enhance discipline procedures based on learning from training.	4/30/2018 monthly
G5.B2.S1.A4 A359118	RJ Coach will facilitate RJ sessions with students	Griffin-Simmons, Angela	9/5/2017	RJ data uploaded to RJ sharepoint from each RJ session	4/30/2018 weekly
G4.B5.S2.MA1 M383723	Conduct daily classroom walk-throughs to collaborate and calibrate to ensure consistency of...	Rogers, Christine	9/5/2017	Observe feedback data will be consistent from observer-to-observer. Observers will demonstrate a thorough understanding of rigorous, standards-based instruction to provide targeted feedback. Hence, teachers will be able to show growth from the targeted feedback, common planning, and professional development.	4/30/2018 monthly
G4.B5.S1.MA1 M383720	Conduct leadership team meetings to reflect upon trend data to identify school wide and department...	Hardrick, David	8/21/2017	Leadership meeting agendas. Data trends. Professional development calendar and agendas.	5/1/2018 biweekly
G4.B5.S1.A1 A359108	School based leadership team will conduct classroom walk throughs to collect trend data related to...	Hardrick, David	8/14/2017	Sign-in sheets and agendas from professional development. Classroom walk through data from FASTER walks and/or coaching observations.	5/1/2018 biweekly
G2.MA1 M383711	Classroom walk through data.	Hardrick, David	9/11/2017	Classroom walkthrough data will be analyzed to observe if lessons are below grade level, on trajectory, or at the full intent of the standard.	5/4/2018 weekly
G1.B1.S1.A2 A359096	Incorporate the rotation model during intensive block for reading and math (small group teacher...	Hardrick, David	8/28/2017	Classroom walk-through data.	5/4/2018 weekly
G1.B1.S2.MA3 M383703	Review student work.	Duroseau, Wendy	8/28/2017	Student work products from independent stations show evidence of growth with a goal of 80% proficiency.	5/4/2018 weekly
G2.B3.S1.MA1 M383706	Students will produce the desired effect from quality, standards-based instruction.	Hardrick, David	8/21/2017	Classroom observation data and feedback indicating that 51%+ of students produced the desired effect and 51%+ of students were monitored.	5/25/2018 one-time
G2.B3.S1.MA1 M383707	School based administrators will attend common planning to monitor teachers deconstructing the...	Rogers, Christine	8/14/2017	Common planning agendas.	5/25/2018 weekly
G2.B3.S2.MA1 M383709	School based leadership team will monitor teacher implementation of lessons ensuring they are...	Rogers, Christine	9/11/2017	FASTER walks and observation feedback to determine if 51%+ of students are producing the desired effect from quality, standards-based instruction.	5/25/2018 weekly
G2.B3.S2.MA1 M383710	Observing common planning and reviewing "see" and "hear" products.	Hardrick, David	9/11/2017	Lesson plans. HOQ, and related activities.	5/25/2018 weekly
G2.MA2 M383712	Student grades on progress reports and report cards.	Hardrick, David	10/16/2017	Analyze grade distribution report in SMS.	5/30/2018 quarterly
G3.MA1 M383717	The school-based leadership team will analyze student performance data from culminating tasks,...	Hardrick, David	8/14/2017	Student performance and growth monitoring by course type and state assessment type will be reviewed for at-grade-level performance, learning gains, and growth of students in the double-block courses.	5/30/2018 quarterly
G4.MA1 M383724	The school-based leadership team will analyze student performance data from standards mastery,...	Rogers, Christine	8/14/2017	Student performance by course type and state assessment type will be reviewed for at-grade-level performance, learning gains, and growth of the bottom 25%. Teachers will keep student data in data notebooks.	5/30/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA3 M383708	School-based leadership team will monitor lesson plans implemented and review how the daily lessons...	Rogers, Christine	8/14/2017	Classroom observation data and feedback.	5/30/2018 weekly
G5.B2.S1.MA1 M383725	Review strategies during common planning and identify what's working and what's not working. In...	Jackson, Alex	9/5/2017	Teacher observations and engagement during common planning will be documented. An increase in student compliant behavior in the classroom and common areas and a decrease in discipline infractions garnering an out-of-school suspension will be observed.	5/30/2018 biweekly
G5.B2.S1.MA1 M383726	Classroom walk-throughs will be conducted to ensure fidelity of the RJ program	Jackson, Alex	9/5/2017	PD sign-in sheets and agendas will be collected. Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation. Also, in classrooms, administration can observe CHAMPS posted, character education materials posted, S.A.M.E. in lesson plans, and RJ practices utilized.	5/30/2018 daily
G5.B2.S1.A1 A359115	Provide teachers and staff professional development on Restorative Justice (RJ) practices and...	Jackson, Alex	8/14/2017	Professional development training agenda and materials. Teachers will be observed using skills and best practices learned from trainings.	5/30/2018 monthly
G5.B2.S1.A2 A359116	Restorative Justice (RJ) Coach and deans will monitor implementation of S.A.M.E. and RJ practices	Jackson, Alex	9/5/2017	Character education lessons during the dedicated 8 minutes during Period 1. Teachers and students will participate in RJ sessions.	5/30/2018 daily
G1.B1.S2.A3 A359099	Participate in District Professional Learning Community (DPLC) and provide school-based...	Rogers, Christine	9/5/2017	DPLC materials provided at monthly meeting, sign-in sheets from school-based professional development from knowledge shared at DPLC, and agendas from school-based professional development	5/30/2018 monthly
G4.B5.S2.MA1 M383722	To review teacher Instructional data and student response to instruction, the school-based...	Hardrick, David	9/5/2017	Teacher observational data will be collected and reviewed to determine teacher effectiveness respective to the implementation of rigorous, standards-based instruction . Teacher observations need to reflect growth in their instructional practices based on student evidence (desired effects) observed.	5/30/2018 monthly
G4.B5.S2.A1 A359110	Based on information gathered from classroom walk-throughs, develop and implement targeted support...	Rogers, Christine	8/3/2017	Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation, agendas from common planning, and classroom trend data.	5/30/2018 one-time
G4.B5.S2.A2 A359111	Conduct weekly content-area common planning sessions that have a three-day cycle: Day 1: standard...	Hardrick, David	8/14/2017	Sign-in sheets and agendas will be collected. Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation.	5/30/2018 weekly
G4.B5.S2.A3 A359112	Conduct classroom walk-throughs. The school leadership team will conduct classroom walk-throughs...	Rogers, Christine	9/5/2017	Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation and or trend walks.	5/30/2018 weekly
G4.B5.S2.A4 A359113	Follow-up with targeted professional development for teachers in the areas of collaborative...	Hardrick, David	8/2/2017	PD sign-in sheets and agendas will be collected. Teachers can be observed implementing strategies learned and the teacher evidence will be documented in iObservation.	5/30/2018 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.MA1 M383701	School based leadership team will monitor the planning of 90 minute block classes and intensive...	Hardrick, David	8/14/2017	Common planning agendas, lesson plans which include the rotation model, and coaching feedback.	5/31/2018 weekly
G2.B3.S1.A1 A359100	Common planning will focus on deconstructing standards on Tuesday's and teachers will use district...	Rogers, Christine	8/14/2017	Coaches' common planning agendas and teacher lesson plans.	5/31/2018 weekly
G2.B3.S1.A2 A359101	Professional development will be provided to build teacher content knowledge of the standards to...	Hardrick, David	8/28/2017	Coaches will provide resources related to the standards, sign-in sheets, and coaches' feedback.	5/31/2018 quarterly
G2.B3.S2.A2 A359103	Because teachers are new to the profession and the curriculum resource materials (CRMs) are a new...	Hardrick, David	10/2/2017	Common planning agendas.	5/31/2018 one-time
G3.B2.S2.MA1 M383716	Guidance counselors will monitor student schedules and progress of students enrolled in accelerated...	Hardrick, David	8/28/2017	Counselors will monitor ProgressBook grade data and report cards.	5/31/2018 monthly
G3.B2.S2.A2 A359107	Ongoing monitoring of incoming students.	Hardrick, David	9/5/2017	Student schedules.	5/31/2018 quarterly
G5.MA1 M383727	Student discipline data will be reviewed quarterly for trends and progress toward a decrease in...	Jackson, Alex	10/20/2017	Student discipline data indicating a reduction in suspensions	6/30/2018 quarterly

V. Professional Development Opportunities

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

G1. Meadowbrook Middle School will increase ELA and Mathematics learning gains in the bottom 25%.
(Division Priority: Narrow the achievement gaps)

G1.B1 Percent of students below proficiency.

G1.B1.S2 Provide targeted professional development on the rotation model for reading and intensive math classes.

PD Opportunity 1

Provide teachers targeted professional development on implementation of the rotational model.

Facilitator

Leadership team

Participants

Teachers

Schedule

On 9/29/2017

PD Opportunity 2

Follow up training will be provided to intensive teachers on the rotational model to ensure curriculum materials and instructional strategies used in the teacher-led station are appropriate and the students are grouped appropriately.

Facilitator

Coaches

Participants

Teachers

Schedule

On 3/30/2018

PD Opportunity 3

Participate in District Professional Learning Community (DPLC) and provide school-based professional development.

Facilitator

DPLC Members

Participants

Teachers

Schedule

Monthly, from 9/5/2017 to 5/30/2018

G2. Meadowbrook Middle School will increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure Career and College Readiness)

G2.B3 Limited teacher understanding of the depth of the standard.

G2.B3.S1 Teachers will receive ongoing support on standards-based instruction to enhance their knowledge and understanding of the standards.

PD Opportunity 1

Common planning will focus on deconstructing standards on Tuesday's and teachers will use district provided resources to plan lessons which reach the intent of the standards.

Facilitator

Coaches

Participants

Teachers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

Professional development will be provided to build teacher content knowledge of the standards to enhance students to reason and justify their answers.

Facilitator

Coaches and district Program Specialists providing resources during common planning.

Participants

Teachers

Schedule

Quarterly, from 8/28/2017 to 5/31/2018

G4. Meadowbrook Middle School will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority: Ensure College and career readiness).

G4.B5 Teachers have a lack of understanding of implementing rigorous Florida Standards to deliver standards-based instruction to low-socioeconomic populations.

G4.B5.S1 Teachers will receive ongoing professional development on the instructional delivery framework, which includes bellwork, whole group, small group, collaborative structures, exit slips, and monitoring for student understanding.

PD Opportunity 1

School based leadership team will conduct classroom walk throughs to collect trend data related to standards based instruction, instructional delivery of planned lessons, instructional strategies, and monitoring for students understanding. The data will be used to identify school wide trends and department specific trends to differentiate professional development.

Facilitator

Leadership team

Participants

Teachers

Schedule

Biweekly, from 8/14/2017 to 5/1/2018

PD Opportunity 2

School based leadership team will coordinate and facilitate instructional rounds. Instructional rounds will provide teachers the opportunity to build their instructional pedagogy.

Facilitator

Leadership team

Participants

Teachers

Schedule

Quarterly, from 9/18/2017 to 4/30/2018

G4.B5.S2 Teachers will receive ongoing support on standards-based instruction, high-yield strategies, and be provided coaching through a tiered coaching cycle to enhance their knowledge and understanding of standards and instructional strategies to implement standards-based instruction in low-socioeconomic settings.

PD Opportunity 1

Based on information gathered from classroom walk-throughs, develop and implement targeted support plans specific to standards-based instruction, high-yield strategies, and provide follow-up coaching through a coaching cycle for core-content areas: English Language Arts, Mathematics, Science, and Social Studies as well as Tier 2 intensive courses (Intensive Reading and Intensive Math) that support the core.

Facilitator

School-Based Academic Coaches and CP Staff

Participants

Teacher

Schedule

On 5/30/2018

PD Opportunity 2

Conduct weekly content-area common planning sessions that have a three-day cycle: Day 1: standard deconstruction (what to teach), Day 2: lesson development and implementation (how to teacher it), and Day 3: data review. Common planning sessions shall be facilitated by the school-based leadership team and CP staff.

Facilitator

Academic Coaches

Participants

Teachers

Schedule

Weekly, from 8/14/2017 to 5/30/2018

PD Opportunity 3

Follow-up with targeted professional development for teachers in the areas of collaborative planning, the instructional delivery framework, small-group instruction, and student rapport and engagement.

Facilitator

School-Based Academic Coaches and CP Staff

Participants

Teachers

Schedule

Monthly, from 8/2/2017 to 5/30/2018

G5. Meadowbrook Middle School will decrease out-of-school suspensions by implementing restorative justice into the school-wide discipline plan to foster a safe and caring learning environment students and teachers. (Division Priority: Provide empowering environments)

G5.B2 Teachers have a lack of knowledge of proper implementation of restorative justice practices

G5.B2.S1 Behavior Team (Assistant Principal, Restorative Justice Coach, and Deans) will provide Restorative Justice professional development to teachers and an additional 8 minutes added to first period to build students' social and moral skills.

PD Opportunity 1

Provide teachers and staff professional development on Restorative Justice (RJ) practices and S.A.M.E.

Facilitator

School-Based Discipline Team

Participants

Faculty and Leadership Team

Schedule

Monthly, from 8/14/2017 to 5/30/2018

PD Opportunity 2

RJ Coach will provide on-going teacher coaching and modeling of RJ sessions and practices

Facilitator

District Personnel

Participants

Deans and Restorative Justice Coach

Schedule

Monthly, from 9/5/2017 to 4/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Schedule 90-minute block for level 1 students.	\$0.00
2	G1.B1.S1.A2	Incorporate the rotation model during intensive block for reading and math (small group teacher lead, independent station, and digital station) to address student deficiencies.	\$0.00
3	G1.B1.S2.A1	Provide teachers targeted professional development on implementation of the rotational model.	\$0.00
4	G1.B1.S2.A2	Follow up training will be provided to intensive teachers on the rotational model to ensure curriculum materials and instructional strategies used in the teacher-led station are appropriate and the students are grouped appropriately.	\$0.00
5	G1.B1.S2.A3	Participate in District Professional Learning Community (DPLC) and provide school-based professional development.	\$0.00
6	G2.B3.S1.A1	Common planning will focus on deconstructing standards on Tuesday's and teachers will use district provided resources to plan lessons which reach the intent of the standards.	\$0.00
7	G2.B3.S1.A2	Professional development will be provided to build teacher content knowledge of the standards to enhance students to reason and justify their answers.	\$0.00
8	G2.B3.S2.A1	School based leadership team will adjust common planning structures to incorporate designated time for teachers to plan what they should "see" and "hear" as it relates to the planned daily HOQ and activities.	\$0.00
9	G2.B3.S2.A2	Because teachers are new to the profession and the curriculum resource materials (CRMs) are a new tool, after coaching from instructional coaches, teachers will be able to facilitate planning for what they should "see" and "hear" from students during instruction.	\$0.00
10	G3.B2.S1.A1	Create 90-minute block in master schedule	\$0.00
11	G3.B2.S1.A2	Schedule students into appropriate courses	\$0.00
12	G3.B2.S2.A1	Identify Level 2 students and enroll them into accelerated and or advanced courses and provide them with extra supports beyond the core course (e.g., after-school tutoring, Saturday school, etc.)	\$0.00
13	G3.B2.S2.A2	Ongoing monitoring of incoming students.	\$0.00
14	G4.B5.S1.A1	School based leadership team will conduct classroom walk throughs to collect trend data related to standards based instruction, instructional delivery of planned lessons, instructional strategies, and monitoring for students understanding. The data will be used to identify school wide trends and department specific trends to differentiate professional development.	\$0.00
15	G4.B5.S1.A2	School based leadership team will coordinate and facilitate instructional rounds. Instructional rounds will provide teachers the opportunity to build their instructional pedagogy.	\$0.00

16	G4.B5.S2.A1	Based on information gathered from classroom walk-throughs, develop and implement targeted support plans specific to standards-based instruction, high-yield strategies, and provide follow-up coaching through a coaching cycle for core-content areas: English Language Arts, Mathematics, Science, and Social Studies as well as Tier 2 intensive courses (Intensive Reading and Intensive Math) that support the core.				\$0.00
17	G4.B5.S2.A2	Conduct weekly content-area common planning sessions that have a three-day cycle: Day 1: standard deconstruction (what to teach), Day 2: lesson development and implementation (how to teacher it), and Day 3: data review. Common planning sessions shall be facilitated by the school-based leadership team and CP staff.				\$0.00
18	G4.B5.S2.A3	Conduct classroom walk-throughs. The school leadership team will conduct classroom walk-throughs looking for specific evidence of teacher implementation and student response to rigorous, standards-based instruction.				\$0.00
19	G4.B5.S2.A4	Follow-up with targeted professional development for teachers in the areas of collaborative planning, the instructional delivery framework, small-group instruction, and student rapport and engagement.				\$0.00
20	G5.B2.S1.A1	Provide teachers and staff professional development on Restorative Justice (RJ) practices and S.A.M.E.				\$75,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Meadowbrook Middle	Title I, Part A		\$75,000.00
Notes: Cost for ULLC						
21	G5.B2.S1.A2	Restorative Justice (RJ) Coach and deans will monitor implementation of S.A.M.E. and RJ practices				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Meadowbrook Middle	Title I, Part A		\$60,000.00
Notes: Cost for RJ Coach						
22	G5.B2.S1.A3	RJ Coach will provide on-going teacher coaching and modeling of RJ sessions and practices				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1241 - Meadowbrook Middle	General Fund		\$1,000.00
23	G5.B2.S1.A4	RJ Coach will facilitate RJ sessions with students				\$0.00
					Total:	\$136,000.00