Meadowbrook Middle

2021-22 Schoolwide Improvement Plan

Table of Contents

Meadowbrook Middle

6000 NORTH LN, Orlando, FL 32808

https://meadowbrookms.ocps.net/

Demographics

Principal: John Miller

Start Date for this Principal: 6/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (41%) 2016-17: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Meadowbrook Middle

6000 NORTH LN, Orlando, FL 32808

https://meadowbrookms.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hardrick, David	Principal	The principal is visible in the school community and recognized as the educational leader. The principal responds to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. The principal models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks, while managing all operations and functions of the school consistent with district goals. In addition, the principal develops and administers policies that provide a safe and effective learning environment. The principal uses a variety of problem-solving techniques and decision making skills to resolve problems. Moreover, the principal communicates and interacts effectively with all stakeholders in the community. The principal develops leadership in subordinates. For day-to-day operations, the principal is responsible for overseeing the acceleration program, school budget, City Year, data management, district professional learning community (DPLC), English Language Arts (ELA), Elevate Orlando, house system, positive behavior intervention system (PBIS), professional development, SAC-SIP, staff handbook, Teach for America, teacher of the year (TOY) and support person of the year (SPOY), and workers compensation.
Duroseau, Wendy	Instructional Coach	The instructional coach works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. The instructional coach supports teachers in building capacity, so teachers can provide high-quality instruction that is standards-based. The instructional coach participates in a cooperative effort with faculty and staff to plan, implement, and evaluate programs for continuing school improvement. In addition, the instructional coach participates in and leads professional growth activities focused on the acquisition of new skills and knowledge as well as improving teaching capacity. Moreover, the instructional coach diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction, coaching cycles, and professional development based on the developmental stages of students and teachers. The instructional coach utilizes technology and current research in instruction and capacity building activities. The instructional coach analyzes student and teacher progress on a regular basis. For day-to-day operations, the instructional coach oversees college volunteers, ESOL compliance, professional development, new and beginning teacher induction program, and school-wide testing.
Griffin, Chadwick	Dean	The dean assists with the daily operation of the school, specifically in the areas of attendance, behavior, and disciplinary prevention and intervention services with an emphasis on Restorative Justice and positive behavioral interventions. The dean is responsible for monitoring and enhancing the quality of student life and focuses on events and activities to build student morale. The dean proactively and effectively communicates with parents. For day-to-day operations, the dean oversees the Border House for the house system, Grade 6 discipline, school-wide positive behavior intervention system (PBIS), and supports the Reading Department.

Name	Position Title	Job Duties and Responsibilities
King, Leslie	Instructional Coach	The instructional coach works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. The instructional coach supports teachers in building capacity, so teachers can provide high-quality instruction that is standards-based. In addition, the instructional coach participates in and leads professional growth activities focused on the acquisition of new skills and knowledge as well as improving teaching capacity. Moreover, the instructional coach diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction, coaching cycles, and professional development based on the developmental stages of students and teachers. The instructional coach utilizes technology and current research in instruction and capacity building activities. The instructional coach evaluates student and teacher progress on a regular basis. For day-to-day operations, the instructional coach oversees the Math departments and wellness program.
Washington, Ronald	Dean	The dean assists with the daily operation of the school, specifically in the areas of attendance, behavior, and disciplinary prevention and intervention services with an emphasis on Restorative Justice and positive behavioral interventions. The dean is responsible for monitoring and enhancing the quality of student life and focuses on events and activities to build student morale. The dean proactively and effectively communicates with parents. For day-to-day operations, the dean oversees Civics, college day tour series, Grade 8 discipline, G8 end-of-year (EOY) activities, and the Panther House for the house system.
Williams, Andreaus	Dean	The dean assists with the daily operation of the school, specifically in the areas of attendance, behavior, and disciplinary prevention and intervention services with an emphasis on Restorative Justice and positive behavioral interventions. The dean is responsible for monitoring and enhancing the quality of student life and focuses on events and activities to build student morale. The dean proactively and effectively communicates with parents. For day-to-day operations, the dean oversees CHAMPS implementation, Grade 7 discipline, supports the Science department, and the Priests House for the house system.
Miller, John	Assistant Principal	The assistant principal manages the daily operations and functions of the school consistent with district goals. In addition, the assistant principal diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction. The assistant principal manifests a professional code of ethics and values and responds to internal and external customers in a timely, accurate, courteous, and empathetic manner representing OCPS in a positive light. The assistant principal models the routine, intentional and effective use of technology in daily work, including communications, organization, and management tasks. The assistant principal administers policies that provide a safe and effective learning environment and communicates the school's vision,

Name	Position Title	Job Duties and Responsibilities
		mission, and priorities to the community. The assistant principal communicates and interacts effectively with all stakeholders in the community. Moreover, the assistant principal supervises and assesses teachers and staff on their performance and responsibilities in the achievement of school and district goals. The assistant principal develops and implements a school-based induction plan to meet the needs of teachers in the OCPS comprehensive new teacher induction program and provides coaching and professional development to build teacher capacity. The assistant principal develops leadership in subordinates. For day-to-day operations, the assistant principal oversees attendance (truancy), clinic operations, English Speakers of Other Language (ESOL) services, exceptional student education (ESE) services, foster care, front office and customer service, health screenings, implementation of social-emotional learning (SEL), student mentoring initiatives, multitiered system of supports (MTSS), registration, Section 504, Social Studies Department, Title 1, and tutoring services.
Jackson, Desiree	School Counselor	The guidance counselors work with students individually, in small groups, and within the classroom setting to support and assist them in their academic, social, emotional, and personal development. The guidance counselor is the liaison between students, parents, and administrators. The guidance counselor acts as an advocate for students' well-being, and as valuable resources for their educational advancement. For day-to-day operations, the guidance counselor oversees Grade 6 students: A-M, Grade 7 students, Model 3 Cohort 5, the Priests House for house system, teaches social skills groups, and truancy.
Williams, Robin	School Counselor	The guidance counselors work with students individually, in small groups, and within the classroom setting to support and assist them in their academic, social, emotional, and personal development. The guidance counselor is the liaison between students, parents, and administrators. The guidance counselor acts as an advocate for students' well-being, and as valuable resources for their educational advancement. For day-to-day operations, the guidance counselor oversees Grade 6 students: N-Z, Grade 8 students, homeless education, Model 3 Cohort 4, the Panther House for house system, and teaches social skills groups.
Sharpe, Janet	Other	The media specialist works with audio-visual equipment and facilitates professional development on how to use various multimedia and recording equipment for presentations, classroom lectures, and or meetings. Also, the media specialist is the custodian for the digital implementation. For day-to-day operations, the media specialist oversees Accelerated Reader, digital devices, gifted services, media center operations and services, textbook inventory, device Inventory, and Title I. In addition, the media specialist is the backup testing coordinator.

Name	Position Title	Job Duties and Responsibilities
Jordan, Larvarn	Staffing Specialist	The staffing specialist coordinates special education meetings, ensures implementation of exceptional student education services, and provides support and training to teachers on educating students with disabilities. The staffing specialist ensures the school is compliant with individual education plans. Moreover, the staffing specialist provides a wide variety of secretarial support to assigned administrator and department by establishing and maintaining special education records. For day-to-day operations, the staff specialist oversees best practices for inclusive education (BPIE) implementation, exceptional student education services and compliance, itinerant staff, and supports multitiered system of supports (MTSS) implementation.
Codner, Courtney	Teacher, K-12	The lead teacher works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. In addition, the lead teacher participates in and leads professional growth activities focused on the acquisition of new skills and knowledge as well as improving teaching capacity. Moreover, the lead teacher diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction, coaching cycles, and professional development based on the developmental stages of students and teachers. The lead teacher utilizes technology and current research in instruction and capacity building activities. The lead teacher analyzes student and teacher progress on a regular basis. For day-to-day operations, the lead teacher supports the assistant principal in leading the Social Studies department, coteaches, and implements coaching cycles.
Agbonkhese, Claudette	Assistant Principal	The assistant principal manages the daily operations and functions of the school consistent with district goals. In addition, the assistant principal diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction. The assistant principal manifests a professional code of ethics and values and responds to internal and external customers in a timely, accurate, courteous, and empathetic manner representing OCPS in a positive light. The assistant principal models the routine, intentional and effective use of technology in daily work, including communications, organization, and management tasks. The assistant principal administers policies that provide a safe and effective learning environment and communicates the school's vision, mission, and priorities to the community. The assistant principal communicates and interacts effectively with all stakeholders in the community. Moreover, the assistant principal supervises and assesses teachers and staff on their performance and responsibilities in the achievement of school and district goals. The assistant principal develops and implements a school-based induction plan to meet the needs of teachers in the OCPS comprehensive new teacher induction program and provides coaching and professional development to build teacher capacity. The assistant principal develops leadership in subordinates. For day-to-day operations, the assistant principal oversees awards ceremonies, career and professional education (CAPE), Character Lab implementation,

Name	Position Title	Job Duties and Responsibilities
		Cognia-Panorama coordinator, reporting of full-time equivalency (FTE), guidance services, homeless education, custodian of the master schedule, Math Department, Minority Achievement Office (MAO) point-of-contact, progression of overage students, testing, Title IX, and yearbook.
Nelson, Ronalda	Instructional Coach	The instructional coach works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. The instructional coach supports teachers in building capacity, so teachers can provide high-quality instruction that is standards-based. In addition, the instructional coach participates in and leads professional growth activities focused on the acquisition of new skills and knowledge as well as improving teaching capacity. Moreover, the instructional coach diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction, coaching cycles, and professional development based on the developmental stages of students and teachers. The instructional coach utilizes technology and current research in instruction and capacity building activities. The instructional coach evaluates student and teacher progress on a regular basis. For day-to-day operations, the instructional coach oversees the English Language Arts and Reading departments, athletics, and school newsletter.
Worrell, Sonya	Other	The safe coordinator provides an appropriate educational atmosphere that encourages positive student learning. For day-to-day operations, the safe coordinator oversees mental health services, leads the threat assessment team, teaches social skills groups, and Section 504.

Demographic Information

Principal start date
Sunday 6/9/2019, John Miller

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
73

Total number of students enrolled at the school
949

Identify the number of instructional staff who left the school during the 2020-21 school year.
13

Identify the number of instructional staff who joined the school during the 2021-22 school year.
26

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	354	331	349	0	0	0	0	1034
Attendance below 90 percent	0	0	0	0	0	0	111	186	211	0	0	0	0	508
One or more suspensions	0	0	0	0	0	0	29	33	6	0	0	0	0	68
Course failure in ELA	0	0	0	0	0	0	21	23	70	0	0	0	0	114
Course failure in Math	0	0	0	0	0	0	24	35	99	0	0	0	0	158
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	96	85	102	0	0	0	0	283
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	62	78	96	0	0	0	0	236
Number of students with a substantial reading deficiency	0	0	0	0	0	0	96	85	102	0	0	0	0	283

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	89	122	171	0	0	0	0	382

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	4	7	5	0	0	0	0	16

Date this data was collected or last updated
Tuesday 7/20/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	366	350	279	0	0	0	0	995
Attendance below 90 percent	0	0	0	0	0	0	66	121	126	0	0	0	0	313
One or more suspensions	0	0	0	0	0	0	20	68	53	0	0	0	0	141
Course failure in ELA	0	0	0	0	0	0	24	75	39	0	0	0	0	138
Course failure in Math	0	0	0	0	0	0	33	114	132	0	0	0	0	279
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	91	112	104	0	0	0	0	307
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	89	105	87	0	0	0	0	281

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	98	157	155	0	0	0	0	410

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	9	9	11	0	0	0	0	29

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	366	350	279	0	0	0	0	995
Attendance below 90 percent	0	0	0	0	0	0	66	121	126	0	0	0	0	313
One or more suspensions	0	0	0	0	0	0	20	68	53	0	0	0	0	141
Course failure in ELA	0	0	0	0	0	0	24	75	39	0	0	0	0	138
Course failure in Math	0	0	0	0	0	0	33	114	132	0	0	0	0	279
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	91	112	104	0	0	0	0	307
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	89	105	87	0	0	0	0	281

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	98	157	155	0	0	0	0	410

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	9	9	11	0	0	0	0	29

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				23%	52%	54%	24%	52%	53%
ELA Learning Gains				35%	52%	54%	32%	50%	54%
ELA Lowest 25th Percentile				32%	45%	47%	33%	42%	47%
Math Achievement				30%	55%	58%	33%	53%	58%
Math Learning Gains				40%	55%	57%	41%	51%	57%
Math Lowest 25th Percentile				44%	50%	51%	35%	44%	51%
Science Achievement				29%	51%	51%	36%	51%	52%
Social Studies Achievement				49%	67%	72%	47%	68%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	23%	52%	-29%	54%	-31%
Cohort Comparison						
07	2021					
	2019	22%	48%	-26%	52%	-30%
Cohort Comparison		-23%				
08	2021					
	2019	22%	54%	-32%	56%	-34%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	26%	43%	-17%	55%	-29%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	21%	49%	-28%	54%	-33%
Cohort Comparison		-26%				
08	2021					
	2019	9%	36%	-27%	46%	-37%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	29%	49%	-20%	48%	-19%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	48%	66%	-18%	71%	-23%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	63%	19%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	53%	29%	57%	25%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Meadowbrook Middle School used the iReady Diagnostic to monitor English Language Arts and Mathematics in the Fall, Winter, and Spring. The Performance Matters Assessment is used to monitor Civics and Science in the Fall, Winter, and Spring.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	21	23
	Economically Disadvantaged	17	21	21
	Students With Disabilities	0	0	4
	English Language Learners	0	0	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	14	20
	Economically Disadvantaged	7	14	19
	Students With Disabilities	1	0	6
	English Language Learners	0	0	4

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	20	25
	Economically Disadvantaged	18	20	25
	Students With Disabilities	4	2	4
	English Language Learners	0	0	6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	16	20
	Economically Disadvantaged	14	16	20
	Students With Disabilities	0	0	5
	English Language Learners	6	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	34	46
	Economically Disadvantaged	36	32	46
	Students With Disabilities	10	12	13
	English Language Learners	12	6	18

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	24	37
	Economically Disadvantaged	17	24	37
	Students With Disabilities	2	7	20
	English Language Learners	6	0	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	30	35
	Economically Disadvantaged	20	29	33
	Students With Disabilities	2	20	15
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14	28	29
	Economically Disadvantaged	13	27	29
	Students With Disabilities	5	2	10
	English Language Learners	0	6	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	4	21	18	8	20	20	4				
ELL	13	38	42	21	29	39	12	32	64		
BLK	25	35	33	25	29	30	22	40	56		
HSP	26	44	31	27	29	45	29	29	80		
WHT	45	40		31	36						
FRL	24	35	29	24	28	31	25	34	58		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	4	23	28	5	25	32	3	21			
ELL	16	33	32	21	41	49	20	44	86		
ASN	64	62		64	77						
BLK	22	34	31	29	39	44	27	48	84		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	25	36	35	30	41	50	26	46	72		
WHT	17	41		35	31						
FRL	22	33	31	28	38	44	29	47	82		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	4	29	29	3	19	22	10	10			
ELL	15	39	37	27	43	33	31	37	89		
ASN	67	54		58	54						
BLK	22	32	33	31	40	35	34	45	89		
HSP	27	37	31	43	52	30	45	48	91		
WHT	25	35		35	32						
FRL	23	31	31	33	41	35	36	47	90		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	24
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As a grade level, Grades 6 and 7 experienced single-digit growth from the beginning of the year (BOY) diagnostic to the end of the year diagnostic (EOY) in English Language Arts (ELA) and Math while Grade 8 experienced double-digit growth in ELA and Math. Economically disadvantaged students performed in alignment with grade-level performance. However, students with disabilities (SWD) and English language learners (ELL) demonstrated significant deficits and experienced no to minimum growth in Grades 6 and 7 in ELA and Math. However, SWDs in Grade 8 showed double-digit growth in ELA and Math while Grade 8 ELLs only showed growth in ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 Florida Standards Assessment (FSA) in comparison with progress monitoring data for 2021, a significant drop in performance occurred in Math and SWDs continued show minimum or no growth. Math, school-wide, and the SWD subgroup demonstrate the greatest need for improvement when comparing 2019 student performance with 2021 progress monitoring data.

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

A major contributing factor was March 2020 interruption in teaching and learning caused by the COVID-19 pandemic. The impact of COVID-19 on the teaching and learning process continued into the 2020-2021 school year. The new action that Meadowbrook Middle School (MMS) will take to address this need for improvement is providing instruction with a accelerate don't remediate framework. In addition, students in Intensive Math classes will have a smaller teacher-to-student ratio by having two teachers in the classroom. Moreover, support facilitators will support based on content area versus grade level, so the support facilitator can attend common planning to garner a deeper understanding of the content to support SWDs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Grade 8 ELA showed the most improvement. On 2019 FSA, Grade 8 ELA was 22% proficient. On 2021 progress monitoring data, Grade 8 ELA was 37% proficient.

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

During the 2020-2021 school year, the ELA Department implemented an increased focus on teachers modeling lessons versus the content lead during common planning. In addition, a stronger focus on identifying student misconceptions during common planning and discussing ways to mitigate misconceptions was implemented. Moreover, consistent professional development on standards-based instruction (SBI) and monitoring was implemented. Grade 8 teachers in ELA exhibited greater growth during common planning in SBI, monitoring, and addressing student misconceptions.

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

The leadership team will need to champion an intense focus on the accelerate don't remediate instructional framework, continue honing teacher pedagogical practices respective to SBI and monitoring, and support increased authentic student engagement. In addition, a school-wide initiative will be implemented to incorporate literacy strategies across content areas including electives. In fact, electives teachers will have common planning to ensure purposeful incorporation of literacy strategies in their instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will receive PD on the accelerate don't remediate instructional model during pre-preplanning and preplanning. Throughout the school year, PD will be provided on SBI, monitoring, authentic student engagement, and literacy strategies supported by social-emotional learning guided by a book study on "Learning by Doing: A Handbook for Professional Learning Communities at Work" by DuFour, DuFour, Eaker, Many, and Mattos.

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

Each month, MMS will rate the school's progress on the indicators of a professional learning community as delineated in "Learning by Doing: A Handbook for Professional Learning Communities at Work" by DuFour, DuFour, Eaker, Many, and Mattos. The goal is for MMS to reach the rating of sustaining for each indicator to ensure sustainability of improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	In response to the aftermath of the COVID-19 pandemic, Meadowbrook Middle School will increase and sustain student proficiency through an acceleration model in English Language Arts, Mathematics, Science, and Social Studies with high-quality, differentiated, standards-based instruction infused with authentic-cognitive engagement and literacy strategies that are monitored with fidelity.
Measurable Outcome:	By June 30, 2022, student proficiency in English Language Arts will be 36%(13% increase), 40% in Math (10% increase), 60% in Science (31% increase), and 60% in Social Studies (11% increase) as well as 100% of teachers will provide standards-based instruction.
Monitoring:	Instruction will be monitored daily using the district-wide classroom walk-through tool to identify instructional trends. Student performance will be monitored using daily formative assessments (e.g., exit slips), summative assessments at the end of each unit (common assessments), and diagnostic assessments in the Fall, Winter, and Spring.
Person responsible for monitoring outcome:	David Hardrick (david.hardrick@ocps.net)
Evidence-based Strategy:	Teachers will participate in the professional development (PD) on providing high-quality, differentiated, standards-based instruction (SBI). In addition, Meadowbrook will continue with its school-wide initiative for a universal approach to common planning. In addition, Meadowbrook leadership has established a common definition for "coming prepared to common planning." In addition, timing of common planning activities has been standardized for the 2021-2022 school year.
Rationale for Evidence-based Strategy:	Studies show that there needs be a strong focus on PD-to-practice transfer. After teachers participate in PD on high-quality, differentiated, SBI, the MMS universal approach to common planning will focus on the PD-to-practice transfer for SBI. Research increasingly documents the benefits of PD on SBI and effective use of common planning. Schools with effective common planning whom meet a minimum of three-to-four times a week that focuses on SBI and a collective approach to learning experience higher student achievement gains, as measured by state Math and reading test scores, compared with schools with less frequent or no CP (Flowers et al., 2000). "Common planning is a linchpin practice in transforming secondary schools" (Legters, Adams, & Williams, 2012, 1).

Action Steps to Implement

Train leadership team and teachers on standards-based instruction (SBI) with the accelerate, don't remediate model, monitoring, authentic-cognitive engagement, and incorporating literacy strategies as well as the common definition (expectation) for coming to common planning prepared to ensure a consistent, universal approach.

Person Responsible	David Hardrick (david.hardrick@ocps.net)

Train leadership team on universal common planning agenda that now includes timing for common planning activities.

Person Responsible	David Hardrick (david.hardrick@ocps.net)

Train teachers on MMS universal common planning agenda.

Person Responsible	John Miller (john.miller2@ocps.net)

Engage in common planning three-times a week: what day, how day (1), and how day (2). After each assessment, the second how day will be used for a data meeting.

Person Responsible   David Hardrick (david.hardrick@ocps.net)

Teachers implement standards-based instruction and exhibit PD-to-practice transfer from common planning.

Person Responsible   David Hardrick (david.hardrick@ocps.net)

Leadership team monitors instruction and provides actionable feedback.

Person Responsible   David Hardrick (david.hardrick@ocps.net)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Through targeted interventions, Meadowbrook Middle School will continue to close the achievement gap and increase student achievement through the multitiered system of supports process that encompasses academic, behavioral, and social-emotional supports for students. A review of EWS indicators revealed that academic and support interventions are needed. Currently, truancy continues to be an area of concern for Meadowbrook Middle School students. For students to take advantage of interventions for differentiation, they must be in attendance.
Measurable Outcome:	By June 30, 2022, Meadowbrook Middle School truancy rate will be reduced to 15%, which will allow teachers to provide consistent differentiated instruction to students and increase learning gains in English Language Arts and Mathematics.
Monitoring:	Attendance will be monitored daily using the attendance reports function in Skyward. The OCPS truancy process will be implemented and monitored weekly by the assistance principal that oversees truancy for program implementation with fidelity.
Person responsible for monitoring outcome:	Claudette Agbonkhese (claudette.agbonkhese@ocps.net)
Evidence-based Strategy:	MMS will engage stakeholders in training on MTSS and implementing MTSS school-wide to support student participation academic interventions by attending to supporting areas. Based on MTSS, before determining that a student has a learning disability, the school team needs to ensure that the 14 influential-exclusionary factors are addressed. Attendance is one of the 14 influential-exclusionary factors.
Rationale for Evidence-based Strategy:	Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Research shows that attendance is an important factor in student achievement. Poor attendance has serious implications for later outcomes as well. Chronic absenteeism not only affects student achievement, it can affect a student's attitude and behavior at school. When a student has attendance issues, achievement issues and behavior issues it increases their risk of dropping out of school.

Action Steps to Implement

Train leadership team and teachers on MTSS.

Person Responsible	John Miller (john.miller2@ocps.net)

Train leadership team and teachers on truancy process.

Person Responsible	John Miller (john.miller2@ocps.net)

Implement comprehensive truancy process with internal and external stakeholders that includes incentives for coming to school each day, on-time.

Person Responsible	John Miller (john.miller2@ocps.net)

Implement PBIS (incentive program) for attendance.

Person Responsible	John Miller (john.miller2@ocps.net)

Implement targeted Tier 2 and Tier 3 interventions in ELA and MTH for bottom 25%.

Person Responsible David Hardrick (david.hardrick@ocps.net)

Monitor student attendance weekly and conduct biweekly check-ins to monitor progress of students in the truancy process.

Person Responsible John Miller (john.miller2@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	With the infusion of social-motional learning curriculum, Meadowbrook Middle School will continue to foster the culture of a professional learning community with a student-centered climate that supports academic, behavioral, and mental health for students, staff, and parents through culturally sensitive instruction, implementation of CHAMPS and the school house system, and community engagement.
Measurable Outcome:	By June 30, 2022, Meadowbrook Middle School will rate at the developing level or higher on 85% of the PLC indicators delineated in "Learning by Doing."
Monitoring:	Each month, staff (school-wide) will rate Meadowbrook's implementation using the PLC indicators. The data will be collected electronically using a Google form and shared and reviewed with staff.
Person responsible for monitoring outcome:	David Hardrick (david.hardrick@ocps.net)
Evidence-based Strategy:	Meadowbrook Middle School will continue its implementation of school-wide professional learning communities indicators based on the book study started in 2020-2021 using Learning by Doing: A Handbook for Professional Learning Communities at Work written by DuFour, DuFour, Eaker, Many, and Mattos.
Rationale for Evidence-based Strategy:	Using the same skills of collective inquiry, inclusion of SEL strategies, action research and a strong commitment to collaboration, teachers in a PLC can help students develop essential life skills in the same way that they learn core academic subjects. PLCs allow educators opportunities to directly improve teaching and learning. A PLC culture gives teachers the ability to share student progress, and when the data is shared across grade levels within the building, educators and administrators take ownership of every child's education. In addition to seeing their own skills grow, teachers in PLCs are more committed to the school itself because of their growing relationships with their colleagues. PLC environments have been shown to give teachers more satisfaction, higher morale, and lower rates of absenteeism. This type of environment is able to be culturally responsive to student needs.

Action Steps to Implement

Provide refresher professional development session for returning teachers and initial training for teachers new to Meadowbrook using Learning by Doing: A Handbook for Professional Learning Communities.

Person Responsible	David Hardrick (david.hardrick@ocps.net)

Provide refresher professional development session for returning teachers and initial training for teachers new to Meadowbrook on the house system and RCA strategies.

Person Responsible	David Hardrick (david.hardrick@ocps.net)

Provide refresher professional development session for returning teachers and initial training for teachers new to Meadowbrook on the school SEL implementation plan.

Person Responsible	David Hardrick (david.hardrick@ocps.net)

Conduct monthly monitorings of school-wide implemetation of PLC practices from the Learning by Doing bookstudy using the PLC indicators.

| **Person Responsible** | David Hardrick (david.hardrick@ocps.net) |

Conduct bimonthly Stop Everything and Chat sessions for SEL implementation plan.

| **Person Responsible** | David Hardrick (david.hardrick@ocps.net) |

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Meadowbrook Middle School will pursue scheduling zero periods or Period 8 classes to provide remediation opportunities for students. Level 1 students will be scheduled into Intensive Reading and Intensive Math courses for in-school Tier II interventions. The students will be scheduled Level 1 bottom 25%, high Level 1, Level 2, and bubble Level 2 groups, so targeted instruction can be provided in a homogeneous setting for Tier II remediation. This will allow for easy scheduling of Tier III remediation needs when the time comes. In addition, if funds are available, to provide more frequent in-school remediation and tutoring, tutors will be hired to staff Intensive Reading, Intensive Math, and ELA courses with an additional person.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Meadowbrook Middle School will address building positive school culture and environment by continuing with a student centered climate that supports academic, behavioral, and social-emotional learning for students, staff, and parents through culturally sensitive instruction, implementation of CHAMPS and house system, and infusion of SEL curriculum. Likewise, with the internal and external community support of civic organizations such as fraternities, sororities, church groups, and service organizations such as AmeriCorp's City Year, United Way, and Elevate Orlando we can continue the work of sustaining a positive school culture and environment by educating the whole child through academics and mentorship in addition to supporting the diverse needs of our families.

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

The academic support stakeholders are the principal, assistant principals, and instructional coaches. The behavior support stakeholders are the deans. The social-emotional learning stakeholders are the guidance counselors and SAFE coordinator. The CHAMPS lead is the Grade 7 dean. The house system lead is the principal. The infusion of SEL curriculum is the DPLC school-site team. The SAFE coordinator and secondary engagement liaison are the community support stakeholders. The principal is the stakeholder that coordinates with City Year and Elevate Orlando.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00