

Orange County Public Schools

Meadowbrook Middle



2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (52%) 2018-19: C (41%) 2017-18: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Meadowbrook Middle

6000 NORTH LN, Orlando, FL 32808

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hardrick, David	Principal	<p>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.</p>
King, Leslie	Assistant Principal	<p>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 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.</p>
Miller, John	Assistant Principal	<p>The assistant principal manages the daily operations and functions of the school</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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, 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.</p>
<p>Nelson, Ronald</p>	<p>Instructional Coach</p>	<p>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 ELA and Reading departments.</p>
<p>Jackson, Desiree</p>	<p>School Counselor</p>	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Williams, Robin	School Counselor	<p>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.</p>
Sharpe, Janet	Other	<p>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.</p>
Griffin, Chadwick	Dean	<p>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 7 discipline, school-wide positive behavior intervention system (PBIS), and supports the Reading Department.</p>
Codner, Courtney	Teacher, K-12	
Worrell, Sonya	Other	<p>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.</p>
Vinson, Michael	Math Coach	<p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Worrell, Levere	Dean	<p>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 8 discipline, school-wide positive behavior intervention system (PBIS), and supports the Reading Department.</p>

Demographic Information

Principal start date

Sunday 6/9/2019, John Miller

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

956

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

30

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

23

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	380	298	286	0	0	0	0	964
Attendance below 90 percent	0	0	0	0	0	0	105	126	125	0	0	0	0	356
One or more suspensions	0	0	0	0	0	0	24	105	75	0	0	0	0	204
Course failure in ELA	0	0	0	0	0	0	5	4	6	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	18	14	10	0	0	0	0	42
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	193	136	133	0	0	0	0	462
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	188	123	113	0	0	0	0	424
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	169	160	148	0	0	0	0	477

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	2	7	5	0	0	0	0	14

Date this data was collected or last updated

Wednesday 7/20/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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

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	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	49%	50%				23%	52%	54%
ELA Learning Gains	42%						35%	52%	54%
ELA Lowest 25th Percentile	36%						32%	45%	47%
Math Achievement	41%	36%	36%				30%	55%	58%
Math Learning Gains	66%						40%	55%	57%
Math Lowest 25th Percentile	69%						44%	50%	51%
Science Achievement	37%	55%	53%				29%	51%	51%
Social Studies Achievement	53%	61%	58%				49%	67%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	23%	52%	-29%	54%	-31%
Cohort Comparison						
07	2022					
	2019	22%	48%	-26%	52%	-30%
Cohort Comparison		-23%				
08	2022					
	2019	22%	54%	-32%	56%	-34%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	26%	43%	-17%	55%	-29%
Cohort Comparison						
07	2022					
	2019	21%	49%	-28%	54%	-33%
Cohort Comparison		-26%				
08	2022					
	2019	9%	36%	-27%	46%	-37%
Cohort Comparison		-21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	29%	49%	-20%	48%	-19%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	48%	66%	-18%	71%	-23%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	63%	19%	61%	21%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	53%	29%	57%	25%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	6	26	22	14	56	63	3	24			
ELL	20	43	43	33	66	70	28	48	100		
BLK	29	43	33	41	65	65	40	55	100		
HSP	26	40	42	40	67	78	29	49			
WHT	38	38		63	71						
FRL	27	42	37	40	65	70	36	52	98		

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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The nine components of the school year garnered an increase. In ELA, G7 scored the highest in proficiency with G8 having the highest performance for learning gains and learning gains of the bottom 25%. In Math, G8 scored the highest in proficiency, learning gains, and learning gains of the bottom 25%. G6 scored the lowest in ELA and Math. ELL students performed better than ESE students in ELA, Math, Civics, and Science. ESE students demonstrated the highest proficiency performance in Civics and the lowest performance in Science. ELL students outperformed regular education students in Civics.

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

Based on the 2022 state assessments, ELA proficiency and ELA learning gains of the bottom 25% are the areas of greatest need for improvement. Both areas increased 3% from 2021 while the other seven components had increases from 6% to 39%.

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 and 2021-22 school years. Meadowbrook Middle School (MMS) will continue to address this need for improvement by providing instruction with an accelerate don't remediate framework. In addition, MMS will continue with students in Intensive Reading classes having a smaller teacher-to-student ratio by having two teachers in the classroom. In addition, ELA teachers will be provided with more targeted PD on standards-based instruction, monitoring strategies, and student engagement strategies.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Across grade levels, Math showed the most improvement. In all reporting categories, Math showed the most growth from 2021 to 2022 state assessments. Student achievement increased from 25% to 40% in Math. Student learning gains increased from 34% to 63% and bottom 25% increased from 33% to 63%.

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

During the 2021-22 school year, the Math Department implemented an increased focus on teachers deconstructing daily learning targets as well as teachers modeling lessons during common planning. In addition, a strong focus was fixated on pulling small groups that were identified as bubble and bottom 25% students. These identified students received daily push-in small group support in core and intensive classes. Moreover, consistent professional development on data analysis, standards based instruction (SBI), student cognitive engagement, and student monitoring was reviewed and refined as a department every two weeks during common planning.

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 framework during preplanning and continued through common planning. 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. Last, there will be an intense focus on providing teachers with PD and support on analyzing student data and responding.

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.

Areas of Focus

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

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#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

By June 30, 2023, student proficiency in English Language Arts will be 31%(3% increase), 46% in Math (5% increase), 41% in Science (4% increase), and 55% in Social Studies (2% increase) as well as 100% of teachers will provide standards-based instruction.

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

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:
Describe the evidence-based strategy being implemented

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.

for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Studies show that there needs to 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Meadowbrook Middle School will continue to close the achievement gap and increase student achievement using targeted interventions. Through the implementation of the multitiered systems of support we will aid our students academically, behaviorally, and provide social-emotional support. A review of EWS indicators revealed that academic and support interventions are needed. Additionally, truancy continues to be an area of concern for Meadowbrook Middle School students. In order for our students to take advantage of the interventions in place for differentiation, students must be in attendance.

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

By June 30, 2023, 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:
Describe how this Area of Focus will be monitored for the desired outcome.

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:

John Miller (john.miller2@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific 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.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Parent Contact Calls
2. Send a Letter Home
3. Parent Conferences
4. Home Visits
5. Truancy Meetings
6. Create a bus pass system for students that do not qualify for the OCPS bus system.
7. Collect email address for parents
8. Truancy Sweeps

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

#3. Positive Culture and Environment specifically relating to Social & Emotional Learning

Area of Focus Description and
Rationale: With the infusion of the social-emotional 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 all stakeholders through the implementation of culturally sensitive instruction, administrating the CHAMPS initiative as well as continue the implementation of the school house system with fidelity while engaging the community.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. By June 30, 2023, Meadowbrook Middle School will rate at the developing level or higher on 85% of the PLC indicators delineated in "Learning by Doing."
This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. Every 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:
Describe the evidence-based strategy being Meadowbrook Middle School will continue its implementation of school-wide PLC indicators based on the book study started in 2020-2021, "Learning by Doing: A Handbook for Professional Learning Communities at Work" written by DuFour, DuFour, Eaker, Many, and Mattos.

implemented for this Area of Focus.

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 while teaching students in their core academic subjects. A collaborative PLC culture gives teachers the ability to share student progress, analyze data across content areas and grade levels while building teacher instructional pedagogy. Educators and administrators take ownership of every child's education during PLC and in return educators are empowered with strategies and opportunities that directly improve teaching and learning. In addition to seeing their own skills grow, educators in PLCs are more committed to the school's mission and vision due to their developing and growing relationships with their colleagues. The PLC environment has been shown to give teachers: work satisfaction, higher morale, and reduces absenteeism.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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)

Schedule and conduct Ron Clark House System meetings and events on campus

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

Positive Culture & Environment

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

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

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 school culture and environment.

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 8 dean. The house system lead is the principal. The infusion of SEL curriculum is the DPLC school-site team. The SAFE Coordinator, Behavior Specialist and Secondary Engagement Liaison are the community support stakeholders. The principal is the stakeholder that coordinates with City Year and Elevate Orlando.