Meadowbrook Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Meadowbrook Middle

6000 NORTH LN, Orlando, FL 32808

https://meadowbrookms.ocps.net/

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Miller, John	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 initiatives, Civics, 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.
Robinson, Ramsey	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.
Smith, Lauren	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

Name	Position Title	Job Duties and Responsibilities
		principal supervises and assesses teachers and staff on their performance and responsibilities in the achievement of school and district goals.
Tarpley, Pamela	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.
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 ELA and Reading departments.
Jackson, Desiree	School Counselor	The guidance counselor 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 counselor 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

Name	Position Title	Job Duties and Responsibilities
		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.

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

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

Leadership team members initiate the School Improvement Plan (SIP) process by reviewing and disaggregating school results from the state's assessments. Root causes are then identified, action steps planned and connections are made to the planning process for instruction during Professional Learning Communities (PLCs). Progress toward SIP goals can then be tracked through unit and progress monitoring assessments. School improvement information is shared with staff and parents through School Advisory Committee (SAC) meetings which may coincide with PTO meetings allowing for more parental involvement and input.

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

Once school data has been reviewed, root causes identified and action steps developed, monitoring moves to the forefront of the school improvement process. As new data from the students is generated, it is analyzed and adjustments made to the instructional process through the PLCs when movement toward proficiency is nominal. To ensure that gaps are being closed, action steps may be revised to allocate additional resources in order to keep students moving in a positive progression.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No

RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	80	125	117	322
One or more suspensions	0	0	0	0	0	0	39	117	114	270
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	4	9	13
Course failure in Math	0	0	0	0	0	0	0	21	31	52
Level 1 on statewide ELA assessment	0	0	0	0	0	0	125	202	142	469
Level 1 on statewide Math assessment	0	0	0	0	0	0	148	135	87	370
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	125	202	142	469

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	128	185	153	466

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	105	126	125	356
One or more suspensions	0	0	0	0	0	0	24	105	75	204
Course failure in ELA	0	0	0	0	0	0	5	4	6	15
Course failure in Math	0	0	0	0	0	0	18	14	10	42
Level 1 on statewide ELA assessment	0	0	0	0	0	0	193	136	133	462
Level 1 on statewide Math assessment	0	0	0	0	0	0	188	123	113	424
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	105	126	125	356
One or more suspensions	0	0	0	0	0	0	24	105	75	204
Course failure in ELA	0	0	0	0	0	0	5	4	6	15
Course failure in Math	0	0	0	0	0	0	18	14	10	42
Level 1 on statewide ELA assessment	0	0	0	0	0	0	193	136	133	462
Level 1 on statewide Math assessment	0	0	0	0	0	0	188	123	113	424
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	25	48	49	28	49	50	25		
ELA Learning Gains				42			36		
ELA Lowest 25th Percentile				36			33		
Math Achievement*	41	57	56	41	36	36	25		
Math Learning Gains				66			29		
Math Lowest 25th Percentile				69			32		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	37	53	49	37	55	53	24		
Social Studies Achievement*	38	64	68	53	61	58	38		
Middle School Acceleration	78	77	73	99	52	49	60		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	23	43	40	41	79	76	24		

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	242
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	4	4
ELL	34	Yes	1	
AMI				
ASN				
BLK	41			
HSP	39	Yes	1	
MUL	21	Yes	1	1
PAC				
WHT	31	Yes	1	1
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	49			
AMI				
ASN				
BLK	51			
HSP	45			
MUL				
PAC				
WHT	53			
FRL	51			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	25			41			37	38	78			23
SWD	7			11			12	16			4	
ELL	19			33			28	30	71		6	23
AMI												
ASN												
BLK	26			40			37	40	79		6	26
HSP	27			46			41	27	79		6	16
MUL	8			33							2	
PAC												
WHT	17			44							2	
FRL	25			40			35	38	80		6	23

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	28	42	36	41	66	69	37	53	99			41
SWD	6	26	22	14	56	63	3	24				
ELL	20	43	43	33	66	70	28	48	100			41
AMI												
ASN												
BLK	29	43	33	41	65	65	40	55	100			39
HSP	26	40	42	40	67	78	29	49				36
MUL												
PAC												
WHT	38	38		63	71							
FRL	27	42	37	40	65	70	36	52	98			44

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	25	36	33	25	29	32	24	38	60			24
SWD	4	21	18	8	20	20	4	0				
ELL	13	38	42	21	29	39	12	32	64			24

					2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS						
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	25	35	33	25	29	30	22	40	56			30
HSP	26	44	31	27	29	45	29	29	80			11
MUL												
PAC												
WHT	45	40		31	36							
FRL	24	35	29	24	28	31	25	34	58			30

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	20%	45%	-25%	47%	-27%
08	2023 - Spring	30%	46%	-16%	47%	-17%
06	2023 - Spring	20%	44%	-24%	47%	-27%

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	53%	-21%	54%	-22%
07	2023 - Spring	40%	38%	2%	48%	-8%
08	2023 - Spring	36%	58%	-22%	55%	-19%

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	35%	50%	-15%	44%	-9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	47%	44%	50%	41%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	45%	55%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	61%	-24%	66%	-29%

III. Planning for Improvement

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

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

According to the grade level data that has been released in July 2023, ELA is the lowest component followed by Science. This grade level data does not consider whether students are a match for the FTE periods and all students are inclusive in the denominator for determining percentages. In this case, ELA is at 23% proficiency and Science is at 35% proficiency. When considering students who were a match to the FTE periods, Meadowbrook is at 25% proficiency in ELA and 36% proficiency in Science. These students are identified through a denominator report which is provided by the district.

Reading comprehension is an area with which greater focus is needed for both ELA and Science. The BEST benchmarks for ELA were newly tested in the 2022-2023 school year and Meadowbrook Middle School students will need continued support in this subject. In considering Reading intervention classes for this school year, additional strategies will be put into place in order to garner greater outcomes by having small groups to be more homogeneous based upon benchmarks and monitoring to occur consistently with assessment results.

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

Civics showed the greatest decline when compared to the previous school year with a proficiency rate of 53% in 2021-2022 and 37% proficiency for 2022-2023 when using the state's published School Results released in July 2023. When considering students who were a match to the FTE periods, Meadowbrook is at 38% proficiency in Civics. These students are identified through a denominator report which is provided by the district. This fifteen percentage point decrease is the school's greatest decline. (Instructional changes occurred due to vacancies which may have impacted the change in percentage points.)

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

Civics had the greatest gap of 28 percentage points when compared to the state's average of 66% proficiency to that of Meadowbrook's 38% proficieny. (Due to instructional changes that occurred because of vacancies, inconsistencies in instruction transpired until onboarding of a new hire to the position.)

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

Based upon the grade level data that was released in July 2023, math has a 41% average which is the same as the previous school year. When considering students who were a match to the FTE periods, Meadowbrook is at 43% proficiency in math which is a two percentage point increase.

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

In reviewing EWS data, the criteria of two or more indicators was the greatest area of concern followed by Level 1 on statewide ELA assessment, Level 1 on statewide Math assessment, and student absenteeism. In order to address the criteria of two or more indicators, monitoring of attendance with parental notification along with a focus on support for students in ELA and Math classes with small group resources will occur for the 2023-2024 school year.

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

The highest priorities for Meadowbrook Middle School during the 2023-2024 school year will include:
1) ELA
2) Science
3) Math
4) Civics
5) Attendance

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

#1. Instructional Practice specifically relating to ELA

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

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 student resilience 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.

According to the state, 23% of students in grades sixth through eighth were proficient on the FAST ELA PM3. After verifying the students who were present in the FTE periods required to count toward the school grade, Meadowbrook's percentage was at 25% proficient.

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

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.

Meadowbrook Middle School will increase overall ELA proficiency by five percentage points from 25% to 30% proficiency on the FAST ELA PM3 for 2024.

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

This Area of Focus will be monitored for the desired outcome via CRM assessments and FAST progress monitoring assessments throughout the year.

Person responsible for monitoring outcome:

Lauren Smith (lauren.smith4@ocps.net)

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

Students whose individual levels and needed supports will be targeted for remediation and reassessment. Administration has increased the opportunities for remediation to include individualized learning paths through the Edgenuity platform. Finally, administration and district-based supports continue to provide coaching
support and feedback for teachers to increase the opportunities for individualized instruction aligned to student needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy will aid in closing the achievement gap for students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Attendance clerk will work with guidance and grade level dean to track weekly attendance in order to identify any high flyers.

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

By When: August 2023

Professional development will occur to support teachers in the area of differentiation and engagement strategies.

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

By When: October 2023 - December 2023

Data conversations will become part of the PLC process in order to facilitate the MTSS process at the school.

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

By When: October 2023, Ongoing

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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

With the infusion of the district's initiative of support of student resiliency, 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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Meadowbrook Middle School will increase the School Climate score for teachers and staff by five percentage points from 32% to 37% using the Panorama 2024 Spring results.

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

This Area of Focus will be monitored for the desired outcome via CRM assessments and FAST progress monitoring assessments throughout the year.

Person responsible for monitoring outcome:

John Miller (john.miller2@ocps.net)

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

Because additional training will be needed in critical errors (e.g., SBI, monitoring strategies, etc.), professional development will be adjusted to focusing Meadowbrook's best practices of the 4 Big Rocks of Instruction and the Foundational 5 Elements of a conducive learning environment.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy will build teacher and student capacity for learning by increasing student proficiency and student learning gains.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CHAMPS process defined and shared with staff and students.

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

By When: August 2023

School House System initial implementation will occur by the end of the first semester.

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

By When: October 2023

Initiate the 4 Big Rocks of Instruction and the Foundational 5 Elements professional development.

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

By When: September 2023

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

The school's review of the use of the resources supported by funding sources inclusive of general funds and those funds dedicated to school improvement activities are considered. A determination of a lack of resources which can be a deficit of people and time may contribute to low performance. Meadowbrook Middle School will address this deficit through supporting the planning process and tutoring for students through afterschool sessions. The afterschool sessions will allow teachers to further plan for the teaching and learning processes as well as offer additional support to students. Monies for this venture will come from Title I funds.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) is made available on the "School Information" pull down menu of the school's website. To further disseminate the SIP information and garner additional input, the school shares the 2022-2023 school results from Progress Monitoring 3 for statewide assessments from the Florida Assessment of Student Thinking (FAST) and End of Course (EOC) exams. Along with the data, SIP areas of focus including interventions and measurable outcomes are also revealed. Communication about the SIP occurs in faculty meetings, School Advisory Council, Open House as well as being posted in the front office. Typically, the SIP information is presented to a joint School Advisory Council (SAC) and parent organization meeting where parental input is gathered. To increase parental awareness about the SIP, a QR code will be available at the Open House event at each teacher's door and various other locations in the school for parents to be able to review. Following the Open House event, a School Messenger email, text message and voice message will be sent to thank parents for attending Open House and inform those that may have missed the event about the School Improvement Plan by providing a link. The QR code to SIP will also be posted in the front office so that parents new to the school may have quick access. Updates as to the progress being made toward the SIP goals will
be shared at future SAC meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Communication is essential to building positive relationships with students, parents, teachers and other stakeholders. In advocating for increased opportunities for communication, the school will utilize flyers, School Messenger phone messages, the marquee, email and "Talking Points." Links to this information will be sent via School Messenger to parents so information is not left in backpacks. Family Learning Nights will be held by the school to engage parents in their students' learning processes which can positively impact student achievement. The Family Engagement Plan will be available on the school's website via the "School Information" pull down menu and shared during School Advisory Council (SAC) meetings,
and the Title I Annual Meeting. Upon posting the Family Engagement Plan on the school's website, a School Messenger message will go out to share the link to the plan with parents.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In order to strengthen the academic program, students must attend school. By monitoring attendance and connecting with parents, time will increase for students to work with academic content which will lead to improved achievement. Cultivating solidarity through a House System with engaging activities and competitions appeals to students and increases attendance and involvement in their own learning. Small group instruction during ELA and math will allow for more targeted support and assist with reducing gaps that students may have. Areas of Focus which are being addressed include: 1) Positive Culture and Environment specifically relating to Early Warning Systems, and 2) Instructional Practice specifically relating to ELA.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Providing opportunities for all children to meet challenging state academic standards is important for education. By addressing positive culture and instructional practice, students have a greater chance of success. In meeting the needs of the students, Title I monies are being used to purchase additional support resources. Science Bootcamp and Speed Bag will be purchased to support both science and reading
through the content of science. Being a Title I school, Meadowbrook Middle School offers breakfast, lunch and
dinner during after school tutoring through the National School Lunch Program which is also supportive of a positive learning environment.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The School Improvement Plan (SIP) is made available on the "School Information" pull down menu of the school's website. To further disseminate the SIP information and garner additional input, the school shares the 2022-2023 school results from Progress Monitoring 3 for statewide assessments from the Florida Assessment of Student Thinking (FAST) and End of Course (EOC) exams. Along with the data, SIP areas of focus including interventions and measurable outcomes are also revealed. Communication about the SIP occurs in faculty meetings, School Advisory Council, Open House as well as being posted in the front office. Typically, the SIP information is presented to a joint School Advisory Council (SAC) and parent organization meeting where parental input is gathered. To increase parental awareness about the SIP, a QR code will be available at the Open House event at each teacher's door and various other locations in the school for parents to be able to review. Following the Open House event, a School Messenger notification correspondence will be sent to thank parents for attending Open House and inform those that may have missed the event about the School Improvement Plan
by providing a link. The QR code to SIP will also be posted in the front office so that parents new to the school may have quick access. Updates as to the progress being made toward the SIP goals will be shared at future SAC meetings.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Communication is essential to building positive relationships with students, parents, teachers and other stakeholders. In advocating for increased opportunities for communication, the school will utilize flyers, emails, weekly updates, School Messenger phone messages, the
marquee, email and Talking Points communication. Links to information such as newsletters will be sent via School Messenger to parents so information is not left in backpacks. Family Learning Nights will be held by the
school to engage parents in their students' learning processes which can positively impact student achievement. The Family Engagement Plan will be available on the school's website via the "School Information" pull down menu and shared during School Advisory Council (SAC) meetings, Multilingual Parent Leadership Council (MPLC) meetings, and the Title I Annual Meeting. Upon posting the Family Engagement Plan on the school's website, a School Messenger message will go out to
share the link to the plan with parents.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

In order to strengthen the academic program, students must attend school. By monitoring attendance and connecting with parents, time will increase for students to work with academic content which will lead to improved achievement. Cultivating solidarity through a House System with engaging activities and competitions appeals to students and increases attendance and involvement in their own learning. Small group instruction during ELA and math will allow for more targeted support and assist with reducing gaps that students may have. Areas of Focus which are being addressed include: 1) Positive Culture and Environment specifically relating to Early Warning Systems, and 2) Instructional Practice specifically relating to ELA.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Providing opportunities for all children to meet challenging state academic standards is important for education. By addressing positive culture and instructional practice, students have a greater chance of success. In meeting the needs of the students, Title I monies are being used to purchase additional support resources. Science Bootcamp and Speed Bag will also be purchased to support reading through the content of science. Being a Title I school, Meadowbrook Middle SChool offers breakfast, lunch and
dinner during after school tutoring through the National School Lunch Program which is also supportive of a positive learning environment.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA