



California Department of Education
2015 California Gold Ribbon Schools Program

Middle and High School Application: Part A



Exemplary Education Programs ~ [Optional—additional application(s) required.]

Arts Education [] Yes; Career Technical Education [] Yes; Physical Activity & Nutrition [] Yes

37-68296-6038988
County-District-School (CDS) Code – 14 Digits

San Diego
County Name

Poway Unified School District
District Name

Meadowbrook Middle School
School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

12320 Meadowbrook Lane
Mailing Address

Poway 92064
City and Zip Code

858-748-0802 2108
Area Code and Phone Number Ext.

858-679-0149
Area Code and Fax Number

mcarrillo@powayusd.com
Principal's E-mail Address

FOR INFORMATION ONLY. No signature or approval is required from the district or county offices.

Dr. John Collins
District Superintendent's Name

jcollins@powayusd.com
District Superintendent's e-mail



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;
There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and
The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

Dr. Miguel Carrillo
Principal's Name

Miguel Carrillo
Principal's Signature Date

School Information

1. Current school enrollment: 1,351
2. Which category best describes where your school is located?
 Urban Suburban Rural
3. Does your school receive Title I funding? Yes No
 If yes, indicate type of services: School-wide Targeted Assistance
4. What is your school calendar? Traditional Year-round Modified
5. Is your school a charter school? Yes No
6. Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	<u>3</u>	<u> </u>
Classroom teachers	<u>50</u>	<u>7</u>
Counselors	<u>2</u>	<u> </u>
Credentialed librarians	<u> </u>	<u>1</u>
Nurses	<u> </u>	<u> </u>
Psychologists	<u> </u>	<u>1</u>
Technology/media specialists or technicians	<u> </u>	<u>1</u>
Paraprofessionals	<u> </u>	<u>20</u>
Campus resource officers	<u> </u>	<u>1</u>
Other staff (<i>specify</i>) <u>Custodians</u>	<u>4</u>	<u> </u>
Total staff	<u>59</u>	<u>31</u>

Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego

County

Poway Unified School District

District

Meadowbrook Middle School

School

12320 Meadowbrook Lane

Street Address

Poway 92064

City and Zip Code

Dr. Miguel Carrillo

Principal

858-748-0802

Area Code and Phone Number

2108

Ext.

Lindbergh Field San Diego

Name and Location of the Nearest Airport

I 15

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

Take the Poway Road/Rancho Penasquitos Blvd. exit off the I 15 freeway. Travel east on Poway Road for apx. 1 mile. Turn left onto Pomerado Road and travel for apx. ½ mile. Turn left onto Meadowbrook Lane. Meadowbrook Middle School will be at the top of the hill just past Eisenhower Blvd. Turn right into the parking lot and park in any available spot.

Meadowbrook Middle School

School Overview

Meadowbrook Middle School, located in Poway, a suburb of San Diego, is an energetic and nurturing school where young adolescents are valued and respected. It is the oldest of six middle schools in the Poway Unified School District. We serve a culturally and ethnically diverse population of 1,351 students who live in older tract homes, apartments and low-income housing units, and newer homes and condominiums built in nearby communities. The ethnic groups represented at Meadowbrook are white (47%), Hispanic (20%), Asian (17%), Filipino (6%), and African-American (3%). The remaining 7% of the population are of multiple ethnicities or declined to declare. Currently, 27% of our students are identified as limited-English proficient, and 21% of our students qualify for free or reduced lunch. Our student population includes 20 full-day special education learning-disabled non-severely handicapped students, 122 resource students, and 77 speech students. In addition, there are 236 students identified as gifted and talented (GATE), and 93 students in our AVID program.

The learning community at Meadowbrook is fully committed to our vision that every student will master the knowledge and develop the skills and attitudes essential for college readiness and life. Our staff continually and persistently pursues and implements a myriad of successful programs to fulfill this vision. Instruction is based on Common Core State Standards and focused on higher level thinking skills. Collaborative groups meet regularly to plan and review curriculum and assessments. Decisions are shaped by team SMART goals, and driven by data from standards based assessments.

Multiple pathways of learning and support address the diverse needs of our students. Avenues for students to explore their talents include band and orchestra, introductory and advanced art, video technology and digital photography, Spanish language classes, and advanced academic classes. Targeted interventions for at-risk students include READ 180, Academic Success elective, math support classes, ELL support, homework support, and counselor-led small groups. Meadowbrook's free After School Education and Safety (ASES) program is the largest in our district, and provides a wide range of after-school activities including homework time, social clubs and athletic opportunities. Meadowbrook is also proud to house an Academy program that currently serves 412 students. This program is dedicated to providing committed students with a relevant, rigorous education that respects their individual interests. Students commit to an extended day that allows them a second elective or additional support in a core subject area.

Parents and community members are an important and active part of Meadowbrook. Volunteers log an average of over 1,000 hours per month, and are involved members of decision and policy making committees, including our School Site Council. Our PTSA has a membership of 522 parents, students and staff, and supports activities such as our Book Fair and Career Fair. In addition, the Meadowbrook Educational Foundation (MEF) provides financial support to fulfill the varied needs of students and staff with an emphasis on technology.

Meadowbrook has received many awards and honors, including California Distinguished School, National Blue Ribbon School of Excellence and the California Campaign for the Civic Mission of Schools 2008 Educating for Democracy School of Distinction Award. We take pride in these accomplishments, as we continue to set high expectations for ourselves and our students. We remain committed to nurturing the whole student, knowing that the strong connections and support we offer will keep each one firmly on the path to college and career readiness.



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Middle and High School Application: Part B



Meadowbrook Middle School

Model Program Summary

1. Name of Model Program:

Response to Intervention and Instruction (RtI²)

2. How long has this Model Program been in place?

- Less than 2 years
- 2-4 years
- 5-8 years
- 8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent and Community Involvement
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino

(Continued on next page)

Meadowbrook Middle School

- Native Hawaiian or Pacific Islander
- White
- Two or More Races

Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- English-Language Arts – Students Not Yet Proficient
- English-Language Arts – Advanced Learners
- Mathematics – Students Not Yet Proficient
- Mathematics – Advanced Learners
- Other Core Subject Areas – Students Not Yet Proficient
- Other Core Subject Areas – Advanced Learners
- Other (*specify*)

5. What strategies are used to implement the Model Program? (*Check all that apply.*)

Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*)

6. Is this model program initiated by your district and implemented district-wide?

Brief answer: Yes. RtI² is being implemented throughout our district, and is the focus of one of our LCAP goals.

Meadowbrook Middle School

Model Program Narrative

Description of the Model

In the Poway Unified School District (PUSD) we are driven by our vision of college and career readiness for all students. We are fully committed to providing all students with a range of opportunities to prepare them for success as they pursue their college and career passions. PUSD is committed to implementing Common Core State Standards (CCSS), knowing the critical thinking that forms the basis of these standards matches the rigor, relevance and relationships that give our students a firm foundation for a successful future.

At Meadowbrook Middle School, we stand aligned with our district vision as we work to ensure that every student will master the knowledge and develop the skills and attitudes essential for college readiness and future success in life. We have high expectations for our students, and are committed to providing them with the tools to meet these expectations. As we began to implement new Common Core State Standards, we realized we would need to ensure each of our students would be able to access the higher level thinking skills and strategies that are part of CCSS. Knowing that we had student populations that might struggle more than others with these new standards (e.g. ELL and low SES), we refined our RtI² program and used this as a framework for implementing best practices to help each student succeed with CCSS. This multi-tiered program focuses not only effective first instruction, but includes comprehensive intervention strategies for both academics and behavior, ensuring that the whole child is fully able to be successful with CCSS. Specific data and tracking methods are used to determine who will need intervention strategies. Poway Unified's LCAP goal concerning the RtI² program for 2014-2015 says to "research and develop systemic strategies and assessments for intervention, with increased access to academic and behavioral supports." At Meadowbrook we have already gone beyond this goal by developing and implementing several unique programs to address both the academic and behavior sides of the different tiers in the RtI² model. By researching and implementing high quality, common core-based instruction in all classes (Tier 1) we ensure all students are exposed to challenging curriculum based on CCSS. Students who are struggling with either academic or behavior issues are identified and given specific targeted intervention (Tier 2 or 3). In addition, many of the programs that are a part of our RtI² program are linked to other district LCAP goals. Our weekly professional collaboration is linked to the LCAP goal of "developing, implementing, and embedding a collaborative learning structure and system for adults and students to increase learning achievement." Specific programs in place on the behavior side of the RtI² model tie to the LCAP goals of "increasing the safety of our schools," and "increasing the number of students who report feeling safe at school." Our students benefit from these programs in many ways, and we continue to see improvements in academic and other measures.

Implementation & Monitoring of the Model

On the Tier 1 academic side of the RtI² model, Meadowbrook's staff is committed to seeking out best practices and providing all students with high quality instruction based on CCSS. Our staff meets in collaborative professional growth groups at regularly scheduled times once each month. On the first Tuesday of the month, Distributive Leadership groups meet to focus on topics chosen by staff members which enhance school climate by doing something innovative. Some of these groups focus on academic areas such as supporting English Learners, AVID, and the use of Document Based Questioning (DBQ's). The second Tuesday is Village Time where groups of teachers meet to discuss student needs and share best practices. Teachers

can voice concerns about shared students to better align how to help any who are at-risk. The third Tuesday the focus is on Curriculum, Instruction and Assessment (CIA) to allow teachers time to work on SMART goals and CCSS. These CIA groups are currently working on topics such as vertical alignment of ELA common core standards, the use of Document Based Questioning (DBQ's) in Social Studies, and CCSS in math. The fourth Tuesday is for Team Leaders to discuss school issues, and then meet with teams to ensure all are working toward common goals. In addition, many teachers attend professional meetings designed within our own district to enhance their learning and teaching and share ideas with colleagues. This professional time leads to each student receiving strong common core-based instruction in all subject areas. Student learning is regularly monitored with the use of standards based assessments and MAPs (Measure of Academic Progress) testing. Students with scores showing that they are at-risk are moved into Tier 2 for more targeted interventions.

The need for targeted Tier 2 or 3 interventions has led Meadowbrook to the formation of key classes to help our at-risk students achieve success with CCSS. The READ 180 class is a comprehensive individualized reading intervention program to meet the needs of struggling readers. Students are placed in this support class based on previous year's MAP's scores, SRI scores, and teacher recommendation. Progress is tracked via the Scholastic Management site, and with the use of regular SRI assessments. The 67 students participating in the program are strengthening their basic reading skills to allow them to fully participate in the higher level thinking skills found in CCSS. Our Academic Success class provides 26 students with extra support for one period each day. Students receive help with completing assignments, studying for tests, tracking homework and grades, and organizing their binders. Students are responsible for checking their grades on a regular basis, and for setting weekly goals. Parent volunteers, administrators and counselors also help in the classroom each day. The Math Support class gives 19 students an opportunity each day to complete homework with help and/or have homework corrected to learn from redoing incorrect answers. Students are recommended for this class by previous teachers and/or MAPs scores.

Students can also receive extra support in our after school programs. Students find help at tutorials run by teachers, in the library, and with our Student Support Services program. In addition, our free After School Education and Safety (ASES) program provides students with time for homework with access to needed materials. Other academic after school programs run by staff or parents include Math Club, Science Club, Robotics and Aerodynamics.

In addition, Meadowbrook implemented The Academy at Meadowbrook starting in the 2012-2013 school year. This innovative program gives 412 of our 6th-8th graders an extended learning day with the extra period used for a second elective, or for more support in a core academic area. There is an emphasis on collaborative teaching with a differentiated curriculum based on CCSS. All students who desire the chance to maximize their learning are invited to apply for this successful program.

There is a clear understanding at Meadowbrook that student success is not only about academics, but also includes social skills, attitude and behavior. Students who do not feel safe, or who grapple with behavior issues will not be able to meet the demands of CCSS. Therefore, specific programs have been implemented to address all students (Tier 1), and interventions exist for others who require the more targeted help found in Tier 2 or 3. In the 2011-2012 school year, the staff developed a Community of Kindness program that promotes positive interactions among all students, staff and parents. This program has continued to grow and positively impact all stakeholders. School-wide assemblies and monthly lessons focus on addressing bullying and ways to create a kinder community of campus. These lessons are based on student input, and include critical thinking skills and real world

application strategies that mirror those used in common core academic lessons. In response to students wanting to be more actively involved in these lessons, the Mustang Plus Leaders Program was launched this year. Student leaders are being trained to lead forums addressing current student concerns.

Responding to the students who struggle with behavior issues is being shaped by the principles of Restorative Justice. A Distributive Leadership group meets monthly to discuss and implement these practices. Staff members are beginning to explore the questioning techniques used in Restorative Justice, and the use of Talk Circles in connection with our Community of Kindness lessons and our Mustang Plus leaders. Also, a team of teachers is beginning to work with a small group of students on a weekly basis to teach them specific skills for successfully dealing with students, staff and academic issues.

Another successful Tier 2/3 intervention implemented at Meadowbrook revolves around the work our counselors do to teach students and parents how the adolescent brain works. Parent workshops educate parents on the development of the adolescent brain and executive skills. Parents and students then work together to form an action plan to address a specific academic or behavior concern. Our counselors continue this work with student groups that focus on how the brain works, self-regulation, and managing emotions, and also meet individually with students as needed. This spring a small group of students and staff will be piloting Carol Dweck's Brainology program, and discovering the power of a growth mindset and how to persevere through challenging tasks.

Parents are an integral part of the success of our programs, with volunteer hours that average over 1,000 per month. There is open communication between staff and parents regarding student academics and behavior with the use of emails, phone calls, and My Connect. Weekly call-outs and emails to parents also keep parents informed, as do monthly PTSA and Foundation meetings, and Coffee Talks with the Principal.

No RtI program can be successful without a clear system for identifying and monitoring students who require Tier 2 or 3 interventions for either academic or behavior issues. Meadowbrook continues to refine and improve our system (formerly known as Student Intervention Team or SIT) as we pilot a new district wide program (Student Success Strategies or S³) for monitoring at-risk students. Staff members document and track academic assessments, concerns and attempted interventions by logging into the S³ system. In addition, referrals for behavior issues are noted in the district's Synergy system to document and track students who are struggling with behavior issues. Chronic absences, frequent tardiness, and truancies are also monitored, with phone calls and letters utilized to communicate with parents. Counselors and administration have the opportunity to discuss at-risk students they are concerned about during weekly Administration Leadership Team (ALT) meetings. At these meetings, it may be decided that a student be the focus of an S³ meeting. Teachers are also encouraged and expected to recommend an at-risk student for an S³ meeting if no successful interventions have been identified.

An S³ meeting allows a team of people to brainstorm new ideas to meet the needs of the student. Meeting notes are recorded in the S³ system so that all ideas are captured and an action plan is formed. The team consists of counselors, teachers, administrators, and other staff members connected to the student. In an effort to create a complete and cohesive team, Meadowbrook is now including the student and parent(s) in our S³ meetings whenever possible. The S³ process helps ensure that a team of people is involved in finding the right plan for each student to achieve success with CCSS. Team members are accountable for their part in the plan, and information can easily be accessed by all involved in the student's learning now and in the future.

Results of the Model

In addition to using common school-wide and district assessments to track academic progress for all students, we also monitor student progress within specific intervention programs. Our Academic Success class helps many students achieve academic growth, as well as increase their confidence in their abilities to reach their goals. Student grades and GPAs are tracked through progress and trimester/semester reports to ensure growth. In the READ 180 class, student progress is monitored through the Scholastic Management site and regular SRI tests. This information is then used to drive instruction, and make decisions regarding future interventions. This year 67% of our READ 180 students are already showing growth in SRI scores. If students show they are consistently achieving proficient scores in this class and other academic classes, the student will be moved out of the class. Students not achieving success may require other interventions or testing. In Math Support, grades are checked and tracked to help direct if further interventions are needed.

We are also tracking data that shows we are addressing the needs of the whole child, knowing that emotionally secure students will be able to achieve greater success. Interventions on the behavior side of the RtI2 model have also yielded positive results. Our latest Parent Perception Survey shows that 94% of our parents feel that Meadowbrook maintains high academic expectations, 92% feel their child is positive about attending school, and 94% feel their child is safe at school. Meadowbrook students also fill out yearly surveys specific to our Community of Kindness. In the spring of 2014, this survey revealed the 78% of our students feel we should continue the Kindness lessons because they are important, with 74% reporting that they learn a lot from the lessons. In addition, 78% of students say they personally have become more kind to other students since the Community of Kindness was started at Meadowbrook. This safe environment is also evident in our low yearly rates of suspension, expulsion, chronic absences, and behavior referrals.

	2011-2012	2012-2013	2013-2014
Attendance	97%	97%	97%
Suspension Rate	5.56	3.94	4.69
Expulsion Rate	.63	.38	0.1
# of Behavior Referrals	2,606	1,852	1,335

Our strong professional growth and collaborative groups result not only in high quality, common core-based instruction in all classes, but also unique and successful interventions to help all students achieve success with this instruction. Results of this on-going and active professional development include work revolving around the following:

- SMART goals
- Document Based Questioning (DBQ's)
- Vertical Alignment
- Common Core-based lessons and units
- Incorporating ELD standards
- AVID program
- LCAP goals
- Restorative Justice
- S³
- Student Recognition Programs

Meadowbrook staff uses many different types of data as we strive to incorporate CCSS in a way that leads to success for all. Data is carefully analyzed and used in a variety of ways to shape our programs and drive instructional practices to ensure all students are able to meet the rigorous demands of the CCSS and achieve proficiency or beyond. Our innovative programs are carefully tailored to our student population to keep all students focused on fulfilling their goals, and being college and career ready.