

Miami-Dade County Public Schools

Meadowlane Elementary School



2015-16 School Improvement Plan

Meadowlane Elementary School

4280 W 8TH AVE, Hialeah, FL 33012

<http://meadowlane.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	91%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	99%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Meadowlane Elementary will provide a learning community that maximizes the academic, creative and personal potential of all its students. In addition, we will provide an educational environment that bridges the gaps between textbook knowledge, practical application, and abstract thought, while inspiring and stimulation intellectual curiosity that will guide our learners throughout their lives.

Provide the school's vision statement

The vision of Meadowlane Elementary is to establish an educational partnership with the home, school, and community that provides students with an optimal learning environment.

School Environment

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

Meadowlane is a pre-kindergarten through grade five school that is 97 percent Hispanic, 2 percent White, 1 percent African-American and 1 percent Other. The school is located in a largely Hispanic working class community in the city of Hialeah. Most of the students live in rental apartments or townhomes. Meadowlane has approximately 900 students. Students on free and reduced lunch account for 92 percent of the total population. Meadowlane Elementary is a Title I funded school. Meadowlane was established in 1957 and is located at 4280 West 8th Avenue, Hialeah, Florida. There are 4 main classroom buildings, one with four wings and two pods. These four major structures are augmented by a media center, a kindergarten building, and an office/cafeteria complex. Every classroom has a minimum of three computers with Internet access, Smartboard Technology and printing capabilities.

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

Meadowlane has excellent and dedicated teachers. We believe that our responsibility is to our students first and to the community and the society that we serve. We maintain a positive teaching and learning environment. The staff is comprised of 94 full-time staff members and 2 part-time staff members. Of this group, there are 2 administrators, 60 classroom teachers, 2 exceptional student teachers, 1 guidance counselors, 9 special area teachers, 4 clerical employees, 3 custodians, 11 cafeteria workers, and 2 security monitors.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Meadowlane Elementary is committed to promoting a positive learning environment. Appropriate behavior is encouraged and reinforced within the school setting.

School wide Incentives:

- Staff will actively monitor student's behavior rewarding with verbal praises and or redirecting student behavior as needed.
- Staff will identify students exhibiting positive behavior and complete a ticket to be turned into the

office to be selected to read on the announcements describing the positive behavior exhibited.

- Students exhibiting positive behavior attend field trips.
- Students exhibiting positive behavior receive citizenship awards.

In addition to frequent verbal praise and encouragement, Meadowlane faculty and staff will recognize and celebrate good behavior through school wide incentive programs.

Professional Development:

- Professional development activities will present information on de-escalation skills prevention, positive intervention, assertion and problem solving.
- Professional development activities will also include high quality instructional strategies to be used.
- Classroom management, organization, and instructional strategies will be addressed by the exemplary educators, facilitator, district and administrative staff.

Strategies to Promote Model Behavior:

- View behaviors like academics – something to be taught
- Focus on changing and teaching behavior
- Focus on effective prevention
- Positive climate (Teacher-student relationship)
- Teach expectations
- Support non-exclusionary options for discipline
- Teachers directly instruct and model behavior expectations and rules.
- Classroom rules and expectations are posted in the classroom.
- Teachers establish routines and procedures.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Counseling Intervention Strategies:

- Identified students will be required to participate
- Counseling will focus on behavioral needs
- Counseling to be delivered via a trained professional (social worker, counselor, school psychologist)

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Meadowlane has implemented an intervention program for students who are not making sufficient progress. Students not making progress include: students failing English Language Arts or Math and students with attendance reports below 90 percent.

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

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

Indicator	Grade Level				Total
	1	2	3	5	
Attendance below 90 percent	2	8	4	9	23
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	51	51
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	5	13	4	6	39	68

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

Meadowlane Elementary uses McGraw's Wonder Works program for all interventions.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

See PIP

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hart, Kevin	Principal
Guerra, Marioly	Assistant Principal
Arguelles, Maria	Teacher, K-12
Darnaby, Patricia	Guidance Counselor
Franco, maritere	Psychologist
Helsper, Michael	Teacher, K-12
Perez, Juan	Teacher, K-12
Roque, Alexandria	Teacher, ESE

Duties

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

Dr. Kevin Hart, Principal : Provide support and instructional leadership, set expectations, ensure commitment, allocate resources, actively participates in School-Based Leadership Team meetings, ensure that faculty is aware of MTSS through continuous professional development and support implementation.

Marioly Guerra, Assistant Principal:

Provide support, set expectations, provide instructional leadership, ensure commitment, participate in School-Based Leadership Team meetings, and lead MTSS meetings.

Mrs. Maria Arguelles, General Primary Education Teacher:

Actively participate in MTSS meetings, provide information about core instruction at the primary level, participate in student data collection, ensure data are organized and displayed, assist with data interpretation, deliver Tier 1 instruction / intervention, collaborate with staff to implement Tier 2 interventions, and integrate Tier 1 materials / instruction with Tier 2/3 activities.

Mr. Michael Helsper, General Intermediate Education Teacher:

Actively participate in MTSS meetings, provide information about core instruction at the intermediate level, participate in student data collection, ensure data are organized and displayed, assist with data interpretation, deliver Tier 1 instruction / intervention, collaborate with staff to implement Tier 2 interventions, and integrate Tier 1 materials / instruction with Tier 2/3 activities.

Ms. Alexandria Roque, Exceptional Student Education (ESE) Teacher :

Actively participate in MTSS meetings, participate in student data collection and data analysis, integrate core instructional activities / materials into Tier 3 instruction, and collaborate with general education teachers through co-teaching activities and inclusionary participation.

Mr. Juan Perez, English Language Learner Support Personnel:

Actively participate in MTSS meetings, participate in student data collection and data analysis, collaborate with general education teachers, provide assistance in problem solving and concerns that arise with English Language Learners regarding their academic achievement, impact students' achievement and delivery of instruction, utilize individual and subgroup ELL achievement data to plan, develop, evaluate and drive intervention programs.

Mrs. Maritere Franco, School Psychologist –

Actively participate in MTSS meetings, participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection and analysis, intervention planning, and program evaluation.

Mrs. Rachel Mally, Speech Language Pathologist :

Actively participate in MTSS meetings, educates team members in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Mrs. Patricia Darnaby, Student Services Personnel:

Actively participate in MTSS meetings, provides quality services and expertise on issues ranging from scheduling, program design, assessment and intervention with individual students, provides interventions, links child-serving and community agencies to the schools and families in order to support the child's academic, emotional, behavioral, and social success

The MTSS Leadership team will consider the following steps when we utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring:

MTSS Leadership team will meet once a week to engage in the following activities:

- Collect and analyze data
- Provide feedback to teachers and families
- monitor effectiveness of interventions for Tier 2 and Tier 3 students
- provide professional development to teachers on specific skill deficits
- focus on adequate yearly progress subgroups
- collaborate regularly to solve problems
- share effective best practices

- evaluate implementation, make decisions, and apply new processes and skills
- The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation with all school teams within the school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Meadowlane Elementary School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Meadowlane Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Meadowlane Elementary reviews the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)

- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Meadowlane Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis. Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start-N/A

Adult Education-N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training-N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Kevin Hart	Principal
Debbie Fischer	Teacher
Nancy Jacobs	Teacher
Raimundo Hung	Teacher
Anabel Gonzalez	Teacher
Michael Helsper	Teacher
Alexandria Roque	Teacher
Yanilet Fortich	Teacher
Patricia Darnaby	Teacher
Eric Schmidt	Parent
Ivan Prieto	Parent
Javier Garcia	Parent
Tiffany Cruz	Parent
Chad Bennett	Business/Community
Vianca Salazar	Business/Community
Zoriado Amador	Business/Community
Annie Barreto	Education Support Employee
Taissa Tellez	Parent
Hector Guerra	Parent
Jaylene Prieto	Student
Julian Herrerra	Student

Duties

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

Evaluation of last year's school improvement plan

SAC met to discuss last year's school improvement plan using current school data, recommendation based on the data were made for this year's school improvement plan.

Development of this school improvement plan

The SAC presented recommendations for the 2015 – 2016 School Improvement Plan at the end of the 2014 – 2015 school year.

Preparation of the school's annual budget and plan

SAC meets as needed to review student needs in order to improve student achievement.

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

Curriculum support materials for Modern Press for Phonics Books \$1200

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

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hart, Kevin	Principal
Darnaby, Patricia	Guidance Counselor
Helsper, Michael	Teacher, K-12
Arguelles, Maria	Teacher, K-12
Roque, Alexandria	Teacher, ESE
Guerra, Marioly	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year will be to:

- monitor the fidelity of the implementation of the Reading Plan, Mathematics/Science curriculums, and the Writing program.
- collect and analyze data in order to formulate professional development activities that will direct instruction.

The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed for team members
- offering professional development opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school-wide organizational model that supports literacy instruction in all classes encouraging the use of data to improve teaching and student achievement

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The school's master schedule has been developed so all grade levels have common planning throughout the school year. Within the common planning block teachers collaborate together for lesson studies and planning. Also professional development is provided throughout the school year for all teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Providing Professional Development and by providing Presentations by local universities about how to obtain advanced degrees

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

N/A

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Meadowlane Elementary follows the district pacing guide in order to align all instructional programs to Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Meadowlane Elementary has data chats with all grade levels in order to analyze each class' data and student progress. After each MYA and I-Ready diagnostic assessment teachers rearrange groups as needed. Students are provided specific instructions on the areas that sufficient progress was not made. Also, students making progress are given enrichment material in order to continue making progress.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 390

After school tutorial programs will be established to address students' areas of needs.

Strategy Rationale

District provided assessment, informal classroom assessments

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hart, Kevin, pr3141@dadeschools.net

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

The data will be collected Weekly and Biweekly through assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Title I Administration assists Meadowlane Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Meadowlane Elementary School staff will distribute kindergarten preparation brochures and other documents to interested parents throughout the year. The school also provides incoming Kindergarten students and their parents with an orientation before the start of school. This eases the transition from home or other pre-school programs. Parents and children from neighboring programs are welcome to visit the Kindergarten classrooms and observe the instructional program.

At Meadowlane Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. The Florida Work Sampling System (WSS) is administered to assess the readiness of each child for kindergarten. Screening data will be collected and aggregated during the first thirty days of school. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

 S123456 = Quick Key


Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. **1a**

 G070424

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - SWD	46.0
AMO Math - SWD	55.0

Resources Available to Support the Goal **2**

- Depth of Knowledge Web Wheel, District provided FSA Task Cards, Smartboards in all classrooms, four computers in all classrooms, common planning in all gradelevels, Sharing of best practices within grade levels, school wide professional development, McGraw Hill resources, WonderWorks resources, Gradelevel chairs in all grades, reading contact to attend all reading coaches meetings, math contact to attend all district provided math meetings, and a science contact to attend all district provided science meetings

Targeted Barriers to Achieving the Goal **3**

- Lack of rigor within the instructional planning and delivery of instruction.

Plan to Monitor Progress Toward G1. **8**

Person Responsible

Kevin Hart

Schedule

Evidence of Completion

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. **1**

 G070424

G1.B2 Lack of rigor within the instructional planning and delivery of instruction. **2**

 B183441

G1.B2.S1 Increase Rigor and Higher Order Thinking Skills: Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. **4**

 S195133

Strategy Rationale

This strategy can be implemented across all content areas and grade levels enabling teachers to plan effectively rigorous lessons infusing higher order thinking questioning and enabling for collaborative conversation between teacher and students.

Action Step 1 **5**

Provide professional development in all content areas during faculty meeting on increasing rigor and higher order thinking skills within planning and delivery of instruction using district provided FSA task cards, Item Specs, and pacing guides.

Person Responsible

Kevin Hart

Schedule

On 6/9/2016

Evidence of Completion

Sign in sheets, agenda and reflection of professional development

Action Step 2 5

Plan and implement higher order questions of varying complexity in lesson plans that require students to respond during instruction that leads to collaborative conversation and analytical writing in all content areas.

Person Responsible

Kevin Hart

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Lesson plans, meeting minutes and observational notes

Action Step 3 5

Grade level chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support in all content areas. Identify observation classrooms that are implementing higher order thinking question and have teachers observe these classrooms for specific strategies.

Person Responsible

Kevin Hart

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Meeting minutes. Classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators will monitor the fidelity of rigorous strategies by attending the professional development session observing collaborative planning by teachers and lesson plan sessions.

Person Responsible

Kevin Hart

Schedule

Monthly, from 9/21/2015 to 6/9/2016

Evidence of Completion

Walkthrough notes and observation documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators will also conduct formal/informal walkthroughs and monitor the effectiveness of professional development by observing the use of rigor and higher order questioning skills in the classroom.

Person Responsible

Kevin Hart

Schedule

Weekly, from 9/22/2014 to 11/26/2014

Evidence of Completion

Walkthrough notes and observation documentation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Provide professional development in all content areas during faculty meeting on increasing rigor and higher order thinking skills within planning and delivery of instruction using district provided FSA task cards, Item Specs, and pacing guides.	Hart, Kevin	10/12/2015	Sign in sheets, agenda and reflection of professional development	6/9/2016 one-time
G1.B2.S1.A2	Plan and implement higher order questions of varying complexity in lesson plans that require students to respond during instruction that leads to collaborative conversation and analytical writing in all content areas.	Hart, Kevin	9/21/2015	Lesson plans, meeting minutes and observational notes	6/9/2016 weekly
G1.B2.S1.A3	Grade level chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support in all content areas. Identify observation classrooms that are implementing higher order thinking question and have teachers observe these classrooms for specific strategies.	Hart, Kevin	9/21/2015	Meeting minutes. Classroom walk-throughs	6/9/2016 weekly
G1.MA1	[no content entered]	Hart, Kevin		one-time	
G1.B2.S1.MA1	Administrators will also conduct formal/informal walkthroughs and monitor the effectiveness of professional development by observing the use of rigor and higher order questioning skills in the classroom.	Hart, Kevin	9/22/2014	Walkthrough notes and observation documentation	11/26/2014 weekly
G1.B2.S1.MA1	Administrators will monitor the fidelity of rigorous strategies by attending the professional development session observing collaborative planning by teachers and lesson plan sessions.	Hart, Kevin	9/21/2015	Walkthrough notes and observation documentation	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B2 Lack of rigor within the instructional planning and delivery of instruction.

G1.B2.S1 Increase Rigor and Higher Order Thinking Skills: Implement questioning strategies and activities in reading and writing to encourage rigorous reader interactions with text to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

Provide professional development in all content areas during faculty meeting on increasing rigor and higher order thinking skills within planning and delivery of instruction using district provided FSA task cards, Item Specs, and pacing guides.

Facilitator

Dr. Kevin Hart, Principal Marioly Guerra, AP Michael Helsper (Gradelevel Chair), Christine Figueroa (Lead Teacher), Victor Arrojo (Grade level Chair), Monica Sanchez (Grade level Chair)

Participants

Instructional Staff

Schedule

On 6/9/2016

PD Opportunity 2

Plan and implement higher order questions of varying complexity in lesson plans that require students to respond during instruction that leads to collaborative conversation and analytical writing in all content areas.

Facilitator

Instructional Staff

Participants

Instructional Staff

Schedule

Weekly, from 9/21/2015 to 6/9/2016

PD Opportunity 3

Grade level chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support in all content areas. Identify observation classrooms that are implementing higher order thinking question and have teachers observe these classrooms for specific strategies.

Facilitator

Gradelevel Chairs

Participants

Instructional Staff

Schedule

Weekly, from 9/21/2015 to 6/9/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B2.S1.A1	Provide professional development in all content areas during faculty meeting on increasing rigor and higher order thinking skills within planning and delivery of instruction using district provided FSA task cards, Item Specs, and pacing guides.	\$0.00
2	G1.B2.S1.A2	Plan and implement higher order questions of varying complexity in lesson plans that require students to respond during instruction that leads to collaborative conversation and analytical writing in all content areas.	\$0.00
3	G1.B2.S1.A3	Grade level chairs will follow up by debriefing during scheduled grade level meetings and provide instructional support in all content areas. Identify observation classrooms that are implementing higher order thinking question and have teachers observe these classrooms for specific strategies.	\$0.00
Total:			\$0.00