

Alachua County Public Schools

Meadowbrook Elementary School



2017-18 Schoolwide Improvement Plan

Meadowbrook Elementary School

11525 NW 39TH AVE, Gainesville, FL 32606

<https://www.sbac.edu/meadowbrook>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	A*	A

**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 was approved by the Alachua County School Board on 10/17/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Meadowbrook Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Meadowbrook Elementary School is committed to the success of every student!

b. Provide the school's vision statement.

School District: We will graduate students who have the knowledge, skills, and personal character to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

2. School Environment

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

The Meadowbrook faculty and staff make it a priority to learn all about our students and families that are part of the Meadowbrook community. Most importantly, faculty and staff develop a positive school environment that is welcoming and engaging for all students. Teachers create lessons, complete classroom activities, and have ongoing dialogue with students and parents. Additionally, Meadowbrook has school-wide events that include all the diverse families at the school, such as parent nights, book fairs, musicals, carnival, and art shows.

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

School safety is of paramount concern to everyone at Meadowbrook. The Meadowbrook faculty and staff look at safety concerns in a collaborative manner. Additionally, Meadowbrook members listen carefully to the concerns of parents and students and make appropriate changes to make the school a safe and positive environment. The school is open to students 30 minutes before school starts (7:15 a.m.) and 30 minutes after school ends (2:15 p.m.) with faculty and staff supervision. The School Resource Officer (SRO) is assigned to the school and assists the faculty and staff, students, and parents with any safety needs or concerns. The SRO works with administration on developing a school emergency plan, assisting with school events, and mentoring students. The SRO also provides ongoing training to all employees so they can be prepared for any crisis situations that may occur.

c. 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.

All Meadowbrook teachers have a classroom behavior plan and work with the school's leadership team to develop appropriate behavior goals and plans for students. Additionally, the administration meets with all teachers during pre-planning week and reviews classroom behavior plans and expectations. Throughout the year, the leadership team conducts walkthroughs to monitor behavior. All parents, teachers, staff, and students are included together in setting up behavior goals and monitoring student progress. Each grade level and classroom develops and utilizes positive behavior interventions for all students.

d. 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.

It is very important at Meadowbrook that all students feel encouraged, safe, and happy while at school. The school counselor meets with all classrooms and does instructional guidance lessons throughout the year. Additionally, the school counselor meets with students and parents before and after school. The school leadership team and teachers have a close relationship with surrounding neighborhoods, businesses, and community groups. Teachers and staff are encouraged to do home visits to help relate to parents and students. These home visits also helps to build positive relationships between parents and teachers which help to ensure that social-emotional needs of students are being met.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

For attendance, the school leadership team looks at attendance records for all students, monitoring this data on a weekly basis. Early indicators include students that have excessive absences, tardies, or checkouts, or if the students have negative attendance trends during the school year. The assistant principal keeps detailed reports and a communication record on file.

The school leadership team looks at referral and suspension data during the leadership meetings. The assistant principal prints reports by student, teacher, and grade level.

It is important that Meadowbrook students master language arts and mathematics. The leadership team looks at grades for progress reports and report cards. Additionally, the leadership team gathers data weekly and collaborates with teachers to determine if student grades are unsatisfactory. During team leader meetings, grade levels have the opportunity to share concerns of specific students or negative attendance trends that are affecting their learning progress.

At the end of the year, the school leadership closely looks at statewide, standardized assessments in language arts, mathematics, writing, and science. The leadership team creates an assessment notebook that disaggregates data. Additionally, teachers and teams meet with the leadership team and look at assessment scores. Third and fourth grade teachers are also given the opportunity to recommend students based on assessment data to be pulled out for smaller group instruction with Title I teachers. This helps to differentiate instruction for students in the lower quartile.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	12	10	11	20	18	0	0	0	0	0	0	0	85
One or more suspensions	2	3	1	1	3	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	2	1	2	2	2	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	2	12	20	0	0	0	0	0	0	0	34

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	3	1	1	12	18	0	0	0	0	0	0	0	35

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

Teachers and school administrators work together with students and parents to make sure students are able to attend classes. If a student is missing from class, the teacher will communicate with the parents to determine the appropriate action that is needed. The teacher will work with the parents to ensure the student is on time to school and finishes any work they missed. If a student is excessively absent, administration will work with parents to develop a plan to ensure the student comes to school.

Meadowbrook teachers and staff ensure the school is a positive place for students. If a student receives a suspension, when he or she returns to school they will meet with the teacher, administrators, and parents. The team develops a plan to make sure the student understands what the problem was and how it can be solved.

Student grades are monitored closely by teachers and administrators. If a student's grade drops drastically in any subject, the teacher will contact the parents and discuss what may be affecting their grades and work on a new plan to help the student succeed. When a student chronically has low grades, then the school leadership team and teacher invite the parents and student to an EPT and develop a plan to help the student get on grade level. Parents are also involved in setting up a Progress Monitoring Plan (PMP) to help provide strategies to the parents that can help the student at home.

State assessment results are released at the end of the school year. Nevertheless, it is important for the school leadership team and teachers to look at this data and determine what instructional strategies worked for that year and which ones will need improvement for next year. Faculty and staff look at assessment data regularly, which includes individual and group trends. The school leadership team and teachers meet and develop a plan for the future to maintain high achievement results and improve in areas

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

The Meadowbrook faculty and staff will effectively communicate with parents and families, specifically by using these strategies: conferences, home visits, emails, phone calls, and letters. Moreover, school handouts and newsletters will provide general information for all students, parents,

and families, and individual teachers will offer specific feedback and information through conferences, phone calls, emails, newsletters, progress reports, and agendas.

2. 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.

Meadowbrook faculty and staff work with the community and build many partnerships with different community members, including businesses, clubs, higher education institutions, and other groups. Meadowbrook has a number of business partners, including: Publix, Florida Credit Union, Campus Credit Union, and more. Additionally, Meadowbrook faculty and staff work with local neighborhoods, setting up flyers and programs that include neighborhood communities and the school.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Burklew, Brad	Principal
Beland, Chris	Assistant Principal
Morris, Lisa	School Counselor
Young, Brittani	Teacher, K-12
Moore, Dawn	Dean

b. Duties

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

The leadership team -- consisting of the principal, assistant principal, school counselor, behavior resource teacher, and Title I teachers -- meet weekly and discuss student progress and goals. During these weekly meetings, specific student needs are addressed. Afterwards, other members of the faculty and staff collaborate and discuss strategies and goals for students. Meadowbrook faculty and staff utilize educational planning team (EPT) meetings to officially review student progress and monitor data and interventions. The EPT members then work together to develop a workable plan that best meets the needs of the students. Future communication and EPTs will review progress towards those goals.

2. 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 school-based RTI leadership team consists of the Principal, Brad Burklew, Assistant Principal, Chris Beland, school counselor, Lisa Morris, and Title I teachers, Brittany Young and Patricia Mann. These individuals are the administrative staff that oversees curriculum, behavior, and data decision making at the school.

Principal: Provides a common vision for use of data-based decision-making, sees that RTI is implemented according to district guidelines, oversees implementation and documentation of interventions, and provides needed professional development for staff.

Assistant Principal: Supports and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Selected General Education Teachers: Works with the principal in sharing data with other faculty and works with teachers in developing intervention activities.

School Counselor: Arranges EPT meetings to discuss teacher concerns regarding students. Notifies parents of scheduled meetings so they may be in attendance. Assists in planning interventions. Meets with teachers on a regular basis to modify interventions. Assists teacher with record-keeping required for interventions. Oversees necessary documentation required by the district.

Exceptional Education Teachers: serve as resource in planning interventions.

School Psychologist: Participates in the collection of data and serves as a resource in planning intervention activities. Attends meeting with parents to share information about intervention process. Provides evaluation for selected students.

Speech Pathologist: Performs language screening on students who are being scheduled for EPT meetings. Serves as a resource for teachers when planning interventions that are language related.

Title I, Targeted Assistance: Meadowbrook has two Title I teachers that instruct low-performing students in reading skills, reading comprehension, and reading strategies. The Title I Lead Teacher collaborates with teachers and selects students based off of assessment data and teacher and parent input. These students are observed on an ongoing basis and in some cases, students can enter and leave the program once satisfactory growth has been achieved.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Brad Burklew	Principal
Katie Malo	Teacher
Dawn Moore	Teacher
Rebecca Henson	Education Support Employee
Karen Milton	Business/Community
Allyson Mack	Parent
Jamie Garcia	Parent
Margie Silverman	Business/Community
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

For this school year, the SAC will review last year's school improvement plan. The SAC will closely look at the increase in student population to 816 students and as our enrollment continues to be higher than capacity this school year. The school has added three more portables in addition to the three portable we received last year and the field and track have been compacted in order to still accommodate the Morning Mile track as well as the Physical Education needs. The school district has provided direction and support for the school to implement Reading intervention programs in grades 2-5 as an intensive reading resource pull out program. The SAC has looked at the FSA assessment data that came in over the summer and along with the leadership team determined that there is a need for more resources and attention to those students in the lowest quartile. Fifth grade science FCAT data has been disaggregated and disseminated to faculty and SAC.

b. Development of this school improvement plan

The School Advisory Council reviews the school improvement plan goals each year. The SAC ensures that the this year's school improvement plan and goals are appropriate and attainable.

c. Preparation of the school's annual budget and plan

The leadership team met to review Meadowbrook's needs and challenges. The main focus was on technology needs and literacy intervention. Although Meadowbrook is a newer school, we still have ongoing technology needs such as: ink, brighlinks bulbs, and headphones.

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

\$2500 - after school tutoring

\$650 - headphones for computer labs

\$350 - technology needs

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Burklew, Brad	Principal
Beland, Chris	Assistant Principal
Morris, Lisa	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year will be to monitor the progress of students receiving additional support through RTI, as well as the implementation of reading strategies during the 90-minute language arts block that will increase student reading achievement. Teachers also incorporate reading strategies in all subject areas throughout the day. Those students who have scored in the lowest quartile will also receive additional support through our Targeted Title 1 assistance reading intervention programs.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The principal and assistant principal established a school schedule that allows grade level and subject area teachers to have common planning and lunch times. So, teachers have the time and opportunity to work together and collaborate.

Faculty and staff have many professional development opportunities that consist of improving instruction, safety, behavior, technology, and school environment.

Teacher notebooks were created by the leadership team and were given to all teachers. The teacher notebooks help teachers get organized and unpack the standards. Furthermore, grade levels meet with school administrators and review the notebooks and standards together.

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

Meadowbrook Elementary will use the following strategies to recruit and retain teachers:

- *District assigns mentor coaches to new teachers (Principal)
- *District job fair for non-renewed and new teachers(Principal)
- *School administrators provide demonstration lessons, research-based materials, and in-service workshop for staff members (Principal)
- *Provide professional development opportunities (Principal)

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

The district is providing mentor coaches that have backgrounds as highly-performing teachers to all beginning teachers. The mentor teacher will present engagement and curriculum strategies: CRISS,

Kagan, Marzano, strategies for behavior management, provide classroom support through visits, observations, and co-teaching.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Meadowbrook faculty and staff use the district pacing guides to ensure core instructional programs and materials are aligned to Florida's standards. Pacing guides are used both in paper format and digital copies. Teachers, then, incorporate lessons and instruction with Florida's standards.

The faculty and staff use the curriculum that was adopted by the school district.

Professional development opportunities are ongoing and systematic. Professional development opportunities reflect trends and needs that are current. For instance, third thru fifth grade teachers attended a CRISS strategy training to create more engaging lesson plans that foster a more higher order thinking in their students.

Meadowbrook faculty and staff continue to focus on alignment of correlation with standards. This will be done by grade level teams meeting together with the principal and CRT, discussing how teachers and staff can have a deeper understanding of the Florida Assessment Standards and Test Item Specifications. Teachers will use Standards notebooks during this process and the FSA Portal and CPALMS websites.

b. Instructional Strategies

1. 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.

Meadowbrook faculty and staff will use data to differentiate instruction and meet the many diverse needs of the students. One example of how this will be done will be with the regular data chats that occur for teachers, teams, and school leadership member. For instance, school administrators will meet individually with teachers and discuss AIMS assessment data, as well as additional informal and formal assessment data that teachers have access to. Additionally, teams will meet with school administrators and have group data chats that review grade level, school, and district academic data trends. The leadership team will be going to team meetings and aligning instruction, standards, and data. Each grade level will be maintaining an ongoing Google Doc to track students' progress and identify areas of weakness.

2. 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: 3,000

Low-performing students will be selected by teachers, based off of assessment data, and invited to attend the after school tutoring program. Teachers will work with small groups of students on reteaching important literacy and mathematics skills.

Strategy Rationale

The after school program is based off of three important premises. First, the program serves the lowest-performing students who need remedial instruction in core academic areas. Second, the groups are very small, with only 4 to 8 students in each group, and so include more direct instruction. Finally, the teachers are often the same teachers that work with the students during the day, and so the lessons and instruction during after school reflects and extends the lessons that occurred during the day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Burklew, Brad, burklewb@gm.sbac.edu

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

Teachers and school leaders will look at AIMS data, baseline test scores, and FSA scores as well as student work and grades.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In May, Meadowbrook invites incoming parents and students to the Kindergarten Roundup event. This event helps parents and students transition from the preschool setting to kindergarten. The afternoon session has several goals: provide parents with information about kindergarten and the school, enroll students, meet staff, and have parent questions and concerns addressed. Additionally, students get to meet teachers and complete age-appropriate activities.

All of our kindergartners complete a staggered start for the beginning of the school year to assist with the transition to kindergarten. Parents choose one of the first three days during the first week of school to attend, and then all students begin on the Thursday of the first week. This enables the kindergarten teacher to initiate some assessment and for students to acclimate to the kindergarten environment in a smaller group.

Meadowbrook also supports fifth graders that are transitioning into middle schools. Fifth grade teachers work with parents and students and help establish a middle school plan for students so that they are prepared and successful after leaving Meadowbrook.

b. College and Career Readiness

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

Meadowbrook teachers work with the school district's volunteer coordinator and bring in groups, community members, experts, and businesses to complete lessons and activities for students. The guest speakers that will come to the school include University of Florida professors, biologists, historians, engineers, and aquatic experts.

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

N/A

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

Teachers incorporate career and technical education into the curriculum. For instance, teachers relate learning lessons to specific academic courses and this helps boost student engagement and achievement.

The school also has a Math Club that includes fourth and fifth grade students. The Math Club competes in the district-supported Math Olympiad.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The number of students in the lowest quartile who accomplish a learning gain on the FSA English Language Arts will increase by one percent.
- G2.** The number of students scoring a Level 3 or higher on the Statewide Science Assessment (SSA) will increase by one percent.
- G3.** The number of students belonging to the lowest performing quartile who accomplish a learning gain on the FSA Mathematics will increase by one percent.

Strategic Goals Detail

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

G1. The number of students in the lowest quartile who accomplish a learning gain on the FSA English Language Arts will increase by one percent. 1a

G095774

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	57.0

Targeted Barriers to Achieving the Goal 3

- Limited amount of instructional time to remediate those students in the lowest quartile.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School leadership team, alignment of instruction to Florida's Standards, and professional development. Students will be able to attend after school tutoring two times a week through Title 1 funds for an hour each day.

Plan to Monitor Progress Toward G1. 8

Teachers will include research-based practices in their lesson plans.

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will work with their team to plan lessons that include strategies such as CRISS, Marzano, Kagan, and Literacy Work Stations. Administration will monitor attendance of PD that was offered on these strategies and monitor the effectiveness. After school tutoring will also be available for the lowest-performing students in grades 2-5.

G2. The number of students scoring a Level 3 or higher on the Statewide Science Assessment (SSA) will increase by one percent. 1a

 G095775

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	64.0

Targeted Barriers to Achieving the Goal 3

- Differentiating instruction for the various levels of students to help meet their needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Include a science block that is 1 hour in fifth grade. Technology labs. Media specialist and mobile iPad cart

Plan to Monitor Progress Toward G2. 8

Teachers will plan instruction geared towards improving student ability in text-based science skills.

Person Responsible

Brad Burklew

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase of students at Proficiency level 3 or above on SSA, lesson plans, observation

G3. The number of students belonging to the lowest performing quartile who accomplish a learning gain on the FSA Mathematics will increase by one percent. 1a

G095776

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	57.0

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient instructional time to differentiate materials to meet the needs of all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Principal, Assistant Principal, Alignment of Instruction to Florida's Standards, Pacing Guides, Instructional Calendars, Grade Level Planning for engaging math stations

Plan to Monitor Progress Toward G3. 8

Teachers will include research-based practices in their lesson plans

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers will work with their team to plan lessons that include strategies such as CRISS, Marzano, and Kagan. Administration will monitor attendance of PD that was offered on these strategies and monitor the effectiveness. Students will also have exposure to programs such as TenMarks to help prepare them for computer based testing.

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

 = Problem Solving Step  S123456 = Quick Key

G1. The number of students in the lowest quartile who accomplish a learning gain on the FSA English Language Arts will increase by one percent. 1

G095774

G1.B1 Limited amount of instructional time to remediate those students in the lowest quartile. 2

B257856

G1.B1.S1 Ongoing review of data by administration, teacher leaders, and classroom teachers 4

S272895

Strategy Rationale

Progress monitoring by school leaders and teachers ensures that student needs are being met.

Action Step 1 5

Teachers and school leaders will meet to discuss Language Arts assessment data. Title 1 teachers as well as EDI tutors will attend an Achieve 3000 training where they will gain access to a scaffolding resource for students to help close the achievement gap.

Person Responsible

Brad Burklew

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

The principal and assistant principal will monitor meetings and progress.

Action Step 2 5

Title I funds used to secure teacher for ELA pullout for grades 3 and 4. Teachers will have access to a Professional Learning Community in which they will meet with monthly to review students' progress, data analysis of information as well creating and reviewing assessment resources that will prepare students for the FSA.

Person Responsible

Brittani Young

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Ongoing data review

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor teacher planning and pacing through use of informal walkthroughs and formal observation

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Principal and assistant principal informal and formal observations, FSA assessment data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increase in Student Reading Scores

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/14/2017 to 6/1/2018


Evidence of Completion

Increase of low performing students receiving a level 3 or higher on the FSA Language Arts.

G2. The number of students scoring a Level 3 or higher on the Statewide Science Assessment (SSA) will increase by one percent. 1

 G095775

G2.B1 Differentiating instruction for the various levels of students to help meet their needs. 2

 B257858

G2.B1.S1 Teachers will have data chats both individually and as a group with the principal and assistant principal. 4

 S272896

Strategy Rationale

The bimonthly meetings will ensure that teachers understand academic data trends and student needs.

Action Step 1 5

Teachers and school leaders will meet and discuss science assessment data.

Person Responsible

Brad Burklew

Schedule

Every 2 Months, from 8/14/2017 to 6/9/2018

Evidence of Completion

The principal and assistant principal will monitor meetings and progress.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The principal will monitor the meetings so that they are productive and expectations are high.

Person Responsible

Brad Burklew

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

The data chats will include assessment data and be disaggregated by students, groups, schools, and the school district.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The principal will closely monitor the discussions and plans that stem from the data chats.

Person Responsible

Brad Burklew


Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

Evidence of Completion

The principal will keep anecdotal records of the meetings and data results.

G3. The number of students belonging to the lowest performing quartile who accomplish a learning gain on the FSA Mathematics will increase by one percent. 1

 G095776

G3.B1 Lack of sufficient instructional time to differentiate materials to meet the needs of all students. 2

 B257859

G3.B1.S1 Small group instruction for those students working below grade level 4

 S272897

Strategy Rationale

Small group instruction for the lowest-performing students is beneficial in that it gives students a chance to have differentiated instruction in a small group setting. Teachers will be able to take this data back in order to communicate with parents about their child's progress.

Action Step 1 5

The incorporation of research-based strategies to teach mathematics during small group instruction

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase of students at Proficiency level 3 or above on FSA Mathematics, quarterly data reports from each grade level, observation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walkthroughs and snapshots will be taken throughout the school year. Teachers will submit lesson plans with evidence of strategies being used in small group instruction.

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Principal and assistant principal will cite evidence from the walkthroughs. During the small group instruction time, lesson plans will show evidence of research based strategies such as CRISS, Marzano, and Kagan. Data will also be reviewed (AIMS) and baseline scores.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review Lesson plans

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Administrators will see small group instruction when viewing lesson plans and also when doing walkthroughs. Administrator will have post conferences after walkthroughs to discuss the small group instruction that was observed. When conducting walkthroughs, administrator will cite the evidence of research-based strategies that are being used.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1  M392455	Teachers will include research-based practices in their lesson plans.	Burklew, Brad	8/14/2017	Teachers will work with their team to plan lessons that include strategies such as CRISS, Marzano, Kagan, and Literacy Work Stations. Administration will monitor attendance of PD that was offered on these strategies and monitor the effectiveness. After school tutoring will also be available for the lowest-performing students in grades 2-5.	6/1/2018 quarterly
G2.MA1  M392458	Teachers will plan instruction geared towards improving student ability in text-based science...	Burklew, Brad	8/14/2017	Increase of students at Proficiency level 3 or above on SSA, lesson plans, observation	6/1/2018 every-2-months
G3.MA1  M392461	Teachers will include research-based practices in their lesson plans	Burklew, Brad	8/14/2017	Teachers will work with their team to plan lessons that include strategies such as CRISS, Marzano, and Kagan. Administration will monitor attendance of PD that was offered on these strategies and monitor the effectiveness. Students will also have exposure to programs such as TenMarks to help prepare them for computer based testing.	6/1/2018 quarterly
G1.B1.S1.MA1  M392453	Increase in Student Reading Scores	Burklew, Brad	8/14/2017	Increase of low performing students receiving a level 3 or higher on the FSA Language Arts.	6/1/2018 quarterly
G1.B1.S1.MA1  M392454	Monitor teacher planning and pacing through use of informal walkthroughs and formal observation	Burklew, Brad	8/14/2017	Principal and assistant principal informal and formal observations, FSA assessment data	6/1/2018 quarterly
G1.B1.S1.A1  A366231	Teachers and school leaders will meet to discuss Language Arts assessment data. Title 1 teachers as...	Burklew, Brad	8/14/2017	The principal and assistant principal will monitor meetings and progress.	6/1/2018 every-2-months
G1.B1.S1.A2  A366232	Title I funds used to secure teacher for ELA pullout for grades 3 and 4. Teachers will have access...	Young, Brittani	8/14/2017	Ongoing data review	6/1/2018 daily
G2.B1.S1.MA1  M392456	The principal will closely monitor the discussions and plans that stem from the data chats.	Burklew, Brad	8/14/2017	The principal will keep anecdotal records of the meetings and data results.	6/1/2018 every-2-months
G2.B1.S1.MA1  M392457	The principal will monitor the meetings so that they are productive and expectations are high.	Burklew, Brad	8/14/2017	The data chats will include assessment data and be disaggregated by students, groups, schools, and the school district.	6/1/2018 every-2-months
G3.B1.S1.MA1  M392459	Review Lesson plans	Burklew, Brad	8/14/2017	Administrators will see small group instruction when viewing lesson plans and also when doing walkthroughs. Administrator will have post conferences after walkthroughs to discuss the small group instruction that was observed. When conducting walkthroughs, administrator will cite the evidence of research-based strategies that are being used.	6/1/2018 quarterly
G3.B1.S1.MA1  M392460	Classroom walkthroughs and snapshots will be taken throughout the school year. Teachers will...	Burklew, Brad	8/14/2017	Principal and assistant principal will cite evidence from the walkthroughs. During the small group instruction time, lesson plans will show evidence of research based strategies such as CRISS, Marzano, and Kagan. Data will	6/1/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				also be reviewed (AIMS) and baseline scores.	
G3.B1.S1.A1  A366234	The incorporation of research-based strategies to teach mathematics during small group instruction	Burklew, Brad	8/14/2017	Increase of students at Proficiency level 3 or above on FSA Mathematics, quarterly data reports from each grade level, observation	6/1/2018 quarterly
G2.B1.S1.A1  A366233	Teachers and school leaders will meet and discuss science assessment data.	Burklew, Brad	8/14/2017	The principal and assistant principal will monitor meetings and progress.	6/9/2018 every-2-months

V. Professional Development Opportunities

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

G1. The number of students in the lowest quartile who accomplish a learning gain on the FSA English Language Arts will increase by one percent.

G1.B1 Limited amount of instructional time to remediate those students in the lowest quartile.

G1.B1.S1 Ongoing review of data by administration, teacher leaders, and classroom teachers

PD Opportunity 1

Teachers and school leaders will meet to discuss Language Arts assessment data. Title 1 teachers as well as EDI tutors will attend an Achieve 3000 training where they will gain access to a scaffolding resource for students to help close the achievement gap.

Facilitator

Team Leaders

Participants

Teachers

Schedule

Every 2 Months, from 8/14/2017 to 6/1/2018

G3. The number of students belonging to the lowest performing quartile who accomplish a learning gain on the FSA Mathematics will increase by one percent.

G3.B1 Lack of sufficient instructional time to differentiate materials to meet the needs of all students.

G3.B1.S1 Small group instruction for those students working below grade level

PD Opportunity 1

The incorporation of research-based strategies to teach mathematics during small group instruction

Facilitator

School Leadership Team

Participants

Teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers and school leaders will meet to discuss Language Arts assessment data. Title 1 teachers as well as EDI tutors will attend an Achieve 3000 training where they will gain access to a scaffolding resource for students to help close the achievement gap.				\$7,757.84
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	0520 - Meadowbrook Elementary School	Other		\$5,538.24
			Notes: Florida Ready			
	5100	520-Textbooks	0520 - Meadowbrook Elementary School	Title I, Part A		\$2,019.60
			Notes: Florida Ready Title I			
	5100	500-Materials and Supplies	0520 - Meadowbrook Elementary School	Title, I Part A		\$200.00
			Notes: Materials for Achieve 3000 Professional Development as well as Data analysis professional developments.			
2	G1.B1.S1.A2	Title I funds used to secure teacher for ELA pullout for grades 3 and 4. Teachers will have access to a Professional Learning Community in which they will meet with monthly to review students' progress, data analysis of information as well creating and reviewing assessment resources that will prepare students for the FSA.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7710	120-Classroom Teachers	0520 - Meadowbrook Elementary School	Title, I Part A		\$3,500.00
			Notes: PLC for Teachers to conduct data analysis and creation/review of FSA preparation tools.			
3	G2.B1.S1.A1	Teachers and school leaders will meet and discuss science assessment data.				\$0.00
4	G3.B1.S1.A1	The incorporation of research-based strategies to teach mathematics during small group instruction				\$0.00
Total:						\$11,257.84