Meadowlane Elementary School

2017-18 Schoolwide Improvement Plan

Meadowlane Elementary School

4280 W 8TH AVE, Hialeah, FL 33012

http://meadowlane.dadeschools.net/

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 PK-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	B*	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 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 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 Meadowlane Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 with 99% non-white and 1% white. 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 740 students. Students on free and reduced lunch account for 82% of the total population. Meadowlane Elementary is a Title I funded school.

Meadowlane Elementary School has a cultural committee that is responsible for implementing activities such as: Hispanic Heritage Month and African-American History Month celebrations. In addition, teachers provide opportunities through classroom projects to learn about students' cultures.

b. 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 by following the Code of Student Conduct in a progressive manner. Teacher-parent conferences are held when students violate the Code of Student Conduct. In addition, all teachers have developed a classroom management plan which they utilize throughout the school year.

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.

Meadowlane Elementary is committed to promoting a positive learning environment. Appropriate behavior is encouraged and reinforced within the school setting.
School wide Incentives:
• Staff actively monitor student's behavior rewarding with verbal praises and or redirecting student behavior as needed.
• Staff identifies students exhibiting positive behavior and complete a ticket to be turned into the office. Students will be selected to read on the announcements describing the positive behavior

exhibited.
• Students exhibiting positive behavior are rewarded with 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.

Training for School Personnel:
• 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 in order to keep students engaged during instruction.
• 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.

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.

The social-emotional needs of all students are being met through the use of counseling intervention strategies.
Students who are Identified as needing social-emotional support are required to participate in counseling sessions with our school's guidance counselor. Counseling sessions will focus on behavioral and emotional needs. All counseling sessions will be delivered via a trained professional (social worker, counselor, school psychologist).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

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.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	4	13	11	3	10	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	3	10	38	41	48	0	0	0	0	0	0	0	140

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	6	14	14	39	43	0	0	0	0	0	0	0	116

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

Meadowlane offers morning tutoring to selected students in various grade levels who are struggling in the area of Reading and Mathematics. Students performing below grade level are also enrolled in growth monitoring using i-Ready Reading and Mathematics. In addition, the reading and science coach provide additional intervention weekly to students who scored in the lowest 25 percentile in the reading and math FSA. Meadowlane Elementary uses McGraw's Wonder Works program as part of the intervention program.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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?

No

1. PFEP Link

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

2. Description

The Community Involvement Specialist hosts monthly parent workshops. During these monthly meetings she invites district personnel from the Parent Academy, our instructional coaches as well as teacher leaders to provide additional, relevant information to our parents. The Community Involvement Specialist also provides assistance with our school volunteer program. She encourages parents to become active members of our school community. Finally, Meadowlane maintains open communication with all stakeholders by utilizing the school's monthly calendars, website, social media and the Connect-Ed program.

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.

Meadowlane Elementary builds and sustains partnerships with the local community through various activities, such as Movie Night sponsored by the City of Hialeah and our annual Spelling Bee contest. Meadowlane uses the Dade's Partners to assist in various projects throughout the school year such as: principal's honor breakfast and end of year awards assemblies. Meadowlane has also sustained partnerships with the City of Hialeah Parks and Recreation and the YMCA after-school program.

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
Garcia, Maritza	Principal
	Assistant Principal
Figueroa, Christine	Teacher, K-12
Trujillo, Maria	Instructional Coach

b. Duties

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

Maritza Garcia, 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. Christine Figueroa, Instructional Coach:
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.

Ms. Maria Trujillo, Instructional Coach:
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.

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 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. The team members include but not limited to:

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

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.

Vanessa Olivero and Ms. Lluvia Dominguez, Exceptional Student Education (ESE) Teachers :
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. Migdalia Coubertier, 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. Alexandra Nunez, 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

Title I:
Meadowlane Elementary School provides services to ensure students requiring additional

remediation are assisted through extended learning opportunities. School based, Title I funded Community Involvement Specialist (CIS) Ada Valdes, serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. Ada Valdes schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages 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 Family Engament Policy (PFEP – which is provided in English and Spanish at our school), the school improvement process 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.

Title III:
At our school we will utilize Title III funds to supplement and enhance the programs for English Language Learner (ELL) and recently arrived immigrant children and youth:
• Tutorial programs
• Parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy)
• Reading and supplementary instructional materials

Title I, Part C- Migrant
Meadowlane Elementary School currently has no migrant students. However, the school is able to provide services and support to migrant students and parents if needed.

Title X- Homeless:
Miami-Dade County's 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 assist Meadowlane Elementary with the identification, enrollment, attendance, and transportation of homeless students. Our school's registrar, Mercy Cruz, and our CIS, Ada Valdes both attend annual meetings provided by the Homeless Education Program. They are able to address issues such as procedures for enrolling homeless students and 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. Ada Valdes, CIS, who serves as our Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. At Meadowlane, we issue free uniform vouchers and backpacks with school supplies.

Violence Prevention Programs
• Meadowlane Elementary School participates in the District's Bullying Prevention Program.
• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers.

• Students will participate in daily activities such as essay contests, signing of anti-drug pledge during Red Ribbon Week.

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 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.
--The administrators at Meadowlane Elementary are required to begin any investigation of bullying or harassment within 24 hours of an initial report. All homeroom teachers in each grade level at Meadowlane Elementary are required to teach 5 curriculum lessons on Bullying and Violence Prevention.

Nutrition Programs:
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Maritza M. Garcia	Principal
Nancy Jacobs	Teacher
Raimundo Hung	Teacher
Anabel Gonzalez	Teacher
Michael Helsper	Teacher
Eric Schmidt	Parent
Zoriado Amador	Business/Community
Annie Barreto	Education Support Employee
Oscar Leon	Teacher
Aylen Novo	Parent
Anais Rodriguez	Parent
Katya Mendoza	Parent
Rosmary Sanchez	Parent
Maria Trujillo	Teacher
Lucy Almeida	Business/Community
Magaly Necega	Business/Community
Taissa Tellez	Parent

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

After End-of-Year reflection and summer Synergy, instructional barriers were identified and an action plan was developed. The action plan is currently being implemented at the school.

b. Development of this school improvement plan

SAC met to discuss last year's school improvement plan using current school data, recommendations were made based on the data and were used to create the 2017-2018 School Improvement Plan. Based on the previous year's data, the SAC presented recommendations for the 2017 – 2018 and made adjustments as needed. The SAC met on September 20, 2017 to finalize the plan and will continuously meet to review and monitor the progress of the School Improvement Plan goals.

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

SAC meets as needed to review student needs in order to improve student achievement and members can make their own suggestions on the use of available funds to support the SIP's goals.

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

SAC used the allocated funds to purchase instructional materials and hourly personnel such as: BrainPop $2200, Phonics Books $2200, Starfall Books $160, EdHelper $375, and Paper/Ink $360.

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
Garcia, Maritza	Principal
	Assistant Principal
Figueroa, Christine	Instructional Coach
Trujillo, Maria	Instructional Coach

b. Duties

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

The major initiative of the LLT this year will be to monitor the fidelity of the implementation of the Reading , Mathematics and Science curriculums, the usage of I-Ready for Reading and Mathematics and collect and analyze data in order to formulate professional development activities that will direct instruction. The LLT members will also work closely with the Curriculum Council members in all grade levels in order to create a collaborative environment that fosters sharing and learning amongst all subject areas and grade levels.

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 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.

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

The school will recruit and retain highly qualified, certified-in-field teachers by providing professional development aligned to effective teaching and by providing presentations by local universities about how to obtain advanced degrees. In addition, approximately 50 percent of teachers in each grade level are certified for Clinical Supervision. Therefore, Meadowlane takes advantage of housing student interns from all universities throughout the school year.

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

The school has selected our SPED teacher Mrs. Olivero to participate in the District's MINT/Buddy program and i3 Mentoring Program. Mrs. Olivero will be mentoring our new SPED teacher, Mrs. Dominguez.

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.

Meadowlane Elementary follows the district's pacing guide and State Item specifications in order to align all instructional programs to Florida Standards. Materials selected are aligned to the Common Core State Standards.

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.

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

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: Before School Program

Minutes added to school year: 740

Before school tutoring is being provided to selected students in grades one through five.

Strategy Rationale

Before school tutoring is being provided to selected students in order to improve student achievement in the area of reading.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Garcia, Maritza, pr3141@dadeschools.net

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

I-Ready reports and tutoring portfolios

Strategy: After School Program

Minutes added to school year: 1,080

After school tutoring is being provided to selected ELL students in grades two through five.

Strategy Rationale

After school tutoring is being provided to selected ELL students in order to improve achievement in the area of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Garcia, Maritza, pr3141@dadeschools.net

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

I-Ready reports and tutoring portfolios

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, §
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.

Meadowlane Elementary staff distributes 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 the school year. 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, 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 Kindergarten Readiness Screener is administered to assess the readiness of each child for kindergarten. Data used to plan daily academic 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.

All 5th Grade students participate in visits to the Feeder middle schools. Additionally, the Middle Schools provide presentations at Meadowlane Elementary to give information regarding courses and activities.

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.

N/A

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.

N/A

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

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.   If core instruction is improved in all content areas, then student achievement will increase.

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. If core instruction is improved in all content areas, then student achievement will increase. `1a`

🔑 G096892

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - SWD	54.0
AMO Math - SWD	62.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `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, Gradelevel chairs in all grades, reading teacher to attend all reading icad meetings, math coach to attend all distict provided math meetings, and a science coach to attend all district provided science meetings

Plan to Monitor Progress Toward G1. `8`

I-Ready reports will be analyzed quarterly in order to monitor student achievement

Person Responsible

Maritza Garcia

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

I-Ready reports

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. If core instruction is improved in all content areas, then student achievement will increase. `1`

🔍 G096892

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

🔍 B260639

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`

🔍 S276042

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 professional development day on increasing rigor and higer order thinking skills within planning and delivery of instruction using district provided FSA task cards, Item Specs, and pacing guides.

Person Responsible

Maritza Garcia

Schedule

On 10/2/2017

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

Maritza Garcia

Schedule

Weekly, from 8/21/2017 to 6/7/2018

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 as needed.

Person Responsible

Maritza Garcia

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Meeting minutes. Classroom walk-throughs

Action Step 4 `5`

Identify classrooms that are implementing higher order thinking questions and have teachers needing additional assistance observe these classrooms for specific strategies implementation

Person Responsible

Maritza Garcia

Schedule

Monthly, from 10/27/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Classroom walk-through logs, observation documentation

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

Conduct classroom walkthroughs to monitor the effective delivery of rigorous instruction.

Person Responsible

Maritza Garcia

Schedule

Monthly, from 8/28/2017 to 6/7/2018

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 rigor and higher order questioning skills in lessons in all content areas.

Person Responsible

Maritza Garcia

Schedule

Weekly, from 8/28/2017 to 6/7/2018

Evidence of Completion

Walkthrough notes, lesson plans and observation documentation

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.B2.S1.A1 A371347	Provide professional development in all content areas during professional development day on...	Garcia, Maritza	10/2/2017	Sign in sheets, agenda and reflection of professional development	10/2/2017 one-time
G1.MA1 M399652	I-Ready reports will be analyzed quarterly in order to monitor student achievement	Garcia, Maritza	8/21/2017	I-Ready reports	6/7/2018 quarterly
G1.B2.S1.MA1 M399650	Administrators will also conduct formal/ informal walkthroughs and monitor the effectiveness of...	Garcia, Maritza	8/28/2017	Walkthrough notes, lesson plans and observation documentation	6/7/2018 weekly
G1.B2.S1.MA1 M399651	Conduct classroom walkthroughs to monitor the effective delivery of rigorous instruction.	Garcia, Maritza	8/28/2017	Walkthrough notes and observation documentation	6/7/2018 monthly
G1.B2.S1.A2 A371348	Plan and implement higher order questions of varying complexity in lesson plans that require...	Garcia, Maritza	8/21/2017	Lesson plans, meeting minutes and observational notes	6/7/2018 weekly
G1.B2.S1.A3 A371349	Grade level chairs will follow up by debriefing during scheduled grade level meetings and provide...	Garcia, Maritza	8/21/2017	Meeting minutes. Classroom walk-throughs	6/7/2018 monthly
G1.B2.S1.A4 A371350	Identify classrooms that are implementing higher order thinking questions and have teachers needing...	Garcia, Maritza	10/27/2017	Lesson Plans, Classroom walk-through logs, observation documentation	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

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 professional development day on increasing rigor and higer order thinking skills within planning and delivery of instruction using district provided FSA task cards, Item Specs, and pacing guides.

Facilitator

Maritza Garcia Principal Marioly Guerra, AP Michael Helsper (Gradelevel Chair), Christine Figueroa (Reading Coach), Maria Trujillo (Math Coach), Carlos Moreno (Teacher Leader)

Participants

Instructional Staff

Schedule

On 10/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Provide professional development in all content areas during professional development day on increasing rigor and higer 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 as needed.	$0.00
4	G1.B2.S1.A4	Identify classrooms that are implementing higher order thinking questions and have teachers needing additional assistance observe these classrooms for specific strategies implementation	$0.00
		Total:	$0.00