

Charlotte County Public Schools

Meadow Park Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	15
Budget to Support Goals	18

Meadow Park Elementary School

3131 LAKE VIEW BLVD, Port Charlotte, FL 33948

<http://yourcharlotteschools.net/mpe>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Know Our Kids, Grow Our Kids, ALL of Them.

Provide the school's vision statement.

Together We Succeed Through Leadership.

School Leadership Team

Membership

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

Name	Title
Loge, Matt	Principal
Bishop, Bo	School Counselor
Vida, Holly	Teacher, ESE
Elek, Lauren	Assistant Principal
Probst, John	Instructional Coach
Smith, Jess	Instructional Coach
Taylor, Michelle	Teacher, K-12

Duties

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

Mr. Probst and Mrs. Smith provide monthly pd for teachers regarding CLF, Number Talks, and best practices as it relates to reading and math. They also provide teacher feedback through classroom walks and will model lessons as needed. Mrs. Elek, the Assistant Principal, assists the Principal by being instructional leadership for the entire school. She assists the principal by ensuring necessary resources are aligned in order to meet yearly SIP goals. Mrs. Taylor is the Co-Chair for PPC. She assists the principal in creating the monthly PPC agenda which focuses on the yearly SIP plan. During the monthly PPC meetings, committee members review progress towards goals as they relate to the SIP. Holly Vida, the ESE Liaison, ensures that the SIP plan aligns with school wide ESE planning and services. Dr. Bo Bishop, provides guidance and support for student in the MTSS process and for teachers providing Tier II and III services for those students.

Early Warning Systems

Year 2017-18

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	11	10	6	6	11	13	0	0	0	0	0	0	0	57
One or more suspensions	9	8	3	6	13	10	0	0	0	0	0	0	0	49
Course failure in ELA or Math	0	0	0	21	19	17	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	26	47	46	0	0	0	0	0	0	0	119

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	2	3	0	14	14	16	0	0	0	0	0	0	0	49

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	14	3	9	0	0	0	0	0	0	0	0	0	28
Retained Students: Previous Year(s)	6	13	13	18	17	17	0	0	0	0	0	0	0	84

Date this data was collected

Friday 8/31/2018

Year 2016-17 - As Reported

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	21	13	12	13	10	11	0	0	0	0	0	0	0	80
One or more suspensions	8	8	11	6	11	6	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	1	15	20	7	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	36	55	36	0	0	0	0	0	0	0	127

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	4	1	0	17	24	13	0	0	0	0	0	0	0	59

Year 2016-17 - Updated

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	21	13	12	13	10	11	0	0	0	0	0	0	0	80
One or more suspensions	8	8	11	6	11	6	0	0	0	0	0	0	0	50
Course failure in ELA or Math	0	0	1	15	20	7	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	36	55	36	0	0	0	0	0	0	0	127

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	4	1	0	17	24	13	0	0	0	0	0	0	0	59

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

According to the 17/18 FSA data, the Lowest 25th percentile in math at MPE scored the lowest at 27% proficiency. The Lowest 25th percentile in math for the district was 39% and the state was at 47%. MPE was 12 percentage points below the district and 20 percentage points below the state average. This data is not necessarily a trend. 16/17 FSA data indicated that MPE's Lowest 25% in math was at 46%. The school dropped 19 percentage points for Math Lowest 25th Percentile from the 16/17 school year to the 17/18 school year.

Which data component showed the greatest decline from prior year?

Our Math Gains and our Math Lowest 25th Percentile showed the greatest decline from the 16/17 school year to the 18/19 school year. Math Gains from 16/17 to 17/18 dropped 14 percentage points from 56% to 42%. For Math Lowest 25th Percentile the score dropped 19 percentage points from 16/17 to 17/18 from 46% to 27%. Math Gains for MPE was 12 percentage points below the district and 17 percentage points below the state.

Which data component had the biggest gap when compared to the state average?

According to 17/18 FSA data, Math Lowest 25th Percentile for Meadow Park had the biggest gap when compared to the state average. The gap for this category was 20 percentage points. The school's score was 27% as the state average was 47%.

Which data component showed the most improvement? Is this a trend?

Science proficiency showed the most significant improvement from the 16/17 school year to the 17/18 school year. There was a 26 percentage point gain from 41% (16/17) to 67%(17/18). However, this does not appear to be a trend according to the data. We feel confident that the steps for improvement that were put in place for the 17/18 school year will also have a positive impact on the science data for 18/19 school year. The steps for improvement in science will continue for this school year and we are confident that above average proficiency will be the result again for the 18/19 school year.

Describe the actions or changes that led to the improvement in this area.

Several action steps were put in place for the 17/18 school year that led to a significant gain in science. A dedicated experience science teacher given the task of teaching the majority of our fifth graders in science. We also increased the amount of time our 5th graders received instruction in science. We also provided a two and a half week science review which included third and fourth grade standards for our fifth graders just weeks before the 5th grade science state test. The action steps which were just laid out had a significant impact on the improvement of our science scores from the 16/17 school year to the 17/18 school year.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	56%	59%	56%	49%	56%	52%
ELA Learning Gains	49%	52%	55%	44%	56%	52%
ELA Lowest 25th Percentile	39%	41%	48%	43%	50%	46%
Math Achievement	55%	65%	62%	48%	64%	58%
Math Learning Gains	42%	54%	59%	45%	63%	58%
Math Lowest 25th Percentile	27%	39%	47%	29%	48%	46%
Science Achievement	67%	66%	55%	53%	58%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11 (21)	10 (13)	6 (12)	6 (13)	11 (10)	13 (11)	57 (80)
One or more suspensions	9 (8)	8 (8)	3 (11)	6 (6)	13 (11)	10 (6)	49 (50)
Course failure in ELA or Math	0 (0)	0 (0)	0 (1)	21 (15)	19 (20)	17 (7)	57 (43)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	26 (36)	47 (55)	46 (36)	119 (127)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	63%	-6%	57%	0%
	2017	66%	66%	0%	58%	8%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	50%	54%	-4%	56%	-6%
	2017	51%	59%	-8%	56%	-5%
Same Grade Comparison		-1%				
Cohort Comparison		-16%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	56%	-6%	55%	-5%
	2017	40%	53%	-13%	53%	-13%
Same Grade Comparison		10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	69%	-8%	62%	-1%
	2017	70%	71%	-1%	62%	8%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	48%	61%	-13%	62%	-14%
	2017	61%	69%	-8%	64%	-3%
Same Grade Comparison		-13%				
Cohort Comparison		-22%				
05	2018	46%	62%	-16%	61%	-15%
	2017	45%	56%	-11%	57%	-12%
Same Grade Comparison		1%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	61%	63%	-2%	55%	6%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	34	46	48	32	30	27	33				
BLK	41	27		44	30		70				
HSP	52	42		57	48		64				
MUL	64	63		73	74						
WHT	58	52	49	55	39	27	68				
FRL	48	43	40	49	37	23	61				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	32	37	28	47	39	30				
BLK	52	45		56	43						
HSP	55	59		74	75		40				
MUL	60	31		79	69						
WHT	54	50	40	57	53	51	39				
FRL	44	43	40	52	53	43	33				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math Gains/Math L25
Rationale	When comparing FSA results from 16/17 to 17/18, there was a significant drop in Math Gains and Math Lowest 25 Gains.
Intended Outcome	By the end of the 18/19 school year, 50% of our students will demonstrate a learning gain in math to include the L25.
Point Person	Matt Loge (matthew.loge@yourcharlotteschools.net)
Action Step	
Description	<ul style="list-style-type: none"> - Dedicated interventions have been established for the L25 in math. An intervention schedule has been created for an "intervention specialist" who will provide remediation in math during the math block in fourth and fifth grade. - Using "Florida Coach Math", intervention teachers will provide remediation in the area of math for L25. - Create heterogeneous class groups for third, fourth, and fifth grades. - Made staffing adjustments based on teacher strengths. - Placed computer lab on the "wheel" to ensure students in 3-5 are completing their required amount of time on iReady Math and Reflex math . - Provide PD in the area of "Critical Concepts" for teachers in grades 3-5.
Person Responsible	Matt Loge (matthew.loge@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> - Provide monthly common assessments in the area of Math for grades three through five. - Analyze the data for L25 in math on a monthly basis - Conduct learning walks during math block and during L25 remediation - Conduct monthly data chats in area of math and L25 math achievement - Meet with fourth and fifth grade teams and intervention specialist to gauge the progress of math gains and L25.
Person Responsible	Lauren Elek (lauren.elek@yourcharlotteschools.net)

Activity #2	
Title	ELA Gains/ELA L25
Rationale	When comparing FSA results from 16/17 to 17/18, there was a significant drop in ELA Gains and ELA Lowest 25 Gains.
Intended Outcome	By the end of the 18/19 school year, 50% of our students will demonstrate a learning gain in ELA to include the L25.
Point Person	Matt Loge (matthew.loge@yourcharlotteschools.net)
Action Step	
Description	<ul style="list-style-type: none"> - Create heterogeneous class groups for third, fourth, and fifth grades. - Made staffing adjustments based on teacher strengths. - Placed computer lab on the "wheel" to ensure students in 3-5 are completing their required amount of time on iReady Reading. - Provide PD in the area of "Critical Concepts" for teachers in grades 3-5. - Implement intensive remediation for students in L25 in the area of reading using "Corrective Reading" SRA. - SRA "Corrective Reading" will be implemented in self contained ESE classes in 3-5 (EBD). -L25 students in third grade will be provided with reading remediation using ELA FLA Coach. - Intervention specialists will provide reading remediation using SRA "Corrective Reading" for L25 in grades four and five. - Teachers using SRA "Corrective" reading will be provided PD in the area of reading remediation as it relates to SRA. - Continue professional development in the area of the Comprehensive Literacy Framework. -Incorporate non-fiction text by creating school wide science plan. K-2 will have access to Science A to Z to implement non-fictional text (science readers) into the reading block and into the science block. -Every grade level will have science first part of the day. "Science Expectations" were established in order to improve overall reading abilities of all students.
Person Responsible	Matt Loge (matthew.loge@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> - Provide monthly common assessments in the area of ELA for grades three though five. - Analyze the data for L25 in ELA on a monthly basis - Conduct learning walks during ELA block and during L25 remediation - Conduct monthly data chats in area of ELA and L25 ELA achievement - On a monthly basis, meet with SRA "Corrective Reading" teachers to monitor individual student progress in the SRA program. Monitor student progression through SRA levels.
Person Responsible	Lauren Elek (lauren.elek@yourcharlotteschools.net)

Activity #3	
Title	ELA Learning Gains/Subgroup/Black
Rationale	Based on 2017/18 FSA results, there was a 17 point achievement discrepancy in ELA when comparing white/African American FSA assessment results.
Intended Outcome	By the end of the 18/19 school year, the achievement gap between white/black will decrease to 5% achievement gap.
Point Person	Matt Loge (matthew.loge@yourcharlotteschools.net)
Action Step	
Description	<ul style="list-style-type: none"> -African American students who are included in the L25 intervention plan will receive reading intervention using SRA Corrective Reading. -Students who are in need of remediation will receive an additional 60 minutes of remedial reading instruction. -African American students will receive effective Tier I ELA instruction during the 90min reading block.
Person Responsible	Matt Loge (matthew.loge@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	-The achievement gap between African American/White students will be reviewed on monthly basis using SRA reading data.
Person Responsible	Matt Loge (matthew.loge@yourcharlotteschools.net)

Activity #4	
Title	ELA Achievement & School Wide Science Plan
Rationale	Based on 17/18 FSA results, MPE was 56% proficient. The school dropped from 61% from the 17/18 school year.
Intended Outcome	By the end of the 18/19 school year, 58% of students in grades 3-5 will demonstrate proficiency on the FSA assessment. Furthermore, a school wide science plan for the 18/19 school year has been developed and implemented in order to have a positive impact on the overall reading achievement at Meadow Park. Research indicates that a strong focus on science will translate to improved reading achievement.
Point Person	Matt Loge (matthew.loge@yourcharlotteschools.net)
Action Step	
Description	<ul style="list-style-type: none"> -Teachers will participate in training such as learning to unpack the FL Standards ("Critical Concepts" training). -A CLF sustainability plan will be incorporated to ensure continued progress is being made in this area. -School Admin will have individual data chats with teachers on a monthly basis to discuss the following: Student Performance Objectives, vocabulary, writing, and gradual release of responsibility (Dr. Dickey's Work) -MPE will increase the use of non-fictional text such as science readers to embed during the 90 min reading block. -Media specialist will provide support to grade level teachers to incorporate non-fictional science books as they relate to the different units of study in science. -The master schedule was developed to ensure that every grade level has science first period. - "School Wide Science Expectations" were created to provide grade levels guidelines for delivering science instruction. -The science teacher will provide a science "picture of the day" during the am news. Students in graded k-5 will participate in a science picture of the day journal entry each morning . This activity will lead students into their science block. -Grade level teachers will utilize Pearson Elevate Science to provide daily science instruction. -The STEM teacher will support science by using the "uEngineer It" section of the Pearson student book to be completed during STEM class. -Primary teachers will use Science A to Z readers during guided reading to increase non-fictional text. -Administration will conduct daily walk throughs to provide teachers feedback during Science and ELA block. -Kindergarten teachers will improve the structure of their reading block to include (word of the day, sentence of the day, morning message, and predictable charts). Kindergarten teachers will be encourage to shadow a highly effective kindergarten teacher from another school. (Four Blocks) -Fourth and Fifth grade classes will improve vocabulary development by providing practicing vocabulary using Sadlier Vocabulary.
Person Responsible	Matt Loge (matthew.loge@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> -Daily/Weekly walk throughs to monitor progress -CLF Sustainability Training documentation

- Documentation of teachers participating in Critical Concepts training and school base pd plan.
- Review diagnostic iReady data EOY, MOY, EOY, review district writing assessment results, review collaborative planning feedback forms on a weekly basis
- Review teacher lesson plans on a weekly basis

Person Responsible Matt Loge (matthew.loge@yourcharlotteschools.net)

Activity #5

Title Attendance

Rationale Meadow Park's daily attendance rate was 94% based on 17/18 school attendance data.

Intended Outcome By the end of the 18/19 school year, Meadow Park will have an overall average of 96% daily attendance rate.

Point Person Lauren Elek (lauren.elek@yourcharlotteschools.net)

Action Step

Description

- September is Attendance Awareness Month"
- Supported by "Campaign for Grade-Level Reading" Sarasota County, the art teacher was provided attendance posters
- Poster Contest in art class to promote "Attendance Awareness Month"
- Display attendance board in car rider loop to include average daily attendance and tardies
- With the assistance of the social worker, provide support and monitoring of our Tier II and III attendance students.
- The school's goal of 96% daily attendance will be tracked weekly by grade level and by team. The tracking will take place in the cafeteria on the football field bulletin board.

Person Responsible Lauren Elek (lauren.elek@yourcharlotteschools.net)

Plan to Monitor Effectiveness

Description

- Ensure daily attendance board is displayed outside in car loop
- Remind students/parents of the importance of attendance through morning announcements and Sunday's phone message to parents.
- Ensure art teacher is having students participate in attendance poster contest.
- Attendance log of names being brought up during TST meetings for attendance for Tier II and III.

Person Responsible Lauren Elek (lauren.elek@yourcharlotteschools.net)

Activity #6	
Title	Discipline
Rationale	Based on 17/18 discipline data, 49 students received one or more number of days of out of school suspension. Furthermore, the out of school suspension rate for African American students was 16%. Meanwhile, African American students make up approximately 10% of the student population.
Intended Outcome	By the end of the 18/19 school year. 35 students or less will receive one or more days of out of school suspension. Furthermore, the out of school suspension rate for African American students will drop from 16% to 8% based on 18/19 discipline data.
Point Person	Lauren Elek (lauren.elek@yourcharlotteschools.net)
Action Step	
Description	<ul style="list-style-type: none"> -Each grade level will track the number of disciplinary referrals as part of their "Wildly Important Goals". -Implement "Misconduct" form to be used for Tier II type of behaviors in the room and used as communication between school and home. -Implement out of school alternative consequences when applicable -Introduce and implement Sanford Harmony (Classroom teaching that builds strong social/emotional relationships) -Develop social/emotional support groups (lunch bunch with social worker/school counselor) -Promote a positive school climate by using PBS such as "Gator Grams", positive student referrals, and "spirit sticks" to promote and foster school wide expectations (GATOR Expectations). --Continue to participate in USF PBS behavior tracking.
Person Responsible	Lauren Elek (lauren.elek@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> -Monitor "WIG Discipline" board in cafe and in grade level hallways to ensure tracking is occurring. -Discuss discipline data at during TEAM celebrations. -Review quarterly suspension data -Review discipline data monthly during grade level team meetings.
Person Responsible	Lauren Elek (lauren.elek@yourcharlotteschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Meadow Park will build positive relationships with parents, families, and the community by intentionally having several parent and family events at school such as "Math and Movement" night, Science Night, reading and literacy events, Kindergarten Orientation, All Pro Family, student lead conferences, family recess day, and the Family Book Center. These events and others plus providing parent and family important educational resources help bridge the gap between home and school. Next, parents, families, and the community have the ability to be a part of the governing body which has input as it relates to the mission and vision of the school and the School Improvement Plan. The SAC and parent involvement committees meet on a monthly basis to discuss important school matters and to solicit the input from parent/families and the community. In order to fulfill the mission and vision of the school, there must be a strong and positive connection between home and school and between the community and school. In addition, our goal is to continue to foster and improve a positive relationship with parents, families, and the community. We will continue to provide parent and community involvement events and activities that promote and foster the school mission and vision of Meadow Park and to ensure that all stake holders are a part of the continuous improvement process of Meadow Park. In conclusion, Meadow Park seeks to build positive relationships and partnerships with local businesses, foundations, and service organizations that will support the community of Meadow Park. We currently have built school and community partnerships with groups such as the Patterson Foundation which supports school attendance and grade level reading. We also have developed partnerships with local churches, business, and food banks which provide support in various capacities for the students and families of Meadow Park.

PFEP Link

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

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.

1. A part-time school social worker (2 days/week) offers home visits as needed and provides community resources for parents to assist in meeting the needs of their children. She is also a licensed therapist and counsels students as needed.
2. Our School Resource Officer provides support for students in crisis and facilitates drug prevention classes for various grade levels.
3. The school counselor has restorative justice groups to address the social/emotional needs of Meadow Park.
4. Our school nurse provides physical and emotional support for students with medical needs.
5. Child Talk meetings, during which grade-level teams discuss the needs of individual students, are held every 2-4 weeks at staff meetings. The grade-level teams discuss and brainstorm strategies and interventions to support students academically and socially.
6. Our ESE Liaison monitors IEPs closely to ensure that all of our students' needs are being met.
7. A new initiative this year will be called "Your Voice, Great Choice." This intervention provides students an opportunity to speak with an adult about issues that concern them before those issues escalate. The goal is to empower students to problem-solve and self-regulate to prevent serious infractions.
8. This year, classes will be implementing Sanford Harmony curriculum. This is a social/emotional educational program to assist with students. We will continue to implement Restorative Justice. The purpose of this initiative is to explore ways to deter inappropriate behavior, with the goal of keeping students in school.
9. Additionally, each member of our MPE Core Team will select students from the lowest quartile in reading and math to mentor and monitor throughout the year. Core Team members will work to build effective relationships with those students that will support the students' social and academic growth.

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

Pre-K to KG:

~In May, students from PK classes at MPE and those from private PK facilities participate in a day of visitation to our KG classrooms. The time is spent introducing students to the set-up of a KG classroom, routines and procedures, and an overview of the expectations for the first days of school.

~Students enter KG with a delayed entry, with only half attending the first day and half the next. This allows students to receive more individualized attention to start the children's educational experience.

~In addition, KG has a parent orientation breakfast on the first day of school to answer questions and provide information about dismissal, communication, and involvement. This ensures a less-crowded environment that is less likely to overwhelm the students or the parents.

Elementary to Middle School:

~In May, students are invited to Murdock Middle School for an introduction to the middle school environment. Students are provided with transportation to the schools where they are given a presentation by the administrative staff and a few teachers on basic policies and procedures, and the students are then allowed to ask questions. (TOPS students visit their actual geographic middle schools.)

~Students with an IEP will have an IEP meeting prior to transitioning to the middle school so that all supports needed for the student in the new school can be put into place.

~This year, fifth grade is departmentalizing their instruction, which helps students to become accustomed to the transitions they will experience in middle school.

~The majority of our staff members have participated in a "growth mindset" professional development training, and all staff members are encouraged to use growth mindset strategies and language with students. Research indicates that having a growth mindset helps student to transition more successfully between school levels.

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.

Annually-

Title One Survey indicates percentages with success and/or need in Parent Involvement (parent-school relations, home-school communication, parent awareness of activities, school quality satisfaction, availability of information, and attendance at school meetings). Meeting in May is attended by Principal, AP, Lead Teacher, SAC chair, additional SAC board member, Parent Involvement Specialist, and a teacher representative (at a minimum). Best practices are shared at the meeting, highlighting those with the highest impact. A problem-solving conversation is begun, which includes barriers and plans for elimination of them. A plan for improving weak areas is created, a timeline with names and responsibilities is created, and a calendar of events is written. During this time, the funding sources are considered and written into the plan. The plan includes alignment of personnel, instruction, and curriculum.

Accountability Report indicates trends for our school, and includes data ranging from demographics to climate surveys, to specific student group performance on standardized testing. This report is then reviewed in-depth by our Core Team, Program Planners (in the summertime meeting), teachers (at first day back-to-school meeting) and the initial SAC meeting. T

Quarterly-

i-Ready Assessment reports and START assessments provide specific areas of strengths and weaknesses based upon the FL standards. These reports are measured against those of other schools as well. The reports are analyzed by the Core Team and then Program Planners at the meetings for each (led by principal/AP), and then at the upcoming PD meetings for each grade level (led by Lead

Teacher). At the initial assessment review, an Action Plan is created for each grade level. The Action Plan includes resources needed, and funding sources for the resources. Adjustment to instructional strategies may be made based upon best practices vs current practices.

Monthly-

Program Planners' Meeting- Each month, Program Planners meet with the Principal, AP, Lead Teacher, and academic coaches to create synergy for solutions to problems, combine resources, and determine whether or not current practice is meeting the needs for our students. This meeting is facilitated by the principal/AP.

PPC Meeting- Each month, a representative from each of the following areas meet: ESE, K-2, 3-5, and Specials. In addition, there is a co-chair and a co-chair elect that join the principal, APs, and Lead Teacher in the meeting. The intent is to create synergy for solutions to problems or concerns, determine whether or not current practice is meeting the needs for our students and teachers, and how best to provide for resources to meet those needs.

Weekly-

Core Team Meeting- This meeting is held in the principal's office each Thursday at 9 am. It includes: Principal, AP, Lead Teacher, Academic Coaches, SRO, Behavior Specialist, ESE Liaison, Guidance Counselor, Social Worker, and Principal's Secretary. During this meeting, we have "Child Talk" and determine the best possible ways to meet the needs of individual students. Reports are brought by various members of the team that provide data (eg. Attendance, Discipline, Restraint, Homeless, Early Warning System, etc.).

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

As a Title I elementary school we have partnered with outside agencies to provide support for our homeless population and low socioeconomic students.

Part V: Budget

Total:

\$22,924.21