

Broward County Public Schools

Meadowbrook Elementary School



2019-20 Schoolwide Improvement Plan

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Meadowbrook Elementary School

2300 SW 46TH AVE, Fort Lauderdale, FL 33317

[no web address on file]

Demographics

Principal: David Levine

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: B (54%) 2016-17: I (%) 2015-16: C (50%) 2014-15: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	I	C

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<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.

Meadowbrook Elementary's mission and purpose is to be apart of a highly qualified and motivated team that will promote maximum student achievement in a healthy nuturing environment.

Provide the school's vision statement.

Meadowbrook's vision is to prepare and motivate students with skills and knowledge for the 21st century including a global perspective and respect for core values.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Coleman, Aleshia	Assistant Principal	<p>The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Bilingual skills preferred (Source: Broward Schools)</p>
Liberatore, Jennifer	Instructional Coach	<p>The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum. (Source: Broward Schools)</p>
Frankovitz, Marina	School Counselor	<p>The Elementary Guidance Counselor shall</p> <ol style="list-style-type: none"> 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance activities. 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. <p>Elementary Guidance Counselor (Cont.) JJ-015</p> <ol style="list-style-type: none"> 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. work with parent groups in the area of child

Name	Title	Job Duties and Responsibilities
		<p>growth, development and discipline.</p> <p>8. meet with teachers to present and explaining the results of various testing programs.</p> <p>9. assist teachers in effective utilization of test results.</p> <p>10. identify community and school system resources and when advisable, refer student situations to the proper agencies.</p> <p>11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.</p> <p>12. gather information from all faculty members having contact with a student being considered for referral.</p> <p>13. review current developments, literature and technical sources of information related to job responsibility.</p> <p>14. ensure adherence to good safety procedures.</p> <p>15. perform other duties as assigned by the Principal.</p>
Gutierrez, Barbara	Other	<p>ESOL - Responsible for planning, coordinating and implementing a comprehensive ESOL program; training and coaching staff in the use of effective, research based methodologies leading to English proficiency development and the academic success of ELLs;</p>
Levine, David	Principal	<p>The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p>
Millar, Mark	Instructional Coach	<p>The Mathematics Coach will provide personalized support that is based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic content focused mentoring, coaches will support teachers to</p>

Name	Title	Job Duties and Responsibilities
		develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.
Nunes, Sophia	Other	ESE Specialist - To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	119	106	123	137	115	107	0	0	0	0	0	0	0	707
Attendance below 90 percent	16	12	7	13	11	12	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	28	18	43	0	0	0	0	0	0	0	89

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	32	16	46	0	0	0	0	0	0	0	96

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	1	0	0	17	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	1	0	0	5	0	0	0	0	0	0	0	0	0	6

FTE units allocated to school (total number of teacher units)

58

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	7	6	3	6	3	6	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	28	31	27	0	0	0	0	0	0	0	86

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	24	11	12	0	0	0	0	0	0	0	47

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	59%	57%	0%	55%	55%
ELA Learning Gains	49%	60%	58%	0%	58%	57%
ELA Lowest 25th Percentile	39%	54%	53%	0%	53%	52%
Math Achievement	60%	65%	63%	0%	61%	61%
Math Learning Gains	58%	66%	62%	0%	63%	61%
Math Lowest 25th Percentile	42%	53%	51%	0%	52%	51%
Science Achievement	36%	46%	53%	0%	45%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	119 (0)	106 (0)	123 (0)	137 (0)	115 (0)	107 (0)	707 (0)
Attendance below 90 percent	16 ()	12 ()	7 ()	13 ()	11 ()	12 ()	71 (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 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	28 (0)	18 (0)	43 (0)	89 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	60%	-17%	58%	-15%
	2018	53%	59%	-6%	57%	-4%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	52%	62%	-10%	58%	-6%
	2018	46%	58%	-12%	56%	-10%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
05	2019	45%	59%	-14%	56%	-11%
	2018	52%	56%	-4%	55%	-3%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	65%	-2%	62%	1%
	2018	63%	63%	0%	62%	1%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	71%	67%	4%	64%	7%
	2018	62%	63%	-1%	62%	0%
Same Grade Comparison		9%				
Cohort Comparison		8%				
05	2019	45%	64%	-19%	60%	-15%
	2018	57%	62%	-5%	61%	-4%
Same Grade Comparison		-12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	35%	49%	-14%	53%	-18%
	2018	48%	51%	-3%	55%	-7%
Same Grade Comparison		-13%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	37	40	36	43	48	13				
ELL	44	45	38	62	58	42	37				
BLK	28	43	36	43	46	31	15				
HSP	48	48	36	64	62	44	39				
WHT	65	60		55	50						
FRL	45	49	38	59	58	44	34				
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	22	55	58	33	41	59	18				
ELL	44	52	56	58	51	51	23				
BLK	33	52		44	42	30	29				
HSP	54	58	63	65	50	51	51				
WHT	71	75		71	45						
FRL	51	57	63	62	48	46	47				
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	15	29	21	31	46	32	23				
ELL	39	46	46	59	72	56	41				
BLK	36	54		63	67	45	47				
HSP	42	47	46	63	75	56	50				
WHT	84			81	73						
FRL	43	49	43	64	72	51	50				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was Science FCAT 2.0. The overall science achievement data of 36% was 10% points lower than the district. Also, 17% percentage points below the state average. A vast majority of the students tested were below grade level in reading. Due to reading deficiencies, substitute teachers, unexpected science special vacancy, limited time with hands-on approach to learning which resulted in students scoring below the district's overall score of 46%.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

English Language Arts lowest 25th percentile learning gains declined from a 62% to 39%. Meadowbrook faced numerous barriers with teachers who were out due to medical or personal reasons with 5th grade instructional staff.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap was Science FCAT 2.0. Meadowbrook earned a 36% compared to the state average of 53%. Meadowbrook faced an enormous amount of barriers due to teachers being absent due to interim substitutes, vacancies, and medical/ personal reasons with 5th grade instructional staff.

Which data component showed the most improvement? What new actions did your school take in this area?

The component that showed the most improvement was math learning gains on the FSA. Meadowbrook increased math learning gains from a 49% to a 58%. Students had the opportunity to attend afterschool and Saturday camps to improve their mathematical knowledge with certified classroom teachers utilizing research based resources.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The main area of concern is 17 third grade retainees. Also, the numerous amount of level 1's in fourth and fifth grade in ELA.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Science
2. SWD
3. Black Students
4. ELA Lowest 25%
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Lowest 25% and Science Achievement
Rationale	ELA Lowest 25% decreased by 23% from 2018 to 2019. Also, science scores decreased from a 46% to 36%
State the measurable outcome the school plans to achieve	Our goal for 2020 is to increase ELA Lowest 25% by 11 percentage point to achieve a minimum of 50%. Also, the goal for science is to increase the 36% to a 48%.
Person responsible for monitoring outcome	Jennifer Liberatore (jennifer.liberatore@browardschools.com)
Evidence-based Strategy	Teachers will receive ongoing instructional support with Guided Reading and collaborative planning. Also, there will be an increase in school wide usage of LLI. For science, teachers will receive support with differentiated instruction, tier 3 academic vocabulary, and student engagement with hands-on science experiences.
Rationale for Evidence-based Strategy	If all teachers implement Guided Reading with fidelity student reading levels will increase and promote student achievement in ELA. Level Literacy Intervention (LLI) implementation will be used to close the achievement gap for below level readers. In science, our students lack more exposure with hands-on science experiences. Also, below level students need differentiated instruction in order to demonstrate different reading abilities.
Action Step	
Description	1. Provided school based professional development in Guided Reading and LLI.
	2. Monitor implementation and effectiveness of Guided Reading and LLI
	3. Conduct quarterly data chats/conferences
	4. Provide school based coaching and support
	5. Students will demonstrate increased student achievement
	6. Student engagement with more hands-on science exposure.
	7. Raising science proficiency.
Person Responsible	David Levine (david.levine@browardschools.com)

#2	
Title	Increase ELA Learning Gains for Students with Disabilities
Rationale	Students with disabilities subgroups for 2018-2019 was 35%. SWD scored 6% below the state expectations of 41%.
State the measurable outcome the school plans to achieve	Our goal for 2020 is to increase ELA learning gains for SWD by 6%.
Person responsible for monitoring outcome	Jennifer Liberatore (jennifer.liberatore@browardschools.com)
Evidence-based Strategy	Teachers will receive ongoing instructional support with Guided Reading and collaborative planning. Also, there will be an increase in school wide usage of LLI (Leveled Literacy Intervention) by Fountas and Pinnell for Students with Disabilities.
Rationale for Evidence-based Strategy	If all teachers implement Guided Reading with fidelity, student reading levels will increase and promote student achievement in ELA and learning gains. Leveled Literacy Intervention (LLI) implementation will be used to close the achievement gap for below level SWD readers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provided school based professional development in Guided Reading and LLI. 2. Monitor implementation and effectiveness of Guided Reading and LLI 3. Conduct quarterly data chats/conferences 4. Provide school based coaching and support 5. Students will demonstrate increased student achievement
Person Responsible	David Levine (david.levine@browardschools.com)

#3	
Title	Increase ELA Learning Gains for Black Students
Rationale	The black student subgroups for 2018-2019 was 36%. Black students scored 5% below the state expectations of 41%.
State the measurable outcome the school plans to achieve	Our goal for 2020 is to increase ELA learning gains for Black students by 5%.
Person responsible for monitoring outcome	Jennifer Liberatore (jennifer.liberatore@browardschools.com)
Evidence-based Strategy	Teachers will receive ongoing instructional support with Guided Reading and collaborative planning. Also, there will be an increase in school wide usage of LLI (Leveled Literacy Intervention) by Fountas and Pinnell for black students who are reading below grade level..
Rationale for Evidence-based Strategy	If all teachers implement Guided Reading with fidelity, student reading levels will increase and promote student achievement in ELA and learning gains. Leveled Literacy Intervention (LLI) implementation will be used to close the achievement gap for below level black students..
Action Step	
Description	<ol style="list-style-type: none"> 1. Provided school based professional development in Guided Reading and LLI. 2. Monitor implementation and effectiveness of Guided Reading and LLI 3. Conduct quarterly data chats/conferences 4. Provide school based coaching and support 5. Students will demonstrate increased student achievement
Person Responsible	David Levine (david.levine@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Black students will attend various extended learning opportunities via after school and Saturday Camps with certified classroom teachers.

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 Schoolwide Improvement Plan 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.

Meadowbrook Elementary plans to build positive positive relationships through parents, families and communities utilizing various events, committees and training. Parents are encouraged to become active SAC members to provide input in our school's plans during our monthly SAC Meetings. Additionally, our Open House, Annual Title I meeting, Literacy Night, FSA Night, Publix Math Night, STEM Night and various themed performances provide parents the opportunity to participate and collaborate with staff and students. These events and meetings help to promote maximum student achievement in a healthy, nurturing environment.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

The school ensures the social-emotional needs of students by implementing school wide programs, Say Hello Power of One and Soaring Eagles. These programs contribute to every child's emotional security to promote academic achievement. Our School Resource Officer implemented a school wide mentoring group to build self esteem and improve academic and social skills.

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

The strategies employed by the school to support incoming and outgoing cohorts consists of the school counselor who incorporates classroom, small group and individual support to new incoming students and parents and coordinates presentations by middle school personnel for outgoing 5th graders. Also, each year we host kindergarten round-up for incoming students.

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 counselor refers to outside mental health agencies for students and families for assistance immediate clinical interventions.

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

Through our partner in education Memorial Hospital and other professionals in the community, we conduct a Career Day that incorporates an eclectic collection of careers to educate students of the diverse workforce available to them.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Lowest 25% and Science Achievement				\$178,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3376	140-Substitute Teachers	0761 - Meadowbrook Elementary School	Title, I Part A	744.0	\$13,000.00

			<i>Notes: Funding will be utilized for half day professional development sessions for teachers in (K-5). The substitutes will be utilize for covering teachers while they attend in-house professional development days organized by our school instructional coaches. Also, the substitutes will be utilized for quarterly data charts.</i>			
	3374	100-Salaries	0761 - Meadowbrook Elementary School	Title, I Part A		\$17,000.00
			<i>Notes: Funding will be utilized to compensate teachers who provided additional instruction for students after school and during Saturday camps. All ESSA subgroups in grades 3rd through 5th will receive instruction in ELA, math and science.</i>			
	6150	100-Salaries	0761 - Meadowbrook Elementary School	Title, I Part D		\$2,600.00
			<i>Notes: Funding will provided to teachers who work after hours to review curriculum and assessment information during FSA Night. Teachers will train parents on strategies they can utilize at home to assist their child in ELA, math, and science.</i>			
	6000	160-Other Support Personnel	0761 - Meadowbrook Elementary School	Title, I Part A		\$146,000.00
			<i>Notes: Funding is utilized for a 53.3% Resource Teacher, one full time Resource Teacher and one paraprofessional. The 53.3% Resource Teacher and paraprofessiona are providing support using the LLI Program targeting SWD and African American students. The full time Resource Teacher provides support to teachers and students in ELA and science.</i>			
2	III.A.	Areas of Focus: Increase ELA Learning Gains for Students with Disabilities				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0761 - Meadowbrook Elementary School	School Improvement Funds	744.0	\$2,500.00
			<i>Notes: Teachers will utilize Fountas and Pinnell Leveled Literacy short -term supplementary intervention system to improve literacy for struggling students.</i>			
3	III.A.	Areas of Focus: Increase ELA Learning Gains for Black Students				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5900	500-Materials and Supplies	0761 - Meadowbrook Elementary School	School Improvement Funds	744.0	\$2,500.00
			<i>Notes: Teachers will utilize Fountas and Pinnell Leveled Literacy short -term supplementary intervention system to improve literacy for struggling students.</i>			
Total:						\$183,600.00