

Broward County Public Schools

# Meadowbrook Elementary School



2021-22 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (47%) 2017-18: B (54%) 2016-17: I (%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Meadowbrook Elementary School

2300 SW 46TH AVE, Fort Lauderdale, FL 33317

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	81%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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## SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
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>
Thomas, Raylene	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</p>



Name	Position Title	Job Duties and Responsibilities
		<p>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>
<p>Danier, Farrah</p>	<p>Other</p>	<p>Assist as liaison between special education staff, administration, general education staff, parents, and district for the purpose of forming partnerships and providing technical expertise in autism services. Define, develop, and provide professional development to staff, parents, and community for the purpose of educating and supporting students. Design, develop and evaluate special education programs and services for students on the autism spectrum for the purpose of implementing student IEPs. Develop and disseminate information related to cooperative wide needs identified by administration for the purpose of providing technical assistance. Facilitate parent support groups to provide updated information and foster networking. Provide on-site coaching and technical assistance through modeling, guided feedback, questioning and active listening to build local capacity and implementation of best practices for students with autism. Facilitate various educational team meetings (e.g., district leadership teams, individual problem solving meetings) through the problem solving process to guide programming and practices aligned to student needs. Provide consultation on the development, adaptation and modification of curriculum for the purpose of providing an appropriate program for students with autism. Provide support with student referrals through case study evaluations for purpose of providing appropriate educational supports for students. Provide support and assistance to general education staff through intervention strategies and techniques for the purpose of providing appropriate programming in the least restrictive environment.</p>
<p>Nunes, Sophia</p>	<p>Other</p>	<p>ESE Specialist - To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities.</p>
<p>Sternglanz, Sarah</p>	<p>School Counselor</p>	<p>The Elementary Guidance Counselor shall 1. establish small group counseling sessions.</p>

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> <li>2. counsel students on personal and academic concerns and notify parents as deemed necessary.</li> <li>3. provide materials and suggestions for classroom oriented guidance activities.</li> <li>4. arrange student, parent and teacher conferences.</li> <li>5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment.</li> </ol> <p>Elementary Guidance Counselor (Cont.) JJ-015</p> <ol style="list-style-type: none"> <li>6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs.</li> <li>7. work with parent groups in the area of child growth, development and discipline.</li> <li>8. meet with teachers to present and explaining the results of various testing programs.</li> <li>9. assist teachers in effective utilization of test results.</li> <li>10. identify community and school system resources and when advisable, refer student situations to the proper agencies.</li> <li>11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.</li> <li>12. gather information from all faculty members having contact with a student being considered for referral.</li> <li>13. review current developments, literature and technical sources of information related to job responsibility.</li> <li>14. ensure adherence to good safety procedures.</li> <li>15. perform other duties as assigned by the Principal.</li> <li>16. follow federal and state laws, as well as School Board policies.</li> </ol>
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>

**Demographic Information**

**Principal start date**

Monday 7/1/2019, David Levine

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Total number of teacher positions allocated to the school**

60

**Total number of students enrolled at the school**

712

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

8

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

10

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	110	109	103	120	140	116	0	0	0	0	0	0	0	698
Attendance below 90 percent	44	31	34	25	45	47	0	0	0	0	0	0	0	226
One or more suspensions	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	20	34	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	16	52	0	0	0	0	0	0	0	77
Number of students with a substantial reading deficiency	1	47	44	48	56	58	0	0	0	0	0	0	0	254
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	14	22	29	30	41	0	0	0	0	0	0	0	137

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Friday 9/24/2021

**2020-21 - 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	
Number of students enrolled	100	101	97	118	126	110	0	0	0	0	0	0	0	652
Attendance below 90 percent	33	23	24	25	35	32	0	0	0	0	0	0	0	172
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	19	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	17	0	0	0	0	0	0	0	26

**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	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**2020-21 - 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	
Number of students enrolled	100	101	97	118	126	110	0	0	0	0	0	0	0	652
Attendance below 90 percent	33	23	24	25	35	32	0	0	0	0	0	0	0	172
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	14	19	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	17	0	0	0	0	0	0	0	26

**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	14	22	29	30	41	0	0	0	0	0	0	0	137

**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	1	9	19	2	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	59%	57%	52%	56%	56%
ELA Learning Gains				49%	60%	58%	58%	57%	55%
ELA Lowest 25th Percentile				39%	54%	53%	62%	51%	48%
Math Achievement				60%	65%	63%	62%	62%	62%
Math Learning Gains				58%	66%	62%	49%	60%	59%
Math Lowest 25th Percentile				42%	53%	51%	47%	47%	47%
Science Achievement				36%	46%	53%	49%	49%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	43%	60%	-17%	58%	-15%
Cohort Comparison						
04	2021					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-43%				
05	2021					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	65%	-2%	62%	1%
Cohort Comparison						
04	2021					
	2019	71%	67%	4%	64%	7%
Cohort Comparison		-63%				
05	2021					
	2019	45%	64%	-19%	60%	-15%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	49%	-14%	53%	-18%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

i-Ready Diagnostic Assessments 1-3 (Fall, Winter, and Spring) is the progress monitoring tool used to compile the English Language Arts data below.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%	30%	37%
	Economically Disadvantaged	30%	30%	37%
	Students With Disabilities	25%	18%	24%
	English Language Learners	11%	2%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15%	21%	45%
	Economically Disadvantaged	15%	21%	45%
	Students With Disabilities	22%	15%	47%
	English Language Learners	20%	6%	26%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19%	29%	37%
	Economically Disadvantaged	19%	29%	37%
	Students With Disabilities	13%	10%	26%
	English Language Learners	6%	14%	26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	21%	36%
	Economically Disadvantaged	13%	21%	36%
	Students With Disabilities	18%	10%	28%
	English Language Learners	7%	9%	26%

<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31%	34%	49%
	Economically Disadvantaged	21%	34%	49%
	Students With Disabilities	5%	9%	23%
	English Language Learners	11%	13%	26%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	18%	41%
	Economically Disadvantaged	9%	18%	41%
	Students With Disabilities	5%	0%	25%
	English Language Learners	0%	10%	22%
	Number/% Proficiency	Fall	Winter	Spring
<b>Grade 4</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	27%	33%
	Economically Disadvantaged	21%	27%	33%
	Students With Disabilities	9%	12%	17%
	English Language Learners	8%	11%	18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	31%	48%
	Economically Disadvantaged	16%	31%	48%
	Students With Disabilities	12%	20%	30%
	English Language Learners	10%	13%	38%



Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		19%	31%	45%
	Economically Disadvantaged		19%	31%	45%
	Students With Disabilities		9%	25%	26%
	English Language Learners		4%	13%	27%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		14%	27%	35%
	Economically Disadvantaged		14%	27%	35%
	Students With Disabilities		13%	18%	26%
	English Language Learners		7%	21%	20%
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		6	14	31
	Economically Disadvantaged		6	14	31
	Students With Disabilities		0	2	3
	English Language Learners		0	8	8
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	29	43	46	33	33	50	13				
ELL	39	32	45	35	22	35	23				
BLK	45	33		36	17		18				
HSP	43	31	40	39	22	33	27				
WHT	47			50							
FRL	44	33	42	39	24	45	31				
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				

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
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	8
Percent Tested	90%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	36
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	30
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	49
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

ELA across all grade levels has lower proficiency than math. This is due in part to a high ELL population. Learning gains of the lowest quartile students has steadily decreased in both reading and math.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

ELA data has the greatest need for improvement. Learning gains for students with disabilities also needs to increase.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Meadowbrook Elementary has a large population of English Language Learners. The majority of our students did not attend pre school and are experiencing school for the first time at Meadowbrook. Over 70 percent of our students are Hispanic and parents speak minimal English so home support in English is also minimal. New actions include a school wide intervention model, Title III after school support, and additional staff to assist with ELL students.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Math learning gains improved from 49 to 58.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Targeted groups for students were created during and after school and math interventions were provided to these students.

#### **What strategies will need to be implemented in order to accelerate learning?**

A school wide intervention model with students grouped by their ability level will increase the fidelity of reading interventions. Scaffolding reading content and differentiation needs to be done with fidelity in each classroom.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will include iReady, tiered vocabulary, scaffolding reading instruction, math journals, data analysis, Benchmark Advanced, and Teach Like a Champion.

#### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Quarterly data chats will be completed with teachers to analyze data and to ensure the correct groupings and strategies are being implemented. Response to Intervention meetings are being

conducted weekly to ensure all students performing below level are receiving interventions. After school tutoring and Saturday will be offered.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** Based on 2021 data, 47 percent of students in 1st through 5th grade were receiving tier 2 or tier 3 interventions. In 2019, 46 percent of 3-5 students were proficient in ELA. Based on this data, the need for a schoolwide intervention model is necessary to comply with tier 2/3 needs as well as increasing ELA achievement.

**Measurable Outcome:** By June 2021, 53 percent of grade 3 through 5 students will score proficient or higher on the Florida Standards Assessment.

**Monitoring:** Students will be assessed weekly using intervention based assessments. Teachers will meet with Multi Tiered System of Support team every 6 weeks to discuss progress and determine next steps.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Meadowbrook Elementary is utilizing the Walk to Read intervention model school wide with two research based intervention programs. Students receive 30 minutes of daily intervention instruction in addition to their daily literacy block.

**Rationale for Evidence-based Strategy:** Criteria for Walk to Read includes any student who was deemed having a Reading Deficiency from the state, any student who received a level 1 on FSA in ELA, or any student performing 3 or more levels below grade level on the Benchmark Assessment System. Students are grouped based on their performance on the Benchmark Assessment Program. Students with similar levels are grouped together. Students performing below a level E on BAS and showing a phonics weakness are receiving a phonics based intervention program, Heggerty. Students above a level F are being instructed with Leveled Literacy Intervention.

#### Action Steps to Implement

Assess all students using the Benchmark Assessment System.

**Person Responsible** Jennifer Liberatore (jennifer.liberatore@browardschools.com)

Determine students eligible for Walk to Read and group students by level.

**Person Responsible** Jennifer Liberatore (jennifer.liberatore@browardschools.com)

Assign teachers to each group and provide professional development for teachers.

**Person Responsible** Jennifer Liberatore (jennifer.liberatore@browardschools.com)

Monitor progress, collect data, and meet to discuss progress with Multi Tiered System of Support team.

**Person Responsible** Jennifer Liberatore (jennifer.liberatore@browardschools.com)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Meadowbrook Elementary will focus primarily on lowering the number of violent incidents. Meadowbrook currently has .27 incidents per 100 students. This is less than the state average. Discipline is handled through a positive behavior plan that includes all students following S.O.A.R. expectations, self control in all situations, organized for learning, accountable behavior, and respect for everyone. A ticket system is used schoolwide, including blue and white tickets that are given to students and classes when positive behavior is being shown. Meadowbrook's positive behavior plan encourages and rewards students for positive choices, thus, eliminating students choosing to make poor choices.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

A positive culture and environment begins within the school building with faculty and staff. All staff is given the opportunity to nominate other staff for an Eagle Pride award when that staff member has done something to promote positive culture. A monthly staff appreciation event is held so that staff knows that they are valued and appreciated.

Our Positive Behavior plan allows a positive environment throughout the entire school . Blue tickets are given to students who are caught doing good throughout the day. White tickets are given to an entire class that is caught doing good. These tickets can be given out by any staff member. Tickets are put into weekly drawing for students to receive prizes.

Meadowbrook Elementary plans to build positive relationships with all stakeholders utilizing various modalities including events, committees, and trainings. Parents, teachers, and community stakeholders are encouraged to become active School Advisory Council members and attend monthly meetings that review our progress towards our School Improvement goals and provide input in our school's plans. Parents are also encouraged to attend School Advisory Forum meetings. Additionally, our Open House, Annual Title I Meeting, Literacy Night, FSA Night, Math Night, STEM Night, and many other various themed performance provide parents the opportunity to participate with staff and students. These events and meetings help to promote maximum student achievement in a healthy, nurturing environment.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Parents have a role in positive culture and environment by being welcomed and encouraged to attend SAC, SAF, Title I Meetings, family nights, teacher conferences, and academic nights. Parents and teachers are encouraged to communicate with each other in various ways, such as Class Dojo, Remind, agendas, Canvas, and Teams.

Staff creates a positive culture and environment by collaborating and team building with other staff. Staff also enforces a positive behavior plan that promotes student success. Staff practices mindfulness and Fill the Bucket strategies with students.

Students play a large role in the positive environment by practicing our SOAR expectations and actively participating in mindfulness and kindness practices.

Community members such as our local police department, fire department, and community after school program, attend monthly School Advisory Council meetings. These community members are also present at family night events, after school meetings, day events such as career day, assemblies such as pep rally's , etc.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$499,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	160-Other Support Personnel	0761 - Meadowbrook Elementary School	Other Federal	240.0	\$180,000.00
			<i>Notes: Reading Interventionists</i>			
	5100	120-Classroom Teachers	0761 - Meadowbrook Elementary School	Title, I Part A	712.0	\$313,000.00
			<i>Notes: Instructional Staff &amp; 1 Paraprofessional</i>			
	6400	239-Other	0761 - Meadowbrook Elementary School	Title, I Part A		\$6,700.00
					<b>Total:</b>	<b>\$499,700.00</b>