

Alachua County Public Schools

Meadowbrook Elementary School



2021-22 Schoolwide Improvement Plan

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Meadowbrook Elementary School

11525 NW 39TH AVE, Gainesville, FL 32606

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

Demographics

Principal: Brad Burklew

Start Date for this Principal: 7/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2020-21 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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (73%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Alachua 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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Meadowbrook Elementary School

11525 NW 39TH AVE, Gainesville, FL 32606

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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 School is committed to the success of every student!

Provide the school's vision statement.

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

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
Burklew, Brad	Principal	Advises school policies and procedures, evaluate teacher performance, monitor student achievement, communication with all stakeholders, manage budget, hire staff.
Gonzalez, Lynn	Assistant Principal	Develop and edit school/staff schedules, oversee facilities, evaluate teacher performance, monitor student achievement, communicate with stakeholders.
Hoover, Kelley	Dean	Day to day behavioral intervention, teacher behavioral intervention support, writing Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs).
Morris, Lisa	School Counselor	Oversee Exceptional Student Education (ESE) programs, serves as the local educational agency representative for IEP (Individual Educational Plan), 504, and Gifted Educational Plans (EP) meetings, oversees ESE scheduling and documentation compliance, provides student counseling services and class counseling intervention lessons.

Demographic Information

Principal start date

Thursday 7/22/2021, Brad Burklew

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.*

53

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.*

4

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

804

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

6

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

9

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	3	15	6	10	10	13	0	0	0	0	0	0	0	57
One or more suspensions	0	2	1	0	1	3	0	0	0	0	0	0	0	7
Course failure in ELA	2	12	8	11	10	8	0	0	0	0	0	0	0	51
Course failure in Math	2	5	5	5	10	11	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	28	17	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	16	23	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	0	0	20	14	28	17	0	0	0	0	0	0	0	79

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	4	1	0	1	12	22	0	0	0	0	0	0	0	40

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	0	2	1	4	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/29/2021

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	144	143	133	160	159	151	0	0	0	0	0	0	0	890
Attendance below 90 percent	17	6	9	8	8	3	0	0	0	0	0	0	0	51
One or more suspensions	0	0	1	5	0	4	0	0	0	0	0	0	0	10
Course failure in ELA	12	2	6	4	0	1	0	0	0	0	0	0	0	25
Course failure in Math	12	0	5	2	1	0	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	10	0	0	0	0	0	0	0	0	0	10

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	3	0	0	4	7	3	0	0	0	0	0	0	0	17

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	0	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	144	143	133	160	159	151	0	0	0	0	0	0	0	890
Attendance below 90 percent	17	6	9	8	8	3	0	0	0	0	0	0	0	51
One or more suspensions	0	0	1	5	0	4	0	0	0	0	0	0	0	10
Course failure in ELA	12	2	6	4	0	1	0	0	0	0	0	0	0	25
Course failure in Math	12	0	5	2	1	0	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide ELA assessment	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	10	0	0	0	0	0	0	0	0	0	10

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	3	0	0	4	7	3	0	0	0	0	0	0	0	17

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	0	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				80%	59%	57%	76%	58%	56%
ELA Learning Gains				69%	57%	58%	68%	53%	55%
ELA Lowest 25th Percentile				64%	49%	53%	58%	40%	48%
Math Achievement				84%	60%	63%	80%	64%	62%
Math Learning Gains				68%	61%	62%	79%	58%	59%
Math Lowest 25th Percentile				66%	49%	51%	78%	45%	47%
Science Achievement				82%	57%	53%	73%	55%	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	82%	57%	25%	58%	24%
Cohort Comparison						
04	2021					
	2019	77%	55%	22%	58%	19%
Cohort Comparison		-82%				
05	2021					
	2019	79%	55%	24%	56%	23%
Cohort Comparison		-77%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	58%	25%	62%	21%
Cohort Comparison						
04	2021					
	2019	84%	60%	24%	64%	20%
Cohort Comparison		-83%				
05	2021					
	2019	81%	57%	24%	60%	21%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	80%	55%	25%	53%	27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The AIMS progress monitoring tool was used by grades second through fifth.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	90	99	104
	Economically Disadvantaged	10	18	16
	Students With Disabilities	2	4	2
	English Language Learners	1	1	4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	80	80	68
	Economically Disadvantaged	19	16	12
	Students With Disabilities	4	1	5
	English Language Learners	1	2	2

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	80	82	
	Economically Disadvantaged	14	15	
	Students With Disabilities	3	3	
	English Language Learners	1	2	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	48	50
	Economically Disadvantaged	10	14	12
	Students With Disabilities	1	2	5
	English Language Learners	2	3	4
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	86	82	86
	Economically Disadvantaged	11	8	12
	Students With Disabilities	2	2	2
	English Language Learners	2	3	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67	62	30
	Economically Disadvantaged	14	10	5
	Students With Disabilities	6	5	0
	English Language Learners	1	3	2

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	67	90	22
	Economically Disadvantaged	12	12	1
	Students With Disabilities	1	0	0
	English Language Learners	0	4	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	55	37
	Economically Disadvantaged	10	16	12
	Students With Disabilities	1	2	1
	English Language Learners	6	4	3
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	18	32	15
	Economically Disadvantaged	5	9	3
	Students With Disabilities	1	1	0
	English Language Learners	3	4	3

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	36	38		46	33		25				
ELL	70			70							
ASN	89	92		85	75		92				
BLK	33	43	31	29	26	20	30				
HSP	63	60		77	60		70				
MUL	64			76							
WHT	81	64	50	82	49	9	75				
FRL	41	32	18	44	21	15	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	34	52	50	32	48	50	38				
ELL	91			82							

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
ASN	92	50		100	86						
BLK	51	62	57	59	56	58	63				
HSP	79	64		79	56		73				
MUL	79	75		85	50		73				
WHT	87	74	68	90	75	73	87				
FRL	64	67	68	67	64	67	64				
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	31	39	25	26	79	76	29				
ASN	94			94	91						
BLK	42	55	48	59	81	84	32				
HSP	80	80		78	64		94				
MUL	82	74		85	83		80				
WHT	86	69	52	88	78	83	87				
FRL	56	64	53	64	77	78	54				

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	7
Percent Tested	95%
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	70

English Language Learners	
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	87
Asian Students Subgroup Below 41% in the Current Year?	NO
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	66
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	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	59
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	29
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?

A decline in learning gains is a common trend amongst grade levels and content areas, especially in the lowest 25th percentile.

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

Our greatest need for improvement is increasing learning gains in core content areas, with a focus in our lowest quartile students. ELA lowest 25th percentile dropped 24 points and Math lowest 25th percentile dropped 47 points from 2019 to 2021.

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

Contributing factors include learning gaps and lack of assessment stamina due to the pandemic, as well as home support. Actions to address this need will involve frequent progress monitoring and data driven intervention lessons for all students.

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

Achievement in English Language Arts, Math, and Science improved significantly in previous years, especially in 2018-2019. Due to the pandemic, we have not seen a data component improve since.

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

Previously, contributing factors to success were strategic pacing of curriculum, effective use of curriculum, and data driven progress monitoring plans for all students.

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

To accelerate learning we will implement intentional scaffolding for all students, build knowledge and vocabulary using multimedia resources, and identify essential missed learning.

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.

Teachers and leaders will have professional development opportunities regarding new and existing instructional resources, including the University of Florida's Literacy Initiative (UFLI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Benchmark Advanced.

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

Additional services to ensure sustainability will include individualized professional development and frequent progress monitoring by grade-level and admin teams.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Increase the percentage of ELA and Math Lowest Quartile student gains and increase the percentage of student achievement. Rationale: Continue to meet the needs of all students on state assessed areas.

Measurable Outcome: Meadowbrook's measurable outcomes include increasing ELA Lowest Quartile student gains from 40% to 43%, increasing Math Lowest Quartile student gains from 19% to 23%, and increasing our 5th grade Science achievement from 66% to 69%.

Monitoring: Progress monitoring by school leaders ensure that students' needs are being met (DIBELS, AIMS, ISIP, etc.).

Person responsible for monitoring outcome: Lynn Gonzalez (gonzalezlm@gm.sbac.edu)

Evidence-based Strategy: Ongoing review of student data by administrators, teacher leaders, and classroom teachers.

Rationale for Evidence-based Strategy: Utilizing professionals in different roles will increase the probability of success through collaboration and peer review.

Action Steps to Implement

1. Progress monitoring using student data to conduct data chats during team meetings.
2. Monitor teacher planning and pacing through the use of formal and informal observations.
3. Planning of research based learning strategies during team meetings.
4. Administrative monitoring of attendance of planning meetings and professional development opportunities.

Person Responsible: Lynn Gonzalez (gonzalezlm@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus	Reducing African American Out of School Suspensions. Rationale - Reducing OSS will help ensure that students are being exposed to content and classroom instruction, and increase student achievement.
Description and Rationale:	
Measurable Outcome:	Decreasing the percentage of African American out of school suspensions by at least 25% or 1 less than last year (4).
Monitoring:	The Behavioral Resource Teacher oversees discipline and referrals, and will preventively identify teachers and students who need positive behavior intervention supports in order to reduce the number of referrals and suspensions throughout the year.
Person responsible for monitoring outcome:	Kelley Hoover (hooverka@gm.sbac.edu)
Evidence-based Strategy:	Restorative Discipline
Rationale for Evidence-based Strategy:	Restorative discipline is a whole school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Its practices replace fear, uncertainty, and punishment as motivators with belonging, connections, and the willingness to change because people matter to each other.

Action Steps to Implement

1. Monitor student behavior
2. Assess individual student needs
3. EPT (FBA and BIP as determined)
4. Restorative Discipline Strategies
5. Individualized Behavior Management Plan as needed.

Person Responsible Kelley Hoover (hooverka@gm.sbac.edu)

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.

The discipline data provided was for the 2019-2020 school year. Meadowbrook was ranked as "moderate" in regards to school incidents with 0.7 incidents per 100 students (a total of 6). A primary concern is the amount of violent incidents our school has, with it being 0.57 per 100 students in the 19-20 school year (a total of 5). A secondary concern is the one drug/public order incident that occurred. Monitoring of these concerns will take place by the administrative team during weekly meetings, with a goal to use positive behavior intervention supports, tier two behavior strategies, and teacher collaboration to prevent these incidents from occurring.

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.

The teachers and staff at Meadowbrook Elementary understand the importance of having a positive school culture and environment and take pride in bringing joy to the school campus every day. There is a shared belief that "it takes a village" to successfully teach a child, and each staff member uses their role to create and foster relationships and promote positivity at Meadowbrook that allow all students to reach academic success. High expectations, positive reinforcements, and collaboration are all used to meet our goals.

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

Meadowbrook faculty and staff work with parents and other members of the community, including businesses, clubs, higher education institutions, and various groups. Meadowbrook has several business partners including Publix, Florida Credit Union, Campus Credit Union, and more.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1530	120-Classroom Teachers	0520 - Meadowbrook Elementary School	School Improvement Funds		\$0.00
			Notes: FL Ready Consumable Books Purchased with AP funds			
2	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$0.00
Total:						\$0.00