

Miami-Dade County Public Schools

Meadowlane Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 10 |
| Planning for Improvement | 17 |
| Positive Culture & Environment | 25 |
| Budget to Support Goals | 0 |

Meadowlane Elementary School

4280 W 8TH AVE, Hialeah, FL 33012

<http://meadowlane.dadeschools.net/>

Demographics

Principal: Maritza Garcia M

Start Date for this Principal: 7/27/2021

| | |
|--|--|
| 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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 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 Hispanic Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (70%) 2017-18: A (67%) 2016-17: A (64%) |
| 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 | |
| * 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 Dade 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 10 |
| Planning for Improvement | 17 |
| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Meadowlane Elementary School

4280 W 8TH AVE, Hialeah, FL 33012

<http://meadowlane.dadeschools.net/>

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 PK-5 | Yes | 91% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 99% |

School Grades History

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

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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.

Meadowlane Elementary will provide a learning community that maximizes the academic, creative and personal potential of all its students. In addition, we will provide an educational environment that bridges the gaps between textbook knowledge, practical application and abstract thought, while inspiring and stimulating intellectual curiosity that will guide our learners throughout their lives.

Provide the school's vision statement.

The vision of Meadowlane Elementary is to establish an educational partnership with the home, school, and community that provides an optimal learning environment.

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 |
|----------------------|---------------------|---|
| Garcia, Maritza | Principal | Responsible for planning, organizing and supervising all functions essential to the operation of an effective, efficient and safe learning environment. The principal is responsible for overseeing areas such as School Improvement Plan (SIP), Curriculum Planning, Implementation and Monitoring, Professional Development, Plant Operations, Certification, Technology, English Language Learners (ELL), Testing, Master Schedule, Attendance, Custodians and Discipline. |
| Figueroa, Christine | Instructional Coach | The Reading Coach (K-5) will direct instructional services related to ELA for students and provide assistance to teachers. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research based reading instruction. |
| Trujillo, Maria | Instructional Coach | The Mathematics Coach (K-5) will direct instructional services related to mathematics for students and provide assistance to teachers. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research based mathematics instruction. |
| Helsper, Michael | Teacher, K-12 | This is a professional position responsible for the instruction of one or more subjects to fifth grade students. |
| Casadidio, Jaquelina | Teacher, K-12 | This is a professional position responsible for the instruction of physical education to students in second through fifth grade. |
| Dominguez, Michelle | Teacher, K-12 | This is a professional position responsible for the instruction of one or more subjects to fifth grade students. |

Demographic Information

Principal start date

Tuesday 7/27/2021, Maritza Garcia M

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.*

22

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.*

24

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

547

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.

41

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 | 58 | 69 | 95 | 108 | 105 | 112 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 547 |
| Attendance below 90 percent | 7 | 5 | 6 | 11 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 3 | 15 | 4 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| Course failure in Math | 0 | 0 | 3 | 16 | 15 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 0 | 6 | 33 | 44 | 21 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 134 |

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 | 1 | 17 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |

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 | 1 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Thursday 7/22/2021

2020-21 - As Reported

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

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

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

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

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 | 72 | 96 | 100 | 119 | 121 | 129 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 637 |
| Attendance below 90 percent | 5 | 5 | 9 | 5 | 7 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 3 | 7 | 12 | 19 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| Course failure in Math | 0 | 3 | 10 | 22 | 11 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 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 | 0 | 1 | 8 | 13 | 12 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |

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 | 1 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 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 | | | | 65% | 62% | 57% | 63% | 62% | 56% |
| ELA Learning Gains | | | | 67% | 62% | 58% | 70% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 56% | 58% | 53% | 65% | 59% | 48% |
| Math Achievement | | | | 78% | 69% | 63% | 68% | 69% | 62% |
| Math Learning Gains | | | | 83% | 66% | 62% | 77% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 78% | 55% | 51% | 60% | 55% | 47% |
| Science Achievement | | | | 65% | 55% | 53% | 69% | 58% | 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 | 62% | 60% | 2% | 58% | 4% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 62% | 64% | -2% | 58% | 4% |
| Cohort Comparison | | -62% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 60% | 60% | 0% | 56% | 4% |
| Cohort Comparison | | -62% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 65% | 67% | -2% | 62% | 3% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 77% | 69% | 8% | 64% | 13% |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | -65% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 83% | 65% | 18% | 60% | 23% |
| Cohort Comparison | | -77% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 62% | 53% | 9% | 53% | 9% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

Power Bi Progress Monitoring AP1, AP2, and AP3

| Grade 1 | | | | | |
|-----------------------|----------------------------|----------------------|-------|--------|--------|
| | | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 40.5% | 46.6% | 64.3% |
| | Economically Disadvantaged | | 39.5% | 46.1% | 63.2% |
| | Students With Disabilities | | 0 | 0 | 62.5% |
| | English Language Learners | | 0 | 0 | 0 |
| | | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 34.1% | 48.2% | 72.6% |
| | Economically Disadvantaged | | 32.4% | 45.3% | 71.1% |
| | Students With Disabilities | | 0 | 0 | 62.5% |
| | English Language Learners | | 0 | 0 | 50% |

| Grade 2 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 48.4% | 57.6% | 66.3% |
| | Economically Disadvantaged | 45.9% | 58.1% | 66.3% |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 28.3% | 51.1% | 55.4% |
| | Economically Disadvantaged | 26.7% | 50% | 54.7% |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 3 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 45.9% | 63.1% | 71.2% |
| | Economically Disadvantaged | 43.8% | 61% | 69.5% |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 19.8% | 46.8% | 58.2% |
| | Economically Disadvantaged | 18.1% | 43.8% | 56.7% |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 4 | | | | |
|-----------------------|----------------------------|-------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 33.3% | 43% | 49.1% |
| | Economically Disadvantaged | 28.7% | 37.6% | 45.5% |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 27.2% | 49.1% | 67% |
| | Economically Disadvantaged | 23.8% | 44.6% | 63.6% |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 33.9% | 48.8% | 60% |
| | Economically Disadvantaged | 31.8% | 48.6% | 61.3% |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 33.9% | 55.4% | 71.9% |
| | Economically Disadvantaged | 32.7% | 54.2% | 71% |
| | Students With Disabilities | 0 | 0 | 41.2% |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | N/A | 30% | N/A |
| | Economically Disadvantaged | N/A | 28% | N/A |
| | Students With Disabilities | N/A | 0% | N/A |
| | English Language Learners | N/A | 8% | N/A |

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 | 24 | 47 | 25 | 26 | 26 | 18 | 18 | | | | |
| ELL | 58 | 65 | 55 | 60 | 54 | 28 | 55 | | | | |
| HSP | 62 | 66 | 52 | 64 | 55 | 26 | 61 | | | | |
| FRL | 59 | 63 | 46 | 61 | 51 | 20 | 57 | | | | |
| 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 | 26 | 42 | 38 | 46 | 77 | 69 | 18 | | | | |
| ELL | 63 | 67 | 57 | 78 | 83 | 81 | 65 | | | | |
| HSP | 65 | 67 | 56 | 78 | 83 | 79 | 65 | | | | |
| FRL | 63 | 65 | 57 | 77 | 83 | 77 | 63 | | | | |
| 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 | 13 | 55 | 55 | 25 | 51 | 34 | 33 | | | | |
| ELL | 51 | 66 | 65 | 59 | 67 | 57 | 48 | | | | |
| HSP | 63 | 70 | 65 | 68 | 77 | 60 | 69 | | | | |
| FRL | 61 | 70 | 65 | 66 | 75 | 60 | 67 | | | | |

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 | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 55 |
| Total Points Earned for the Federal Index | 431 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 96% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 28 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |

| Students With Disabilities | |
|--|-----|
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 54 |
| 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 | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 55 |
| 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 | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 52 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| 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?

According to Powerbi, across grade levels and subgroups there was a decreased in overall proficiency from 2019 to 2021 FSA assessment. According to the 2019 FSA Assessment, ELA Proficiency was 65%, Math Proficiency was 78%, Lowest 25% in ELA was 56%, Lowest 25% in Math was 83% and Science proficiency was 65%. The 2021 FSA Assessment: indicates that ELA Proficiency was 61%, Math Proficiency was 63%, the Lowest 25% in ELA was 48%, Lowest 25% in Math was 26%, and Science proficiency in fifth grade was 60%. Therefore, based on the evidence from the 2019 FSA assessment as compared to the 2021 FSA assessment results, we can concluded that there was a decrease in the lowest 25% in both ELA and mathematics.

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

In 2019 FSA assessment the lowest 25% in ELA was 56% as compared to the 2021 FSA assessment was 48%, In addition, the 2019 FSA assessment in the lowest 25% in mathematics was 83% as compared to the 2021 FSA assessment in the lowest 25% was 26%. Therefore, based on the data reviewed from 2019 FSA assessments as compared to the 2021 FSA assessments there is a great need for improvement within the Lowest 25% in ELA and mathematics.

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

2019 and 2021 School Data Findings:

Factors that contributed most to these needs for improvement are student attendance (in person learning) and student engagement. Also, another contributing factors that led to the need for improvement was lack of weekly planning with teachers. New actions that would need to take place to address this need for improvement are the following: Attendance incentives have been developed, all students have returned to the school house for in person learning, consistent/effective weekly common planning times have been imbedded into the master schedule.

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

2019 and 2021 School Data findings:

Based off progress monitoring and 2021 FSA assessment, ELA showed the most improvement. According to the 2021 FSA data, 5th grade ELA showed the most improvement of 61% as compared to 60% in 2019.

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

2019 and 2021 School Data findings:

The contributing factors to this improvement were the following: students were provided with interventions for additional support, Reading coaches also provided additional interventions to all tier 3 students, and the reading coach also provided support to ELA teachers as needed. The new actions included, providing virtual interventions to students who selected the MSO model for the 2021 school year.

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

Strategies that will need to be implemented to accelerate learning are as follows: provide teachers with professional development, conduct quarterly data chats with teachers to review and discuss iReady and district assessments. Lastly plan collaboratively with ELA and math teachers.

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 opportunities that will be provided at the school to support teachers and leaders include RtI, interventions, standard aligned instruction and data driven instruction.

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

Additional services that will be implemented to ensure sustainability of improvement in next year and beyond will include before school tutoring, after-school tutoring and parent workshops.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Based on the 2020-2021 FSA data there was a decrease in the lowest 25% in ELA and Math. In 2019 the ELA lowest 25% was 565 as compared to 48% in 2021. In 2019 the lowest 25% in math was 78% as compared to 26% in 2021. Therefore our main focus will be on Standard-aligned instruction as a critical area because of the following components: new B.E.S.T standards, new curriculum for ELA, new curriculum for reading interventions, and a decrease in our lowest 25% in both math and ELA.

Measurable Outcome: If we successfully implement standard-aligned instruction in reading and math in whole group, interventions, and DI then our student achievement levels will improve by 5 percentage points as evidenced by the 2022 FSA assessment.

Monitoring: The Administration will conduct weekly walkthroughs during the ELA and math instructional block in grades K-5.

Person responsible for monitoring outcome: Maritza Garcia (pr3141@dadeschools.net)

Evidence-based Strategy: Using Standard-aligned instruction our Instructional practices will improve student achievement.

Rationale for Evidence-based Strategy: Based on the 2020-2021 FSA data, standard-aligned instruction will be utilized to improve areas of weakness in reading and math.

Action Steps to Implement

September 2021 I-Ready AP1 will be administered to all 3rd-5th Grade students.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-10/11-Teachers will analyze student results from I Ready.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

9/15-10/11- Intervention groups will be developed based on students' needs.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-10/11-Administer District Topic assessments for Math and Science

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-10/11- Topic assessments in Math and Science will be debriefed in collaborative grade level planning led by curriculum coaches.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

11/01-11/12 During grade level meetings, curriculum coaches will review the district pacing guides in order to assure that teachers are providing standard aligned instructions in Language Arts and Mathematics as outlined in these guides.

Person Responsible Maria Trujillo (mrstrujillo@dadeschools.net)

11/01-12/21 Curriculum coaches will begin intervention groups for both reading and math for tier III students based on the results of the 2021 FSA and I Ready Diagnostic I.

Person Responsible Maria Trujillo (mrstrujillo@dadeschools.net)

2/7/22-2/11/22- Teachers will analyze student results from I Ready AP2.

Person Responsible Christine Figueroa (cfigueroa@dadeschools.net)

2/7/22-4/29/22 Intervention groups will be analyzed based on the results of AP2 and changes will be made as needed.

Person Responsible Christine Figueroa (cfigueroa@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the 2020-2021 FSA there was a drop within our proficiency rate for both ELA and math. According to the 2019 FSA data, the proficiency in ELA was 65 as compared to 61% in 2021. In addition, the proficiency in 2019 FSA for mathematics was 78% as compared to 54% in the 2021 FSA assessment. Therefore, our main focus will be on differentiation as a critical area because of the following components: to close the learning gap during virtual learning period, targeted student instruction with students' weaknesses (i-Ready, Topic Assessments) and provide interventions.

Measurable Outcome: If we successfully implement differentiation in ELA and math then our student achievement levels will improve by 5 percentage points as evidenced by the 2022 FSA assessment.

Monitoring: The Administration will conduct weekly walkthroughs in order to monitor the implementation of differentiated instruction during the ELA and math block.

Person responsible for monitoring outcome: Maritza Garcia (pr3141@dadeschools.net)

Evidence-based Strategy: Using differentiated instruction our instruction practices will improve student achievement in the area of ELA and math.

Rationale for Evidence-based Strategy: Based on the 2020-2021 FSA data, differentiated instruction will be utilized to improve areas of weakness in ELA and math

Action Steps to Implement

In September teachers will administer the reading and math i-Ready AP1 assessment.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

9/15-10/11- Teachers along with the reading and math coach will analyze the results of the AP1 assessment.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

9/15-10/11-Based on the results of the AP 1 assessment, teachers will create DI groups for their homeroom classes for the ELA and math class.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

9/15-10/11- The reading coach will develop intervention groups for students who scored in Tier 3 in the AP1 ELA assessment.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

11/01-12/21 The reading coach will provide intervention for Tier III students three times a week in order to address areas of need based on I Ready AP1

Person Responsible Christine Figueroa (cfigueroa@dadeschools.net)

11/01-12/21 Special Areas teachers will provide interventions for selected Tier II students twice a week in order to address areas of need.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

11/01-12/17 Special Areas teachers will provide interventions for selected Tier II students twice a week in order to address areas of need.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

1/24-22-4/29/22 -selected students will begin morning and afterschool tutoring.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

1/31/22-4/29/22- Special Areas teachers will continue to provide interventions for selected Tier II students twice a week in order to address areas of need.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Based on the School Climate Surveys, the parental involvement trends for the past few years indicate parent participation has been extremely low. Studies have proven that parental involvement is a major factor in student outcomes, including closing the achievement gap between various groups due to virtual learning and the pandemic.

Measurable Outcome: By providing parents the opportunity to meet their teachers during Open House, providing up-to-date information via parent workshops (Virtual and In-person) and by coordinating community events; our goal would be to increase family support by 2 percentage points which in turn will bolster student achievement.

Monitoring: The administration will monitor parent participation via sign-in sheets and the participation log for virtual workshops.

Person responsible for monitoring outcome: Maritza Garcia (pr3141@dadeschools.net)

Evidence-based Strategy: Using various family engagement activities the parental involvement rate should improve which in turn will improve student achievement in all areas.

Rationale for Evidence-based Strategy: Increasing the participation of parental involvement would help close the achievement gap between various groups due to virtual learning and the pandemic.

Action Steps to Implement

8/31-10/11- The administration use the School messenger on weekly manner to inform parents of important information to keep them informed.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-10/11- The school will continue to utilize the parent resource room to assist parents as needed.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

10/8-The school will schedule a parent workshop to facilitate the opportunity for parents to become school volunteers.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-10/11- The administration will schedule parent workshops at different times of the day in order to accommodate working parents and various parental schedules.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

11/01-12/21 The administration will continue to use the School messenger on weekly manner to inform parents of important information to keep them informed.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

11/01-12/21 The administration will continue to schedule parent workshops at different times of the day in order to accommodate working parents and various parental schedules.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

1/31/22-4/29/22 The administration will continue to use the School messenger on weekly manner to inform parents of important information to keep them informed.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

1/31/22-4/29/22 The administration will continue to schedule parent workshops at different times of the day in order to accommodate working parents and various parental schedules both virtually and in-person.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on the results from the 20-21 School Climate Survey, we realized that teachers wanted to be more involvement in the decision making in the school. By involving staff in important decision making it will allow them to gain professional and personal stakes in the school's success.

Measurable Outcome: Staffs' participation in the decision making process will increase by 2 percentage points as measured by the 2022 School Climate survey in questions number five.

Monitoring: The administration will build capacity within the staff allowing for more leadership roles and the ability to participate in more decision making opportunities. This item will be monitored quarterly by completing a staff survey.

Person responsible for monitoring outcome: Maritza Garcia (pr3141@dadeschools.net)

Evidence-based Strategy: By extending leadership roles and allowing teachers to participate in the decision making process; leadership development should grow and teachers should feel more involved.

Rationale for Evidence-based Strategy: Increasing the leadership development in our school should increase teacher morale and cohesiveness within our staff.

Action Steps to Implement

9/17-A needs assessment survey completed by the teachers will be utilized to gather teacher data for leadership opportunities within the school.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-10/11-School Leadership opportunities will be advertised via email for teachers.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-10/11- EESAC meeting postings will be placed in more visible spaces throughout the school in order to increase EESAC participation.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

8/31-9/10-Committees will be created for teachers to participate throughout the school year.

Person Responsible Maria Trujillo (mrstrujillo@dadeschools.net)

11/01-12/21 Teacher will continue to participate in committees throughout the school year in order to continue promoting leadership roles in the school.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

11/01-12/21 EESAC meeting postings will continue to be placed in more visible spaces throughout the school in order to increase EESAC participation.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

2/2/22-2/11/22-Survey teachers regarding who is an aspiring administrator. As a result, administrators will have feedback to guide the leadership development program within the school.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

1/31/22-4/29/22- During grade level meetings teachers will share best practices with grade level from the District provided PD's they have attended. As a result, teachers will be given the opportunity to lead the planning and share experiences.

Person Responsible Maritza Garcia (pr3141@dadeschools.net)

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.

According to the SafeSchoolsforAlex.org, Meadowlane score "very low" in the school incident reporting. As compared to other schools, Meadowlane scored lower in incidents. However we will continue to monitor the violent crimes category this upcoming school year. The culture and environment will be monitored using the referral reporting system (SCAM) within the school for this school year.

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 school provides monthly PLCs where teachers have an opportunity to collaborate and share ideas. In addition, the school holds several celebrations throughout the year such as Black History Luncheon, Hispanic Heritage Luncheon, Teacher Appreciation Lunch and End of Year Luncheon. This year the school will incorporate a five minute Mindfulness activity before every faculty meeting. Also, within this school year we will implement a suggestion box in the teacher's lounge in order to give staff an opportunity to voice their needs.

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

The administration, staff, parents and students work collaboratively in order to provide a positive environment for our students. The administration provides support to the staff in order to empower the members to build capacity within the school.