# Meadow Park Elementary School



# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Meadow Park Elementary School

## 956 FLORIDA MANGO RD, West Palm Beach, FL 33406

## https://mdpe.palmbeachschools.org

**Demographics**

# Principal: Kelly Patrick

Start Date for this Principal: 8/26/2022

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Black/African American Students<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: B (61%)<br><br>2018-19: A (62%)<br><br>2017-18: A (67%) |
| **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** | ATSI |
| * 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 Palm Beach 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.](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

## Meadow Park Elementary School

### 956 FLORIDA MANGO RD, West Palm Beach, FL 33406

### https://mdpe.palmbeachschools.org

### School Demographics

| **School Type and Grades Served** (per MSID File) | **2021-22 Title I School** | **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 80% |

### School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| Grade | B | | A | A |

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of Meadow Park Elementary is to challenge all students to reach their maximum potential and to empower them with the knowledge to develop academic, social, physical and emotional skills necessary for them to become productive and contributing members to an ever changing society with the collaboration of teachers, parents and the community.

**Provide the school's vision statement.**

The Meadow Park Elementary School team envisions a dynamic, collaborative, multicultural community where lifelong learning is valued and supported, and all learners reach their highest potential as well as succeed in the global economy.

### School Leadership Team

**Membership**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
| Patrick, Kelly | Principal | The Principal manages and supervises all aspects of the educational program. The Principal is the instructional leader of this school and manages daily operations of the school. She is responsible for the equitable instruction for all students. The Principal is the decision maker in regards to the master schedule, staff assignments, teacher evaluations and supervision, the curriculum, the Palm Beach Model of instruction, professional development, PLC's, and school improvement and enrichment activities. She is also responsible for all budgetary decisions and contracts. The Principal will oversee the School Based Team and RtI process as well as the Child Study Team to ensure students are getting the proper interventions and services required by law. The Principal will monitor the safety of the school and continuously make adjustments as needed. The Principal also monitors the implementation of Tier 2 and Tier 3 interventions. This will include but not be limited to lesson plan checks, iObservation observations, classroom walkthroughs and conferences as well as grade level specific data analysis. The Principal is responsible for new initiatives including Dual Language, AVID and Fine Arts Programs. |
| White, Cassandra | Assistant Principal | The Assistant Principal academics by participating in PLC meetings and conducting classroom observations. The AP manages the school google calendar, transportation, Crisis Plan/Safety Drills, the ESP (New Teacher Program), faculty/staff duties, field trip requests, District/State Testing, Title 1, textbooks, and school wide positive behavior. |
| Haag, Susan | Other | The SSCC will co-facilitate PLCs with Team Leaders, help monitor students' progress, and will work with administration in building capacity for standards-based instruction. The SSCC follows the coaching model to ensure all teachers get the proper support for academics and classroom management. |

## Demographic Information

**Principal start date**
Friday 8/26/2022, Kelly Patrick

**Number of teachers with a 2022 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.*
1

**Number of teachers with a 2022 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.*
17

**Total number of teacher positions allocated to the school**
63

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

799

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

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

6

**Demographic Data**

## Early Warning Systems

**Using prior year's data, complete the table below with the number of students by current 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 | 113 | 124 | 113 | 114 | 96 | 115 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 675 |
| Attendance below 90 percent | 0 | 31 | 18 | 17 | 15 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 95 |
| One or more suspensions | 0 | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in ELA | 0 | 2 | 4 | 20 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Course failure in Math | 0 | 2 | 4 | 14 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 3 | 8 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 2 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Number of students with a substantial reading deficiency | 0 | 0 | 5 | 12 | 4 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

**Using the table above, complete the table below with the number of students by current grade level who have 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 | 4 | 4 | 12 | 6 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

Wednesday 9/14/2022

**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 | 102 | 108 | 110 | 98 | 109 | 94 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 621 |
| Attendance below 90 percent | 0 | 13 | 10 | 12 | 10 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 0 | 0 | 1 | 0 | 30 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Course failure in ELA | 0 | 6 | 24 | 26 | 15 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |
| Course failure in Math | 0 | 1 | 14 | 16 | 16 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 9 | 7 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 9 | 5 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Number of students with a substantial reading deficiency | 0 | 1 | 4 | 7 | 11 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 41 | 37 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 36 | 44 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 127 |

**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 | 4 | 13 | 13 | 16 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |

**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 | 2 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 102 | 108 | 110 | 98 | 109 | 94 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 621 |
| Attendance below 90 percent | 0 | 13 | 10 | 12 | 10 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 0 | 0 | 1 | 0 | 30 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Course failure in ELA | 0 | 6 | 24 | 26 | 15 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |
| Course failure in Math | 0 | 1 | 14 | 16 | 16 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 9 | 7 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 9 | 5 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Number of students with a substantial reading deficiency | 0 | 1 | 4 | 7 | 11 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| FY21 ELA Winter Diag Level 1 & 2 | 0 | 0 | 0 | 41 | 37 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 |
| FY21 Math Winter Diag Level 1 & 2 | 0 | 0 | 0 | 36 | 44 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 127 |

**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 | 4 | 13 | 13 | 16 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |

**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 | 2 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 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 | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 72% | 59% | 56% | | | | 68% | 58% | 57% |
| ELA Learning Gains | 70% | | | | | | 65% | 63% | 58% |
| ELA Lowest 25th Percentile | 58% | | | | | | 47% | 56% | 53% |
| Math Achievement | 67% | 53% | 50% | | | | 76% | 68% | 63% |
| Math Learning Gains | 59% | | | | | | 65% | 68% | 62% |
| Math Lowest 25th Percentile | 52% | | | | | | 51% | 59% | 51% |
| Science Achievement | 47% | 59% | 59% | | | | 60% | 51% | 53% |

**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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 61% | 54% | 7% | 58% | 3% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 73% | 62% | 11% | 58% | 15% |
| Cohort Comparison | | -61% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 64% | 59% | 5% | 56% | 8% |
| Cohort Comparison | | -73% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 69% | 65% | 4% | 62% | 7% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 82% | 67% | 15% | 64% | 18% |
| Cohort Comparison | | -69% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 64% | 65% | -1% | 60% | 4% |
| Cohort Comparison | | -82% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 58% | 51% | 7% | 53% | 5% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | | | | | |

## Subgroup Data Review

| **2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 21 | 44 | 50 | 21 | 41 | 35 | 19 | | | | |
| ELL | 74 | 74 | 56 | 68 | 63 | 45 | 43 | | | | |
| BLK | 32 | 53 | 70 | 45 | 53 | 58 | 17 | | | | |
| HSP | 76 | 75 | 73 | 68 | 59 | 56 | 55 | | | | |
| WHT | 71 | 60 | 27 | 69 | 60 | 42 | 36 | | | | |
| FRL | 69 | 71 | 57 | 64 | 58 | 53 | 44 | | | | |
| **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 | 33 | 56 | 56 | 31 | 28 | 8 | 16 | | | | |
| ELL | 78 | 75 | 67 | 68 | 50 | 36 | 43 | | | | |
| AMI | 64 | | | 64 | | | | | | | |
| BLK | 71 | | | 48 | | | | | | | |
| HSP | 77 | 81 | 82 | 67 | 55 | 23 | 50 | | | | |
| WHT | 68 | 67 | 60 | 65 | 56 | 40 | 44 | | | | |
| FRL | 73 | 72 | 64 | 65 | 52 | 16 | 49 | | | | |
| **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 | 24 | 37 | 24 | 38 | 44 | 33 | 12 | | | | |
| ELL | 68 | 71 | 63 | 78 | 69 | 46 | 55 | | | | |
| BLK | 53 | 33 | | 58 | 33 | | | | | | |
| HSP | 71 | 70 | 58 | 76 | 68 | 54 | 59 | | | | |
| WHT | 66 | 59 | | 78 | 63 | | 74 | | | | |
| FRL | 67 | 64 | 44 | 76 | 66 | 51 | 58 | | | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| **ESSA Federal Index** | |
|---|---|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 62 |
| OVERALL Federal Index Below 41% All Students | NO |

| ESSA Federal Index | |
|---|---|
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 67 |
| Total Points Earned for the Federal Index | 492 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| **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% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 61 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **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% | 0 |
| **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% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 47 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **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% | 0 |

| 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% | 0 |
| **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% | 0 |
| **White Students** | |
| Federal Index - White Students | 51 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| **Economically Disadvantaged Students** | |
| Federal Index - Economically Disadvantaged Students | 60 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

# Part III: Planning for Improvement

**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?**

Our overall data trends show that our focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas has proven to maintain our percentage with a slight decrease in 4th grade. Our ESSA subgroup, SWD's shows a decrease in 3rd and 4th grade and an increase in 5th grade. The SWD's continue to receive strategic, be targeted support through various modes of instruction, including technology,
small group, tutorials, data chats and student monitoring.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based on the data trends, our focu will be to increase the overall ELA achievement for grades 3, 4 and 5 and our SWD subgroup. If we do not support these concerns, we are increasing the learning gaps, and students' academic journey. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners,

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional development, professional learning communities and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level. Our before and afterschool tutorial programs ensure student participation
and success. All teachers, including resource teachers will collaborate to ensure program success. Schedules
adjusted regularly to ensure students are also getting in school support in the primary academic areas of ELA, Math and Science. Administrators assigned to support the students and build relationships with them to motivate and ensure their attendance so they receive these important interventions.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Reading from FY21-FY22 showed an increase in achievement overall. Actions taken in FY22 to support these improvements were tutorial, implementation of supplemental materials, and an increase in collaborative planning by teachers.

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

There was a strong focus on core instruction and common planning through PLC's. We focused on the use of formative assessments to drive whole and small group instruction. Teachers were able to consistently
monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls, notes in the student agendas and conferences. In addition, they sent home iready reports and other data to increase family involvement in their child's education. All teachers held all students to high expectations.

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

During PLCs, we will focus on developing effective and relevant instruction
through: unpacking standards, analyzing data, developing standards based lesson using vetted resources
and materials from the District, share best practices and incorporate research based strategies and interventions.
A focus on balanced literacy, small group instruction, and differentiated instruction is an important factor to continue accelerating our students. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support/training, and independent
study. Teachers are encouraged to share best practice implementation at PLCs and Common Planning as a way of increasing grade level capacity as a whole. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

**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/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly

within the ESSA subgroup (SWD's). PLCs continue to be an active part of our school schedule; they receive embedded PD. In addition, teachers and staff participate in ongoing PD including how to incorporate adaptive technology in their rooms, AVID strategies to help with notetaking and organizational skills and small group, differentiated instruction.

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

We will continue to hire, train and retain instructional support staff to meet instructional needs in ELA, Math and Science and provide opportunities for parent engagement and family workshops and events that assist school and home collaboration, student achievement and instructional engagement in ELA, Math and Science. Such trainings include AVID, STEM, AMP/Gifted, Portal Training, Dojo/ Communication Training and Curriculum training on the new BEST standards. Students will also be able to participate in various clubs before and after school, learn keyboarding in music class through a new grant awarded to the school and be given the opportunity to enroll in our VPK classes prior to the start of Kindergarten.

**Areas of Focus**
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

**:**

| #1. Instructional Practice specifically relating to Standards-aligned Instruction | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | State Assessment proficiency data of students who earned a Level 3 or higher shows:<br>ELA FY22 FY21 FY19<br>Gr 3 67% 76% 61%<br>Gr 4 75% 72% 74%<br>Gr 5 64% 67% 65%<br>ESSA Subgroup SWD's:<br>FY22 FY21 FY19<br>Gr 3 8% 27% 20%<br>Gr 4 15% 43% --<br>Gr 5 27% 23% 24%<br><br>MATH FY22 FY21 FY19<br>Gr 3 75% 64% 69%<br>Gr 4 64% 62% 83%<br>Gr 5 56% 57% 65%<br>AMP Gr 6 100% 100% 100%<br><br>ESSA Subgroup SWD's:<br>FY22 FY21 FY 19<br>Gr 3 18% 27% 40%<br>Gr 4 15% 36% --<br>Gr 5 27% 27% 18%<br><br>SCIENCE FY22 FY21 FY 19<br>Gr 5 48% 47% 58%<br><br>ESSA Subgroup SWD's:<br>FY22 FY21 FY19<br>Gr 5 13% 12% 12%<br><br>In alignment to the District's Strategic Plan, we will ensure all student have equal and equitable access to to engage in learning and activities that develop academic excellence and growth. Out instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | February 2023 May 2023<br>Student Outcomes<br>ELA Overall +5% +10%<br>SWDs +2% +4%<br><br>February 2023 May 2023<br>Student Outcomes<br>Math Overall +5% +10%<br>SWDs +2% +4%<br><br>February 2023 May 2023<br>Student Outcomes<br>Science Overall +12% +14%<br>SWDs +2% +4% |

Administrators will monitor classroom core instruction in Tier 1. This will include but not be limited to lesson plan checks, iObservation observations, conferences and grade level specific data analysis. They also monitor the implementation of Tier 2 and Tier 3 interventions.

The SSCC will co-facilitate PLCs with Team Leaders, help monitor student progress, and work with administration in building capacity for standards-based instruction.

**Monitoring:**
**Describe how this Area of Focus will be monitored for the desired outcome.**

School counselors, along with Administration will facilitate efficient and effective MTSS using the School Based Team process, which includes developing intervention plans and assisting with data collection. They will also monitor and support the implementation of Tier 1, Tier 2, and Tier 3 interventions.

The ESE contact helps to develop plans for interventions and assists with data collection.

Team Leaders are responsible for co-facilitating PLCs, grade level meetings and distributing pertinent information to their teams.

Teachers have shared decision-making responsibilities in PLCs and grade level meetings.

**Person responsible for monitoring outcome:**

Kelly Patrick (kelly.a.patrick@palmbeachschools.org)

**Evidence-based Strategy:**
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Administrators will attend PLCs, collect agendas, lessons, learning goals/ scales, will observe evidence of teaching/learning during classroom walk-throughs. Team leaders will facilitate grade level meetings to update pacing calendars, share resources, strategies, etc. and will submit minutes of these
meetings to Administration. Data from formative and summative assessments will be gathered and analyzed.
These include, but are not limited to, District FSQs, USAs, PM Assessments, Literacy Assessment (Oral Records, Benchmark (K-5) iReady, Imagine Learning, iStation, and grade level team created assessments. Data trends and patterns will be discussed at PLCs and in Administrative data chats.

A streamlined strategic focus for all students with a focus on the the ESSA identified subgroup of SWDs, along with our ELL's will be reviewed across the campus throughout all core content areas. The following strategies will implemented throughout the year through the various platforms:

1. Professional Development
2. Small group instruction
3. PLCs
4. Tutorials

**Rationale for Evidence-based Strategy:**
**Explain the rationale for selecting this specific**

1. PDs will ensure teachers' capacity is developed and will allow for them to use a variety of methodologies that will ensure student progress and growth.
2. Small group differentiated instructions allows students to work at their

**strategy. Describe the resources/criteria used for selecting this strategy.**

pace and instructional level to ensure success
3. PLCs allows professionals to come together in a collaborative setting to review data, plan lessons, and share best practices to support student learning
4. Tutorials afford students the opportunity to learn specific content and increase student achievement.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

2. Small group differentiated instruction to be provided teachers and SSCC.
a. Ensure teachers understand the expectations for small group instruction through a variety of tasks, processes, and products. Expectations will be shared within PLCs and through PDs.
b. Teachers develop a schedule for small group rotations within their instructional blocks to support all students specifically our ESSA identified subgroup (SWD's) along with ELLs.
c. Focus student support on check for understanding, identify critical content, and organization for learning

**Person Responsible**          Kelly Patrick (kelly.a.patrick@palmbeachschools.org)

3. PLCs on a regular rotation facilitated by SSCC.
a. Provide teachers with an opportunity to participate in capacity building activities to strengthen instructional practices
b. Teachers will plan and research resources for instructional use.
c. Allow teachers/leadership an opportunity to collaborate analyze data and make decisions to improve student achievement and progress.
d. Teachers share best practices through mentoring, modeling, and support.

**Person Responsible**          Susan Haag (susan.haag@palmbeachschools.org)

4. Tutorials to be provided each morning of the week and daily afterschool.
a. Instructional Leadership team will identify all students specifically our ESSA identified subgroup (SWD's) along with ELL's in need of remediation and/or enrichment through small group targeted instruction.
b. Analysis of teacher data will be utilized prior to determine tutorial needs.
c. Provide a framework to teachers which includes lesson plans, assessments, instructional materials, and expectations.
d. Parents and students will be provided with ongoing expectations. Data chats with students to ensure progress and needs assessment analysis.

**Person Responsible**          Cassandra White (cassandra.white@palmbeachschools.org)

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Meadow Park Elementary has implemented many strategies to address building a positive school culture and environment. Meadow Park has a School Wide Positive Support Committee which meets once per month. This committee is responsible for discussing and implementing school wide expectations, incentives and programs to foster a positive school climate at the school. This committee along with the staff have created a school wide matrix which is based on our school wide expectation, "The Eagle Way." This has three pieces, "I am safe"," I am respectful", and "I am responsible." Each of these are then broken down to the classroom, hallway and stairs, cafeteria, restrooms, playground and assemblies. SwPBS assemblies are held at least twice per year with all grades to solidify and teach the expectations. When students understand expectations and consequences, they are empowered with knowledgeable which gives them a better understanding of how to behave. No surprises. We also believe in "catching kids doing good things." We reward them with brag tags which they can earn and display on their lanyards. They are very proud of these since they are very colorful and state what they have done well. Examples of these are for attendance, good behavior, STEM, no tardies, and special ones from the Principal and Assistant Principal. It is also very important to foster a positive school climate with our staff. We have a "shout out" board whereby staff can write on a special pin up positive things about a person or persons and pin up to this board located in our main hallway in the Main Office. We call out these "shout outs" during our faculty meetings and give out prizes. Administration also writes positive notes to the faculty, keeps an "open door" policy. Teachers and staff can reach Administration by e-mail or in person any time. In addition our school holds numerous parent and family activities such as Curriculum Night, Meet and Greet, Multicultural Night, STEM Night, and AVID for the family. We have an annual Spaghetti Night and serve parents and family dinner. We also invite our West Palm Beach Rotary Club in annually to speak to our Grade 3 students and present them with a free dictionary. We also hold our annual Career Day in which we invite our community into our school representing all walks of life such as the Police Force, Fire Department, Military, Lawyers, Medical Field, etc. Our community loves this opportunity to speak to kids and explain what they do for a living.

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

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. These stakeholders consist of parents, business partners, volunteers, the community, faculty and staff, and our students. Our parents are very important in a child's school success. We create a School Compact each school year in which the Principal, teachers, students, and parents agree to follow targeted strategies. It is critical that we have their support to ensure that their children receive the best education possible. Parents can meet with our teachers or Administration to discuss their child's progress at any time. Our business partners assist us with making purchases critical for a successful curriculum here at Meadow Park Elementary. We have many volunteers who assist teachers in the classrooms, during afterschool events and events happening during the school day. Our community, parents, and business partners meet with Administration and teachers once a month in our School Advisory Council Meetings. They have large input as to how our School Advisory monies are spent and give valuable input regarding the general operations of the school.

In addition, as stipulated within Florida Statute & Policy 2.09 Meadow Park Elementary School ensures all students receive equal access to the district strategic plan. Students are immersed in rigorous tasks encompassing the full intent of the Florida B.E.S.T Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, the purposes

of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week".

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.