

Brevard Public Schools

Meadowlane Intermediate Elementary School



2022-23 Schoolwide Improvement Plan

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Meadowlane Intermediate Elementary School

2700 WINGATE BLVD, West Melbourne, FL 32904

<http://www.meadowlane.is.brevard.k12.fl.us>

Demographics

Principal: Sarah Barnett N

Start Date for this Principal: 1/6/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 3-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2021-22 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	2021-22: B (56%) 2018-19: A (64%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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 Brevard 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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Meadowlane Intermediate Elementary School

2700 WINGATE BLVD, West Melbourne, FL 32904

<http://www.meadowlane.is.brevard.k12.fl.us>

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 3-6	No	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

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SIP Authority

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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.

We will provide a safe and engaging environment every day so that all students will acquire lifelong learning skills that will enable them to be productive and successful citizens today, tomorrow and always!

(Revised 2021)

Provide the school's vision statement.

Meadowlane Intermediate Elementary provides a successful and cooperative learning environment maximizing achievement through content complexity and student engagement.

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
Barnett, Sarah	Principal	Principal is an Instructional Leader and ensures a focus on academics throughout the school day. She supports the MTSS team and equips teachers with the tools they need to in order to disaggregate the students' performance data. She performs classroom observations, supports the mental health and social/emotional initiatives, participates in parent conferences, refers students and parents to appropriate resources, and continuously reviews school-wide progress monitoring data.
Stein, Jessie	Assistant Principal	Assistant Principal supports the MTSS team and supports teachers as they disaggregate the students' performance data. She performs classroom observations, supports the mental health and social/emotional initiatives, participates in parent conferences, refers students and parents to appropriate resources, oversees the utilization of district curriculum, serves as the Title IX contact, creates small groups for state testing, and submits the testing to the state.
Hirschy, Lisa	Instructional Coach	The instructional coach works with teachers to determine appropriate instructional strategies and interventions for students, assist in the development of Tier II and III academic plans, provide observation opportunities for new teachers, refers students and parents to appropriate resources, participates in parent conferences, performs classroom observations and gives feedback as part of the coaching cycle, assists third grade teachers with portfolio assessments, oversees the i-ready diagnostic procedure, reviews school-wide progress monitoring data, provide staff training on progress monitoring and interventions. She is a member of our MTSS team to support the social/emotional needs and mental health of students.
Moorer, Robert	Other	The guidance service professional facilitates MTSS meetings, assists teachers as they analyze student data, attends parent conferences, organizes volunteers, supports social/emotional and mental health issues, addresses behavior concerns, serves as our ESOL contact, facilitates WIDA testing, tracks attendance records, and coordinates the PTO and SAC monthly meetings.
Coudle, Carol	School Counselor	Guidance Counselors develop Tier I and II academic and behavioral plans, gather data on student academics and behavior, create 504 plans, conduct focus group sessions catered to the specific social/emotional needs of identified students, share the Caring School Community curriculum

Name	Position Title	Job Duties and Responsibilities
		with specific activities that are focused on meeting the social/emotional needs of students, and conduct training to proactively combat bullying.
	Instructional Coach	The instructional coach works with teachers to determine appropriate instructional strategies, provide observation opportunities for new teachers, refers students and parents to appropriate resources, participates in parent conferences, performs classroom observations and gives feedback as part of the coaching cycle, reviews school-wide progress monitoring data, provide staff training on progress monitoring and instructional strategies. MIS is one of her 6 schools, so she comes to our school about once every 3 weeks.

Demographic Information

Principal start date

Monday 1/6/2020, Sarah Barnett N

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.*

16

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

830

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

10

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

9

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	0	0	0	214	215	198	202	0	0	0	0	0	0	829
Attendance below 90 percent	0	0	0	48	48	49	45	0	0	0	0	0	0	190
One or more suspensions	0	0	0	6	5	4	9	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	23	39	27	0	0	0	0	0	0	100
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	28	59	43	0	0	0	0	0	0	136
Number of students with a substantial reading deficiency	0	0	0	30	38	32	12	0	0	0	0	0	0	112

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	0	0	11	32	37	41	0	0	0	0	0	0	121

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	12	0	0	1	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	13	0	1	2	0	0	0	0	0	0	16

Date this data was collected or last updated

Friday 9/9/2022

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	0	0	0	220	209	194	212	0	0	0	0	0	0	835
Attendance below 90 percent	0	0	0	14	18	22	21	0	0	0	0	0	0	75
One or more suspensions	0	0	0	4	4	4	5	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	17	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	19	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	4	37	32	39	0	0	0	0	0	0	112
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	29	40	44	0	0	0	0	0	0	116
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	4	21	30	34	0	0	0	0	0	0	89

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	4	3	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	2	3	0	0	0	0	0	0	6

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	0	0	0	220	209	194	212	0	0	0	0	0	0	835
Attendance below 90 percent	0	0	0	14	18	22	21	0	0	0	0	0	0	75
One or more suspensions	0	0	0	4	4	4	5	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	17	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	19	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
LEVEL 1 ON 2021 FSA ELA	0	0	0	4	37	32	39	0	0	0	0	0	0	112
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	29	40	44	0	0	0	0	0	0	116
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	0	4	21	30	34	0	0	0	0	0	0	89

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	4	3	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	2	3	0	0	0	0	0	0	6

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	64%	61%	56%				65%	62%	57%
ELA Learning Gains	62%						63%	60%	58%
ELA Lowest 25th Percentile	49%						53%	57%	53%
Math Achievement	58%	49%	50%				71%	63%	63%
Math Learning Gains	52%						73%	65%	62%
Math Lowest 25th Percentile	42%						61%	53%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	62%	60%	59%				62%	57%	53%

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	36	51	39	34	39	33	34				
ELL	53	69	63	52	56	31	33				
ASN	74	79		72	72						
BLK	37	44	29	28	37	26	30				
HSP	66	63	68	59	54	53	60				
MUL	56	47	50	58	47		50				
WHT	69	64	51	63	53	41	68				
FRL	53	55	47	44	42	35	48				
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	34	31	23	41	37	24	37				
ELL	52	78	67	67	72	73	58				
ASN	73	77		80	77		64				
BLK	38	37	17	33	41	36	38				
HSP	66	55	47	67	58	62	63				
MUL	61	55		51	21						
WHT	67	55	39	71	57	30	60				
FRL	50	41	26	49	40	27	44				
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	27	44	41	36	58	56	27				
ELL	61	70	64	63	77	70	57				
ASN	83	60		85	80		80				
BLK	37	46	43	40	52	45	30				
HSP	58	62	52	70	76	81	71				
MUL	62	62	64	62	74	73	54				
WHT	70	67	58	78	76	63	67				
FRL	50	57	51	54	64	58	46				

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	56

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	52
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	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
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	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
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	48
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?

SY21-22 data shows that, although 3+ proficiency was above the district average in ELA and Science, as a school we decreased significantly in Math 3+ proficiency. Our students made learning gains in ELA, with an increase of 8% in this area and our Lowest 25% increased by 11% in ELA. In Math, although our lowest 25% increased by 5%, our school overall decreased in learning gains by 2%. Additionally, our SWD and Black/AA subgroups decreased overall.

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

SY21-22 FSA data shows that our greatest area for improvement is in Math proficiency (52%, a decrease of 5% from last year). Additionally, our Students with Disabilities (SWD) subgroup decreased in math proficiency by 7% and in Science proficiency by 3%. Our Black/African American subgroup decreased in math proficiency by 5% and in math learning gains by 4%. They decreased in Science proficiency by 8%. Proficiency and Learning Gains for our SWD and AA students show the greatest need across subgroups for improvement in both Science and Math.

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 to this need for improvement include a great focus on reading last year. With new curriculum and new ELA Benchmarks, that was our major focus for the year, and that could have contributed to the decrease in math proficiency and learning gains. Additionally, there are times that SWD are pulled for services during Science. Actions to take to improve these areas include a focus on the new math and new math benchmarks this year, and a master schedule that provides time for students to receive ESE services that does not impact Science, Reading or Math instruction in the classroom.

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

Overall student learning in ELA showed the most improvement. As a school, 3+ proficiency increased by 1%, Learning Gains increased by 8% and our Low 25% increased learning gains by 11%. Additionally, even our SWD and AA subgroups made progress in ELA, increasing in learning gains by 20% (SWD) and 7% (AA) respectively. As a school, we also saw improvement in Science 3+ proficiency, increasing overall by 6%.

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

ELA was a major focus for our school last year. We held weekly PLCs, focusing on analyzing student ELA data and planning for instruction utilizing the new curriculum and Benchmarks. Additionally, we continued to implement school-wide reading intervention time, including SWDs and AA students as well as other in need in our groups and monitored the efficacy of these interventions through the MTSS process, making changes as needed to increase student outcomes.

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

Continue school-wide strategic reading intervention
Implement Academic Support Program (ASP)
PLCs - teachers using data to plan for instruction
Implementation of new ELA Curriculum with admin/coach support
Implementation of new Math Curriculum with admin/coach support
Weekly iReady lessons in both reading and math
Penda Science with fidelity
Small group instruction daily
Monitor Lowest 25%
Monitor SWD
Monitor AA students
MTSS

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.

PLCs - literacy coach will be supporting teacher planning with ELA curriculum and student data
PLCs - math coach will be supporting teacher planning with Math curriculum and student data
Training on new BEST standards for Math
Data training - looking at data by class and subgroup with teachers (new teachers will learn to use PM)
Planning using the data with support from admin/coach
Training/Modeling/Feedback on Small Group instruction

Training/Modeling/Feedback on intervention instruction

Training/Modeling/Feedback on math 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 monitor data regularly to determine efficacy of our strategies and make changes as needed and continue with what is working. We will continue to focus on intervention and small group instruction, not giving up on these strategies that promote learning for all students. Admin will set clear expectations for use of new Math curriculum and will stay focused on these expectations, providing support in order to ensure that teachers continue to use the curriculum, which is aligned to the new standards. Additionally, we will continue with our expectations set last year regarding that new ELA curriculum and daily implementation.

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 Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Description: Teachers will work collaboratively with administration and our assigned Math Coach in PLCs to learn the new BEST standards for Math, to dig into the new Math curriculum, and to plan for daily instruction that is fully aligned to the Math standards. This planning will include plans for small group instruction that will ensure that all students have daily opportunities to interact with grade-level content and tasks, which will contribute to all students experiencing greater proficiency in Math.

Impact on Student Learning: School wide Math proficiency will increase as a result of increasing teacher collaboration time for planning standards aligned whole group and small group instruction, by providing regular and consistent opportunities for all students to interact with grade level content and by providing small group math instruction daily for the Lowest 25% population.

Rationale: Data indicates a need for continued structure and time as supports for teachers to plan for standards-aligned instruction and tasks for all students. Additionally, data shows a need for continued focus on giving students consistent practice with grade-level math content while providing opportunities for acceleration and filling gaps in knowledge. Teacher learning and growth are dependent upon frequent interaction, dialogue, and reflection between themselves, instructional coaches, and administration.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 2022, 58% of students were proficient in Math on the FSA Math. Of our Lowest 25% population, 42% showed proficiency in math. The goal for 2023 is to increase students showing proficiency in Math school-wide by at least 3% to 61% and for our Lowest 25% to increase proficiency 45%. For our subgroups, our goal is also to increase proficiency by 3% each, especially for our focus ESSA subgroups. Our goal will be in increase proficiency for our SWD students from 34% to 37% and for our AA students from 28% to 31%.

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

Throughout the year, students will take iReady Diagnostic twice and will also take the FAST progress monitoring assessment twice. Additionally, students will take unit assessments throughout the year. Teachers and administration will analyze the data in PLCs to determine areas of additional instructional need. We will also use this assessment data to closely monitor our Lowest 25%, and our SWD and AA populations.

Person responsible for monitoring outcome:

Sarah Barnett (barnett.sarah@brevardschools.org)

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

We will implement PLCs at which teachers will plan lessons aligned to the full intent of the standards, including fully implementing with fidelity the new Reveal and Ed Gems Curricula, which are aligned to the new BEST standards. Teachers will use assessment data to determine student mastery of the standards and to collaboratively plan subsequent lessons to address student learning needs in the area of Math to include instruction that address numbers and operations, algebraic thinking and geometry.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Evidence supports that student achievement increases when teachers have consistent opportunities to plan collaboratively with peers, implement those plans, and then review student data to plan subsequent instruction. Authentic professional development opportunities utilizing this action/reflection routine, paired with peer observation opportunities, coaching cycles with our Math Coach and Mentor Teachers, administrative walk-throughs, and immediate feedback, will increase achievement for all learners.

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.

Administrators will dedicate common planning time monthly for grade level teachers to plan standards-aligned lessons using the new Math curriculum, to include small group instruction, and formative/ summative assessments for all students. An emphasis will be placed on keeping pace with the BPS pacing guide and providing small group instruction to all students.

Person Responsible Sarah Barnett (barnett.sarah@brevardschools.org)

Administrators and Coach will participate in PLCs to review individual student data and class data with teachers and will work with teachers to use that data to plan subsequent lessons, including scaffolding and acceleration opportunities for students who need them based on their individual data. Data will include iReady weekly data, iReady diagnostic data, FAST Progress Monitoring data and district assessments aligned to the new curriculum.

Person Responsible Sarah Barnett (barnett.sarah@brevardschools.org)

Teachers will implement small group instruction for our Lowest 25%, SWD and AA students daily and will include weekly small group lessons for all students to address unfinished learning.

Person Responsible Sarah Barnett (barnett.sarah@brevardschools.org)

Administrators will conduct classroom walk-throughs and provide feedback on tier 1 Math instruction and on small group instruction.

Person Responsible Sarah Barnett (barnett.sarah@brevardschools.org)

Math Coach will model Math lessons from the new curriculum in classrooms and will observe/provide feedback to teachers on the same.

Person Responsible Sarah Barnett (barnett.sarah@brevardschools.org)

The leadership team will arrange and/or provide professional development on the new BEST standards and on the new curriculum including action-research embedded into PLCs.

Person Responsible Sarah Barnett (barnett.sarah@brevardschools.org)

Administrators will hire substitute teachers to provide coverage for teachers to observe peers implementing BEST standards -aligned Math lessons using the new curriculum. This will include small group instruction.

Person Responsible Jessie Stein (stein.jessie@brevardschools.org)

All students will be required to use the iReady instructional tool 45 minutes weekly in Math. Teachers will have follow-up data chats with students regarding their individual data.

Person Responsible Sarah Barnett (barnett.sarah@brevardschools.org)

Parents will receive iReady data along with clear explanations after each diagnostic so that they can participate in helping from home and are aware of their child's areas of strength and weakness.

Person Responsible Sarah Barnett (barnett.sarah@brevardschools.org)

#2. Instructional Practice specifically relating to Science**Area of Focus**

Description and Rationale: For years, stagnant Science FCAT data supports the need to increase student proficiency. Our 2021 FCAT Science proficiency plummeted to 53%, the lowest it had been since 2018. Although our overall proficiency increased by 6% in 2022, our subgroup data still reflected need for improvement in Science. Our SWD population decreased in proficiency by 3% and our AA population decreased in proficiency by 8%. To achieve an increased overall proficiency of at least 67% (a 5% increase overall) on Science FCAT, our focus will be geared toward utilizing Penda Science in conjunction with collaborative planning using the 5 E model for standards aligned science instruction. Additionally, all students will receive at least 40 minutes a week of Science instruction from a dedicated Science teacher in our Science lab.

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Fifth grade FCAT Science proficiency will increase as a result of increasing teacher collaboration for standards aligned planning and instruction, providing weekly hands-on Science instruction in our Science lab and by implementing Penda Science. In 2022, 62% of students in grade 5 were proficient on the Science FCAT. The goal for 2023 is to increase students meeting proficiency to at least 67% on the Science FCAT. Additionally, our goal is for both subgroups - SWD and AA to increase in proficiency by at least 5% respectively.

Monitoring:

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

At least monthly, teachers will receive a standards-based "Class Mastery Report" detailing every student's progress towards standards mastery. Monthly, this report will be monitored by admin and addressed in grade level data chats. Teachers will use the District Science Assessments to monitor student progress. Administration will monitor this data and support planning for Science instruction based on the data-determined needs. Teachers and admin will monitor students in the Lowest 25%, SWD and AA subgroups specifically as well.

Person responsible for monitoring outcome:

Jessie Stein (stein.jessie@brevardschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being

The 5E Instructional Model and Penda Science

**implemented
for this Area
of Focus.**

Rationale for

**Evidence-
based**

Strategy:

**Explain the
rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

**criteria used
for selecting
this**

strategy.

The 5E Instructional Model is used to design science units that can be based upon cognitive psychology, constructivist-learning theory, and best practices in science teaching. The 5E cycle consists of cognitive stages of learning that engage, explore, explain, elaborate, and evaluate. Research states that "using this approach, students redefine, reorganize, elaborate, and change their initial concepts through self-reflection and interaction with their peers and their environment. Learners interpret objects and phenomena, and internalize those interpretations in terms of their current conceptual understanding".

Penda Science will allow us to better support our struggling readers by providing inclusive differentiated science instruction. Individual learning gaps will be monitored and addressed.

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.

1. Designate science time for each grade level and monitor with admin walk-throughs.
2. Utilize Penda Science to expand and monitor science knowledge.
3. Data team meetings will occur on a monthly basis to review data (including Penda Science data) and decide on next steps. Particular attention will be paid to our subgroups. Data will be shared with our dedicated science teacher so intervention can be provided in weekly science class.

Person

Responsible

Jessie Stein (stein.jessie@brevardschools.org)

4. Grades 3-5 will complete all District science summative assessments.

5. Science ASP will be offered to our 5th grade students.

6. Schedule instructional monitoring, feedback, coaching, and follow-up based on student data trends and observational data. Data for our subgroups will be monitored closely.

Person

Responsible

Jessie Stein (stein.jessie@brevardschools.org)

#3. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Although our ELA proficiency improved last year, it is still an area of need for our students schoolwide. Last year, we worked to provide small group instruction weekly to all students and daily to the lowest 25% population. Daily small group instruction is where teachers can differentiate instruction in order to ensure that all students make progress, even those who are already showing proficiency. We will provide small group ELA instruction daily as part of our Tier 1 instruction. Additionally, students in need of Tier 2 and Tier 3 ELA interventions will continue to receive strategic, systematic instruction daily. All students in need will take part, including students with disabilities, as that is a subgroup that demonstrates the lowest levels of proficiency.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>We will increase ELA proficiency by 3% so that we go from 64% of students showing proficiency to 67% of students showing proficiency in ELA. Additionally, last year our lowest 25% of students increased in proficiency in ELA by 11% showing 49% proficient. Our goal this year is to continue to increase proficiency for that subgroup by at least 3% so they are at least 52% proficient. We will also be focusing on increasing proficiency for our AA and SWD subgroups by at least 3% so that SWD students go from 36% to 39% proficient and AA students go from 37% to 40% proficient.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Each quarter, students will take District ELA assessments and teachers, coaches and administration will analyze the data in PLCs to determine areas of additional instructional need with scaffolding and/or acceleration. iReady diagnostics and FAST progress monitoring will also be used 2 times each this year to monitor student progress toward grade level reading proficiency. Additional assessments, such as Tier 2/3 OPM, will be used to closely monitor the Lowest 25% and our SWD and AA subgroups.</p>
Person responsible for monitoring outcome:	<p>Sarah Barnett (barnett.sarah@brevardschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>We will continue to use a walk to intervention/acceleration model during which phonics, vocabulary, fluency and comprehension strategies will be systematically instructed. Students will be grouped strategically to receive consistent, systematic instruction in an area of data-demonstrated need in order to increase ELA proficiency by addressing unfinished learning. Additionally, we will provide standards-aligned small group lessons in order to provide opportunities for learning growth for all students.</p>

for this Area of Focus.**Rationale for Evidence-based****Strategy:****Explain the rationale for selecting this specific strategy.****Describe the resources/ criteria used for selecting this strategy.**

ELA proficiency for our students, including our lowest 25%, continues to be an area of need in ELA. Research has shown that when students receive consistent, systematic intervention in small groups, they will make academic gains. Tier 2 instruction includes instruction in small groups while Tier 3 instruction also includes intensive instruction. Each level of intervention should include specific instructional program components and each program should be implemented consistently and with fidelity.

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.

Intervention

1. Administration will build master schedule so that intervention time will happen daily schoolwide. The time will be at 8:25 for 3rd-5th and at 1:50 for 6th to ensure that chronically tardy students do not miss this important instructional time.
2. Teachers will use diagnostic data, FAST progress monitoring such as iReady diagnostic, DORF, Running Records and/or PSI to determine the need for Tier 2 and Tier 3 intervention.
3. Teachers, administration and literacy coach will participate in grade level teams to analyze data, including intervention OPM data, at bi-monthly meetings to create strategic intervention groups and to then adjust reading interventions during subsequent intervention rounds to meet students' academic needs and to increase student achievement.

Person**Responsible**

Sarah Barnett (barnett.sarah@brevardschools.org)

4. Literacy coach will model small group lessons for groups of teachers.
5. Literacy coach will provide professional development in small group instruction and intervention instruction. This will include direct instruction using intervention materials such as the Phonics Lesson Library, Vocabulary Surge, Comprehension Toolkit and Rewards.
6. Teachers will implement small group lessons after observing literacy coach and will receive feedback from coach/admin.
7. As noted in our BPIE, our Instructional Assistants will also receive professional development on various intervention tools so that they can effectively support Tier 2 instruction when provided plans by certified teachers.

Person**Responsible**

Lisa Hirschy (hirschy.lisa@brevardschools.org)

8. Teachers will use data to form small groups and to plan for differentiated small group instruction.
9. Teachers will utilize the small group books and plans from the new ELA curriculum to ensure that small group instruction is standards-aligned.

Person**Responsible**

Sarah Barnett (barnett.sarah@brevardschools.org)

10. Additional small group instruction will be provided to students before and after school as part of our Academic Support Program.

Person Responsible Jessie Stein (stein.jessie@brevardschools.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.

Meadowlane Intermediate school has a positive school culture, consisting of a school-wide discipline plan, professional learning communities, and excellent community and parent involvement.

Based on feedback from our Parent Survey, Insight Survey and Youth Truth Survey, we determined that a continued focus on positive discipline would be important to continue to improve school culture. This year, we are an anchor school for Conscious Discipline in Brevard. Administration and two teacher leaders attended the CD1 institute this summer. This week long training providing in-depth knowledge so that this team could come back and lead as the CDAT (Conscious Discipline Action Team), rolling out information to staff as we work to spread a climate of safety and caring throughout the school.

Additionally, staff participated/will participate in Conscious Discipline training during pre-planning and throughout the year. We are incorporating pieces of Conscious Discipline into our schoolwide culture as well into our classrooms. All morning duty staff have greeting cards, allowing students to choose a greeting from each adult that they pass in the morning from the moment they step onto campus until they get to class. This year, all teachers are implementing these greetings individually to each student as they enter the room each day. We have Brain Smart Start on our announcements daily. This is currently led by administration, but students will be taking over by October. This leads right into a daily morning meeting, supported by the Caring School Community curriculum. Morning meeting is a required part of the daily schedule, built into the master schedule to ensure it's a priority for all.

As a school, we have also done things such as clearly define expectations for different areas, such as the hallways, and then we took pictures and made a video of students following the rules so that we could provide visuals to support our expectations. We will continue to have student Safety Ambassadors this year. These students help with greetings in the hallways in the morning, while also giving safety reminders in the bus loop, car loop and hallways, ultimately contributing to a shared sense of safety and belonging across the school.

We are also continuing with Professional Learning Communities/MTSS this year. This planning and learning as grade level teams helps to promote collaboration between teachers while providing a positive culture in which to improve instruction.

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

Parents - parents give input through surveys, such as the annual Parent Survey and the annual ESE Parent survey. Parents are also invited to join our SAC and PTO, which meet monthly. Parents are encouraged to give feedback on various topics, such as our School Improvement Plan, through these venues. We are excited to have parent volunteers back on campus this year, as their support contributes to a positive school culture.

Teachers/Staff - teachers and staff give input through surveys such as the Insight Survey and the End of the Year survey sent out by administration last year. Teachers are asked to sign up for committees so that they can participate in aspects of our school outside of their classrooms. Teachers also participate in PLCs and in implementing daily Morning Meetings with their students, both of which contribute to our positive school culture. This year, teachers are becoming more familiar with Conscious Discipline and are beginning to implement pieces in their rooms.

Students - Students give input through the Youth Truth Survey. Students are encouraged to participate outside of their classrooms in various clubs, such as NEHS, chorus and orchestra. This helps to contribute to a positive school culture.

Community - we are working to expand our Partners in Education program this year. We believe that these relationships contribute to a positive school culture by building important connections in the neighborhoods and business surrounding our schools. For example, our partners from Launch Credit Union, Calvary Chapel, Girl Scouts and Boys Scouts attended our Open House event, making connections with families and sharing information about community resources. Several churches help us to stock our food pantry at school so we can send home food with children who may need this supplement over the weekend. These are just examples of how our partners in education support our school in many ways.