Meadowbrook Elementary School

2022-23 Schoolwide Improvement Plan

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Meadowbrook Elementary School

2300 SW 46TH AVE, Fort Lauderdale, FL 33317

[no web address on file]

Demographics

Principal: David Levine

Start Date for this Principal: 7/1/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (47%) 2017-18: B (54%)
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 Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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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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	91%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Meadowbrook Elementary's mission and purpose is to be apart of a highly qualified and motivated team that will promote maximum student achievement in a healthy nuturing environment.

Provide the school's vision statement.

Meadowbrook's vision is to prepare and motivate students with skills and knowledge for the 21st century including a global perspective and respect for core values.

School Leadership Team

Membership
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.**:**

Part I: School Information

Name	Position Title	Job Duties and Responsibilities
Levine, David	Principal	The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem-solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through the use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of the school system.
Thomas, Raylene	Assistant Principal	The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills, and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research, and technology; understand the unique needs, growth problems, and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with the collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Bilingual skills preferred (Source: Broward Schools)

Name	Position Title	Job Duties and Responsibilities
Hanfling, Luisa	Instructional Coach	The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers. The goal of the Literacy Coach is to improve and sustain student achievement by promoting culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum. (Source: Broward Schools)
Gutierrez, Barbara	ELL Compliance Specialist	ESOL - Responsible for planning, coordinating and implementing a comprehensive ESOL program; training and coaching staff in the use of effective, research-based methodologies leading to English proficiency development and the academic success of ELLs
Sternglanz, Sarah	School Counselor	The Elementary Guidance Counselor shall 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance activities. 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. Elementary Guidance Counselor (Cont.) JJ-015 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. work with parent groups in the area of child

Name	Position Title	Job Duties and Responsibilities
		growth, development and discipline. 8. meet with teachers to present and explaining the results of various testing programs. 9. assist teachers in effective utilization of test results. 10. identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers.
Gold, Ariel		ESE Specialist - To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities.
Pascal, Laureen	Other	Assist as liaison between special education staff, administration, general education staff, parents, and district for the purpose of forming partnerships and providing technical expertise in autism services. Define, develop, and provide professional development to staff, parents, and community for the purpose of educating and supporting students. Design, develop and evaluate special education programs and services for students on the autism spectrum for the purpose of implementing student IEPs. Develop and disseminate information related to cooperative wide needs identified by administration for the purpose of providing technical assistance. Facilitate parent support groups to provide updated information and foster networking. Provide on-site coaching and technical assistance through modeling, guided feedback, questioning and active listening to build local capacity and implementation of best practices for students with autism. Facilitate various educational team meetings (e.g., district leadership teams, individual problem solving meetings) through the problem solving process to guide programming and practices aligned to student needs. Provide consultation on the development, adaptation and modification of curriculum for the purpose of providing an appropriate program for students with autism. Provide support with student referrals through case study evaluations for purpose of providing appropriate educational supports for students.

Name	Position Title	Job Duties and Responsibilities
		Provide support and assistance to general education staff through intervention strategies and techniques for the purpose of providing appropriate programming in the least restrictive environment.
Guilbee Cruz, Lilliam	Math Coach	The Math/Science Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic math-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.
Held, Jennifer	Instructional Coach	The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum. (Source: Broward Schools)

Demographic Information

Principal start date

Monday 7/1/2019, David Levine

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.*

13

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

725

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

12

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	132	126	129	104	109	135	0	0	0	0	0	0	0	735
Attendance below 90 percent	61	49	43	38	32	58	0	0	0	0	0	0	0	281
One or more suspensions	0	0	0	0	1	5	0	0	0	0	0	0	0	6
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	49	29	47	0	0	0	0	0	0	0	125
Level 1 on 2022 statewide FSA Math assessment	0	0	0	36	23	68	0	0	0	0	0	0	0	127
Number of students with a substantial reading deficiency	1	11	40	35	32	51	0	0	0	0	0	0	0	170

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	2	11	22	50	39	67	0	0	0	0	0	0	0	191

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	1	6	10	35	3	0	0	0	0	0	0	0	0	55
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 9/1/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	14	22	29	30	41	0	0	0	0	0	0	0	137

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	110	109	103	120	140	116	0	0	0	0	0	0	0	698
Attendance below 90 percent	44	31	34	25	45	47	0	0	0	0	0	0	0	226
One or more suspensions	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	20	34	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	16	52	0	0	0	0	0	0	0	77
Number of students with a substantial reading deficiency	1	47	44	48	56	58	0	0	0	0	0	0	0	254
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	14	22	29	30	41	0	0	0	0	0	0	0	137

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	41%	58%	56%				46%	59%	57%
ELA Learning Gains	55%						49%	60%	58%
ELA Lowest 25th Percentile	53%						39%	54%	53%
Math Achievement	42%	54%	50%				60%	65%	63%
Math Learning Gains	54%						58%	66%	62%
Math Lowest 25th Percentile	44%						42%	53%	51%
Science Achievement	21%	59%	59%				36%	46%	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	43%	60%	-17%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	52%	62%	-10%	58%	-6%
Cohort Comparison		-43%				
05	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-52%				

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	63%	65%	-2%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	71%	67%	4%	64%	7%
Cohort Comparison		-63%				
05	2022					
	2019	45%	64%	-19%	60%	-15%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	49%	-14%	53%	-18%

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	22	40	39	33	45	38	18				
ELL	39	58	56	40	51	41	17				
BLK	41	59		40	64		40				
HSP	41	56	51	40	51	43	18				
WHT	50	45		63	62						
FRL	41	55	57	42	52	41	20				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	29	43	46	33	33	50	13				
ELL	39	32	45	35	22	35	23				
BLK	45	33		36	17		18				
HSP	43	31	40	39	22	33	27				
WHT	47			50							
FRL	44	33	42	39	24	45	31				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	37	40	36	43	48	13				
ELL	44	45	38	62	58	42	37				
BLK	28	43	36	43	46	31	15				
HSP	48	48	36	64	62	44	39				
WHT	65	60		55	50						
FRL	45	49	38	59	58	44	34				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	376
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	46
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	50
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	46
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	59
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	47
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?

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

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

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

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

Meadowbrook Elementary has a large population of English Language Learners. The majority of our students did not attend pre school and are experiencing school for the first time at Meadowbrook. Over 70 percent of our students are Hispanic and parents speak minimal English so home support in

English is also minimal. New actions include a school wide intervention model, Title III after school support, and additional staff to assist with ELL students.

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

ELA Learning Gains improved from 32 to 55
ELA Lowest Quartile improved from 41 to 53
Math Learning Gains improved from 21 to 54
Math Lowest Quartile improved from 38 to 44

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

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

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

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

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

Professional development will include tiered vocabulary, scaffolding reading instruction, math journals, data analysis, Data Chats, and Benchmark Advanced.

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

Quarterly data chats will be completed with teachers to analyze data and to ensure the correct groupings and strategies are being implemented. Response to Intervention meetings is being conducted weekly to ensure all students performing below level are receiving interventions. After school tutoring and Saturday will be offered.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on data from the 2021-2022 school year 47% of the students in grades first through fifth were receiving Tier 2 or Tier 3 interventions. In 2021-2022 school year 41% of the students in grades 3-5 were proficient in ELA according to Florida Standards Assessment (FSA). Based on this data, the need for a schoolwide intervention model is necessary to comply with Tier 2 and 3 needs as well as increasing ELA achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 50% of students in grades 3-5 will score on grade level or higher on the F.A.S.T. Assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be assessed weekly using intervention-based assessments. Teachers will participate and meet with the Multi-Tiered System of Support (MTSS) team every 4 to 6 weeks to discuss progress and determine the next steps.
Person responsible for monitoring outcome:	Luisa Hanfling (luisa.hanfling@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Meadowbrook Elementary is utilizing the Walk to Read Intervention model school-wide with two research-based intervention programs. Students receive 30 minutes of daily intervention instruction in addition to their daily literacy block.
Rationale for Evidence-based Strategy: Explain the rationale for	Criteria for Walk to Read include any student who was deemed having a Reading Deficiency from the state, any student who received a level 1 on FSA in ELA, or any student performing 3 or more levels below grade level on the Benchmark Assessment System (BAS). Students are grouped based on their performance on the Benchmark Assessment Program. Students with similar levels are grouped together. Students performing below a Level E on BAS and showing a phonics weakness are receiving a

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	phonics-based intervention program, Heggerty or Horizons. Students above a level F are being instructed with Leveled Literacy Intervention.

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.

Assess all students using the Benchmark Assessment System (BAS)

Person Responsible	Luisa Hanfling (luisa.hanfling@browardschools.com)

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

Person Responsible	Luisa Hanfling (luisa.hanfling@browardschools.com)

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

Person Responsible	Luisa Hanfling (luisa.hanfling@browardschools.com)

Monitor progress, collect data, and meet to discuss progress with Multi Tiered System of Support (MTSS) Team.

Person Responsible	Luisa Hanfling (luisa.hanfling@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on data from the 2021-2022 school year 22% of the students with disabilities in grades third through fifth scored a level 3 or higher on the ELA FSA, 40 % of students with disabilities achieved learning gains in ELA and 39% of the lowest Quartile also made learning gains. Based on this data, the need for an intervention model is necessary to comply with those students increasing their increasing ELA achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 40% of students with disabilities in grades 3-5 will score on grade level or higher on the F.A.S.T. assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be assessed weekly using intervention-based assessments. Teachers will participate and meet with the ESE team every 4 to 6 weeks to discuss progress and determine the next steps.
Person responsible for monitoring outcome:	Ariel Gold (arielsamantha.gold@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Meadowbrook Elementary is utilizing the Walk to Read Intervention model school-wide with two research-based intervention programs. Students receive 30 minutes of daily intervention instruction in addition to their daily literacy block.
Rationale for Evidence-based Strategy: Explain the rationale for	Criteria for Walk to Read include any student who was deemed having a Reading Deficiency from the state, any student who received a level 1 on FSA in ELA, or any student performing 3 or more levels below grade level on the Benchmark Assessment System (BAS). Students are grouped based on their performance on the Benchmark Assessment Program. Students with similar levels are grouped together. Students performing below a Level E on BAS and showing a phonics weakness are receiving a

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	phonics-based intervention program, Heggerty or Horizons. Students above a level F are being instructed with Leveled Literacy Intervention

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.

Assess all students using the Benchmark Assessment System (BAS)
Assess the students using the Benchmark Advance Unit Assessments

Person Responsible	Ariel Gold (arielsamantha.gold@browardschools.com)

Assess all students using the Benchmark Assessment System (BAS)
Assess the students using the Benchmark Advance Unit Assessments

Person Responsible	Ariel Gold (arielsamantha.gold@browardschools.com)

Meet with teachers to discuss data of students and create additional interventions if needed.

Person Responsible	Ariel Gold (arielsamantha.gold@browardschools.com)

Monitor progress, collect data, and meet to discuss progress with the System of Support (MTSS) Team.

Person Responsible	Ariel Gold (arielsamantha.gold@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2022 data, 17 percent of students in K through 2 grades were receiving tier 2 or tier 3 interventions. Based on this data, the need for a schoolwide intervention model is necessary to comply with tier 2/3 needs as well as increasing ELA achievement.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on 2022 data, 38 percent of 3-5 students were receiving tier 2 or tier 3 interventions. Based on this data, the need for a schoolwide intervention model is necessary to comply with tier 2/3 needs as well as increasing ELA achievement.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By June 2023, 50 percent of grade K through 2 students will score proficient or higher on the Florida Assessment of Student Thinking.

Grades 3-5: Measureable Outcome(s)

By June 2023, 50 percent of grade 3 through 5 students will score proficient or higher on the Florida Assessment of Student Thinking.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

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

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Hanfling, Luisa, luisa.hanfling@browardschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Meadowbrook Elementary is utilizing the Walk to Read intervention model school-wide with two research-based intervention programs. Students receive 30 minutes of daily intervention instruction in addition to their daily literacy block. Leveled Literacy Intervention (LLI) will be implemented in grades K-5 and will be monitored quarterly. The LLI program is evidence-based and aligns with the district's K-12 Comprehensive Evidence-Based Reading Plan. In addition to LLI, the Tier 3 students will receive Horizon intervention which also is on the K-12 Reading Plan.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

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

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Assess all students using the Benchmark Assessment System.	Hanfling, Luisa, luisa.hanfling@browardschools.com
Determine students eligible for Walk to Read and group students by level.	Hanfling, Luisa, luisa.hanfling@browardschools.com
Assign teachers to each group and provide professional development for teachers.	Hanfling, Luisa, luisa.hanfling@browardschools.com
Monitor progress, collect data, and meet to discuss progress with Multi Tiered System of Support team.	Hanfling, Luisa, luisa.hanfling@browardschools.com

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.

A positive culture and environment begin within the school building with faculty and staff. All staff is given the opportunity to nominate other staff for an Eagle Pride award when that staff member has done something to promote a positive culture. A monthly staff appreciation event is held so that staff knows that they are valued and appreciated.
Our Positive Behavior plan allows a positive environment throughout the entire school. Blue tickets are given to students who are caught doing good throughout the day. White tickets are given to an entire class that is caught doing good. These tickets can be given out by any staff member. Tickets are put into weekly drawings for students to receive prizes.
Meadowbrook Elementary plans to build positive relationships with all stakeholders utilizing various modalities including events, committees, and training. Parents, teachers, and community stakeholders are encouraged to become active School Advisory Council members and attend monthly meetings that review

our progress towards our School Improvement goals and provide input on our school's plans. Parents are also encouraged to attend School Advisory Forum meetings. Additionally, our Open House, Annual Title I Meeting, Literacy Night, Math Night, Science Night, ESOL Nights, Multicultural nights, and many other various themed performances
provide parents the opportunity to participate with staff and students. These events and meetings help to promote maximum student achievement in a healthy, nurturing environment.

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

Parents have a role in positive culture and environment by being welcomed and encouraged to attend SAC, SAF, Title I Meetings, family nights, teacher conferences, and academic nights. Parents and teachers are encouraged to communicate with each other in various ways, such as Class Dojo, Remind, agendas, Canvas, and Teams.
The staff creates a positive culture and environment by collaborating and team building with other staff. Staff
also enforces a positive behavior plan that promotes student success. Staff practices mindfulness and Fill the Bucket strategies with students.
Students play a large role in the positive environment by practicing our SOAR expectations and actively participating in mindfulness and kindness practices.
Community members such as our local police department, fire department, and community after-school program attend monthly School Advisory Council meetings. These community members are also present at family night events, after-school meetings, day events such as career day, assemblies such as pep rally's, etc.