Meadowbrook Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Meadowbrook Elementary School

2300 SW 46TH AVE, Fort Lauderdale, FL 33317

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Levine, David	Principal	The School Principal will effectively perform the 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 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's educational reform, accountability, and effective school concepts. bilingual skills preferred (Source: Broward Schools)
Hanfling, Luisa	Reading 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, and 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 of literacy learning to include all stakeholders, enhancing and refining literacy instruction and intervention, providing targeted instructional coaching, and building capacity for literacy across the curriculum. (Source: Broward Schools)

Name	Position Title	Job Duties and Responsibilities
Gold, Ariel	Teacher, ESE	ESE Specialist - To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of students with disabilities.
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, and 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.
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
Held, Jennifer	Reading 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, and 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, enhancing and refining literacy instruction and intervention, providing targeted instructional coaching, and building capacity for literacy across the curriculum. (Source: Broward Schools)
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 growth, development, and

Name	Position Title	Job Duties and Responsibilities
		discipline. 8. Meet with teachers to present and explain the results of various testing programs. 9. Assist teachers in the effective utilization of test results. 10. Identify community and school system resources and when advisable, and 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving all stakeholders was obtained during our leadership meetings, School Advisory Committee, parent nights, and staff meetings. The Administration of our school, as well as the SAC Chairs and Leadership committee, made it a priority for all stakeholders to understand the process of creating the School Improvement Plan and understand all the different parts of it in its entirety. At every meeting, a portion of the SIP is discussed and valuable discussion is obtained. We included their input in creating our plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

In order to monitor the SIP for effectiveness, the Leadership Team will meet two to three times a week to review data and see if goals are being met on our School Improvement Plan. We will make sure that all students are initially screened in all content areas to determine preliminary abilities and levels for instruction. Explicit teacher modeling and direct teaching are part of daily instruction. Classroom instructional plans and implementation reflect the accommodations for those ESE children on IEP plans on and off standards, children needing 504 accommodations, and those requiring ESOL strategies. Differentiated instruction is embedded in daily direct instruction, the gradual release model is implemented leading to differentiated practice and cooperative learning. Small group instruction is also part of the instructional routine to further differentiate and address those students requiring remediation to ensure proficiency of grade-level standards. Data chats with administration and teachers, as well as data chats with teachers and students, assist in monitoring and planning for continued instructional differentiation. Starting at the end of the first quarter marking period, children that continue to exhibit difficulty with grade-level Standards, as evidenced by their data, are placed on a Progress Monitoring Plan (PMP) in reading and/or mathematics. They are more frequently progress monitored, with a double dose of instruction in small group settings. Those continuing to exhibit difficulties in student learning gains are considered for a higher level of support through the Response to Intervention (RtI) model. As we monitor the data, we will continue to aim for our goal and change things as they come up.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	45	48	48	41	21	28	0	0	0	231
One or more suspensions	0	1	0	0	0	4	0	0	0	5
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	30	47	51	63	31	29	0	0	0	251
Level 1 on statewide Math assessment	0	37	38	60	29	38	0	0	0	202
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	6	44	75	38	49	0	0	0	214

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	14	37	55	79	35	44	0	0	0	264

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	7	6	19	25	8	1	0	0	0	66
Students retained two or more times	5	2	9	1	3	0	0	0	0	20

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	61	49	43	38	32	58	0	0	0	281
One or more suspensions	0	0	0	0	1	5	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	49	29	47	0	0	0	125
Level 1 on statewide Math assessment	0	0	0	36	23	68	0	0	0	127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	11	40	35	32	51	0	0	0	170

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	2	11	22	50	39	67	0	0	0	191

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	6	10	35	3	0	0	0	0	55
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	61	49	43	38	32	58	0	0	0	281
One or more suspensions	0	0	0	0	1	5	0	0	0	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	49	29	47	0	0	0	125
Level 1 on statewide Math assessment	0	0	0	36	23	68	0	0	0	127
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	11	40	35	32	51	0	0	0	170

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	11	22	50	39	67	0	0	0	191

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	6	10	35	3	0	0	0	0	55
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	56	53	41	58	56	44		
ELA Learning Gains				55			32		
ELA Lowest 25th Percentile				53			41		
Math Achievement*	38	62	59	42	54	50	40		
Math Learning Gains				54			21		
Math Lowest 25th Percentile				44			38		
Science Achievement*	31	48	54	21	59	59	30		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	58	59	59	66			44		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	192
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	3	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	38	Yes	1	
MUL				
PAC				
WHT	41			
FRL	37	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	2	
ELL	46			
AMI				
ASN				
BLK	50			
HSP	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	59			
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			38			31					58
SWD	14			31			18				5	51
ELL	33			39			25				5	58
AMI												
ASN												
BLK	34			34			17				4	
HSP	36			40			31				5	57
MUL												
PAC												
WHT	36			39			40				5	64
FRL	34			36			28				5	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	55	53	42	54	44	21					66
SWD	22	40	39	33	45	38	18					56
ELL	39	58	56	40	51	41	17					66
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	41	59		40	64		40					55
HSP	41	56	51	40	51	43	18					65
MUL												
PAC												
WHT	50	45		63	62							77
FRL	41	55	57	42	52	41	20					66

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	44	32	41	40	21	38	30					44
SWD	29	43	46	33	33	50	13					37
ELL	39	32	45	35	22	35	23					44
AMI												
ASN												
BLK	45	33		36	17		18					30
HSP	43	31	40	39	22	33	27					44
MUL												
PAC												
WHT	47			50								50
FRL	44	33	42	39	24	45	31					45

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	56%	-15%	54%	-13%
04	2023 - Spring	36%	61%	-25%	58%	-22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	26%	53%	-27%	50%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	62%	-30%	59%	-27%
04	2023 - Spring	50%	65%	-15%	61%	-11%
05	2023 - Spring	44%	58%	-14%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	46%	-17%	51%	-22%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our students with disabilities and our English Language Learners showed the lowest performance in ELA. Proficiency in ELA for SWD on FAST PM3 was 17% and our ELL was also 17%.
The main factor that contributed to this gap was the implementation of a new curriculum and it is the first time students were assessed on the BEST Benchmarks.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline was in the area of ELA within the subgroups of ELL and SWD.
Proficiency in ELA for SWD on FAST PM3 was 17% compared to 22% from the previous school year (2022).
Proficiency in ELA for ELL on FAST PM3 was 17% compared to 39% from the previous school year (2022).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA had the greatest gap when compared to the state average.
Proficiency in 3rd Grade ELA at MBE was 26% compared to the state average of 50%.
Proficiency in 4th Grade ELA at MBE was 36% compared to the state average of 57%.

Proficiency in 5th Grade ELA at MBE was 41% compared to the state average of 55%.
The main factor that contributed to this gap was the implementation of a new curriculum and it is the first time students were assessed on the BEST Benchmarks.

Which data component showed the most improvement? What new actions did your school take in this area?

The area of science showed the most improvement in the 2022-2023 school year.
Proficiency increased by 9%. Implementation of afterschool science camps with a high participation rate contributed to growth in this area.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The first potential area of concern is the number of students who achieved Level 1 on the ELA portion of FAST. These numbers include 30 students in kindergarten, 47 students in first grade, 51 students in second grade, 63 students in third grade, 31 students in fourth grade, and 29 students in fifth grade. The second potential area of concern is the number of students absent 10% or more days. These numbers include 45 students in kindergarten, 48 students in first grade, 48 students in second grade, 41 students in third grade, 21 students in fourth grade, and 20 students in fifth grade.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase proficiency scores in ELA across all grade levels
2. Increase proficiency scores in ELA within the subgroup of ELL
3. Increase proficiency scores in ELA within the subgroup of SWD
4. Increase proficiency scores in Science in fifth grade

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data from the 2022-2023 school year 29% of the students in grades K
through fifth were receiving Tier 2 or Tier 3 interventions. In the 2022-2023 school year 34%
of the students in grades 3-5 were proficient in ELA according to FAST. Based on this data, the need for a schoolwide intervention model is necessary to comply with Tier 2 and 3 needs as well as increase ELA achievement.

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

By June 2024, 50% of students in grades 3-5 will score at proficiency or higher (levels 3-5) on the ELA F.A.S.T. Assessment.

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

All students will be assessed using the FAST Progress Monitoring assessment. Students will be taking the i-Ready progress monitoring. In addition, if needed, 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:

Raylene Thomas (raylene.thomas@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. Research-based interventions include; Benchmark Advance Intervention, SIPPS, and Reading Horizons.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We are creating a walk-to-read method so that we can include any student with a reading deficiency time to receive interventions that they need to increase their reading level.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 i-Ready Diagnostic

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

By When: September 2023

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

Person Responsible: Jennifer Held (jennifer.held@browardschools.com)

By When: September 2023

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

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

By When: September 2023

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

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

By When: June 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 toward 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.

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

By June of 2024, our parent and teacher involvement will increase by 20% measured by Family event attendance.

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

We will monitor this area of focus by attendance of teachers and families during our family nights and we will monitor student tickets for incentives of positive behavior.

Person responsible for monitoring outcome:

Raylene Thomas (raylene.thomas@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our school will make sure that we have constant professional development opportunities for teachers and staff to ensure they understand the early warning system and its role in the school's culture. This might involve training on data analysis, behavior management strategies, and techniques for building positive relationships with students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In order to maintain a positive culture and environment teachers and staff members need to make sure they attend professional development to understand the early warning system and its role in the school's culture.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Plan teacher and family events.
Continue to have professional development with teachers.
Cotsntinous monitoring of all events.

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

By When: September 2023

Promote teacher and family events.

Person Responsible: Jennifer Held (jennifer.held@browardschools.com)

By When: October 2024

Review attendance of teacher and family events.

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

By When: After each activity.

#3. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data from the 2022-2023 school year 22% of the students with disabilities in grades third through fifth scored a level 3 or higher on the ELA FSA, 31 % 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 2024, 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:

Luisa Hanfling (luisa.hanfling@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

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 FAST. Students are grouped based on their performance on the Benchmark Assessment Program. Students with similar levels are grouped together and given the intervention of SIPPS, Haggerty, or Horizons.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Look at the student's FAST data PM1 and I ready data.

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

By When: October 1, 2023

Have data chats with teachers to see how to best provide the intervention needed.

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

By When: October 1, 2023

Progress Monitor Student

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

By When: October 2023 and monthly until June of 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

These are reviewed during our leadership meetings. We also share this information during our SAC meetings. During our SAC meeting, we discuss with the parents what items we would like to see at our school that will improve our instructions. We look at different vendors for the items we want and we get some quotes. We then bring it to the meeting explain the items and vote on it to see if we purchase the items or not.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 2023 data, 34 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 increase ELA achievement.

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

Based on 2023 data, 169 students in grades 3-5 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 increase 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 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 Measurable Outcomes

By June 2024, 50 percent of grade K through 2 students will score proficient or higher on the Florida Assessment of Student Thinking.

Grades 3-5 Measurable Outcomes

By June 2024, 50 percent of grade 3 through 5 students will score proficient or higher on the Florida Assessment of Student Thinking.

Monitoring

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 impact student achievement outcomes.

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

Description:
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 multiple research-based intervention programs. Students receive 30 minutes of daily intervention instruction in addition to their daily literacy block. SIPPS, Horizons, and Benchmark Advance Interventions will be implemented in grades K-5 and will be monitored quarterly. The program is evidence-based and aligns with the district's K-12 Comprehensive Evidence-Based Reading Plan.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

We will be following the K-12 CERP Elementary Decision Tree 2023-2024 developed by the Elementary Learning Department of Broward County Public Schools. Criteria for Walk to Read include any student who was deemed to have a Reading Deficiency from the state or any student who received a level 1 on FAST in ELA. Students are grouped based on their performance on the i-Ready data. Students with similar levels are grouped together. Students performing below showing a phonics weakness are receiving a phonics-based intervention program, SIPPS, or Horizons.

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 i-Ready Diagnostic Assessment. Determine students eligible for Walk to Read and group students by level. Assign teachers to each group and provide professional development for teachers. Monitor progress, collect data, and meet to discuss progress with the Multi Tiered System of the Support team.	Hanfling, Luisa, luisa.hanfling@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

https://www.browardschools.com/domain/4229
The leadership Team as well as the SAC chair will share and disseminate all information to stakeholders in Parent meetings and family events. We also disseminate information via our marquee, our monthly newsletter to parents, and flyers. We translate everything into different languages to help our families that speak other languages.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

A parent survey is sent home each spring to gather input concerning curriculum, environment, and communication. Results from this survey are used to help write goals and objectives for the school. Parents are invited to meet with the administration to discuss student achievement results and strategies for improving scores. Suggestions are discussed with staff and considered for inclusion in school-wide plans. In addition, academic parent nights provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component.
https://www.browardschools.com/domain/4229

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement.

Parental Involvement funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenter

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school counselor and social worker will provide services as needed to every family by meeting with them as well as offering services needed. Our school counselor meets with students as necessary and depending on their needs. In addition, she pulls groups for support, grieving, social skill and for behavior.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Meadowbrook Elementary School provides opportunities for students to examine careers in various areas through our Career Day and field trips to Junior Achievement (JA) Finance Park to explore different career options and receive minor training in selected fields.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

All students are initially screened in all content areas to determine preliminary abilities and levels for instruction. Explicit teacher modeling and direct teaching are part of daily instruction. Classroom instructional plans and implementation reflect the accommodations for those ESE children on IEP plans on standards and off standards, children needing 504 accommodations, and those requiring ESOL strategies. Differentiated instruction is embedded in daily direct instruction, the gradual release model is implemented leading to differentiated learning centers and cooperative learning. Small group instruction is also part of the instructional routine to further differentiate and address those students requiring remediation to ensure proficiency of grade-level standards. Data chats with administration and teachers, as well as data chats with teachers and students, assist in monitoring and planning for continued instructional differentiation. Starting at the end of the first quarter marking period, children who continue to exhibit difficulty with grade-level Standards, as evidenced by their data, are placed on a Progress Monitoring Plan (PMP) in reading and/or mathematics. They are more frequently progress monitored, with a double dose of instruction in small group settings.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in professional development linked to improved student achievement in the Florida State Standards. The teachers meet 2 times a week and we also have district support that will come to our school to assist with math, science, and ELA strategies.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Meadowbrook Elementary School services classes of Specialized PreK ESE (formerly Preschool Learning Activities Classroom Experience-PLACE) and Head Start class. The teachers conduct articulation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten program is smooth. A Kindergarten Meet and Greet is also held prior to the beginning of the school year. This gives the incoming kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom. Additionally, parents are given an overview of the kindergarten curriculum and expectation.