

Brevard Public Schools

School Improvement Plan

2016 - 2017

Name of School:

Meadowlane Primary Elementary

Asst. Supt. of Leading and Learning:

Jane Cline

Principal:

Susan Schroeder

SAC Chairperson:

Sarah Barnett

Superintendent: Dr. Desmond Blackburn

Mission Statement:

Meadowlane Primary will serve every student with excellence as the standard.

Vision Statement:

Meadowlane Primary Elementary will serve our community and enhance students' lives by delivering the highest quality education in a culture of dedication, collaboration and learning.

Stakeholder Involvement in School Improvement Planning:

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Staff members were involved in the development of the school improvement plan throughout the process. The Instructional Cultural Insight survey results for 2015-2016 indicated a need for our school in the area of Observation and Feedback. Based on the feedback from that survey, we designed a SIP needs survey that was given to grade level teams at our school. The feedback from this survey indicated that teachers at our school feel that increased feedback would help them to improve their instructional practice, especially in the area of early literacy. These results were then shared with team leaders who sought feedback on SIP initiatives from their teams. Then a team of teacher leaders, including our Literacy Coach and selected Team Leaders, met and discussed teacher feedback on the SIP survey and outlined our school's professional development plan for 2016-2017. Teacher leaders and administrators attended all related trainings this summer to gain insight and research for SIP initiatives to bring back to share with the staff throughout the school year. Input from the 2015-2016 parent surveys from the school accreditation report was also used when developing the school improvement plan, as well as input from parents and other community members gathered at the final SAC meeting of the 2015-2016 school year as we looked ahead to the upcoming year. A draft of the plan was shared with the staff for review during pre-planning, and then a version of the school improvement plan will be shared with staff, the SAC committee and the general parent population via a video shown at our school's Open House on September 22. The SIP will be reviewed and referenced by staff and parents throughout the school year and we will monitor progress of Action Steps and SIP goals as a staff and alter them as necessary throughout the 2016-2017 school year.

Brevard Public Schools School Improvement Plan 2016 - 2017

Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and how are they revealed with data?

Successful Professional Practices and Evidence of Improvement:

- During classroom walkthrough throughout the 2015-2016 school year, data collected indicated that teachers were successfully implementing learning scales and depths of knowledge as evidenced by observation of improved student understanding of standards and learning outcomes, which was a key SIP goal for last school year.
- Results from the school grade level team survey given at the end of the 2015-2016 school year indicated that teachers felt confident with their knowledge of and ability to successfully use learning scales to illustrate student progress with certain standards or skills being taught in order to increase student ownership of learning goals.
- Results from the 2015-2016 Insight Survey indicate professional strengths in instructional planning and student growth measures, and also in creating a positive learning environment for students.

Concerns with Professional Practice:

- Through conversations in leadership meetings, collaborative groups, and administrator/teacher conferences, teachers expressed the need for increased understanding of addressing early literacy strategies using developmentally appropriate practices in order to effectively meet individual student learning needs.
- Results from the school grade level team survey given at the end of the 2015-2016 school year indicated that teachers felt that they needed deeper professional development on Primary Literacy Instruction practices.
- An analysis of the 2015-2016 Insight survey indicates a need for improvement in Observation and Feedback.
- The LRE data indicates that 26% of our students with disabilities receive services in a special class, while the target is less than 9%, indicating a need to increase our inclusive practices.
- Results from the 2015-2016 BPIE assessment indicate that we have not included action steps toward increasing inclusive practices in our School Improvement Plan in previous years.

What are the areas of successful student achievements and what data shows evidence of improvements? What are the concerns with student achievements and how are they revealed to the data?

Successful Student Achievement and Evidence of Improvements

Running Records Benchmark Level Reading Passage with Success	ELL May 2015	May 2015 All Students	ELL May 2016 English Language Learners	ESE May 2016 Exceptional Student Education	FRL May 2016 Free and Reduced Lunch	May 2016 All Students
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(at least 90% word accuracy + 70% comprehension)	English Language Learners					
	Percentage of students successfully reading & comprehending Grade Level Benchmark Passage:					
Kindergarten	63% 15 out of 24	59% 160 out of 271	33% 6 out of 18	30% 13 out of 43	46% 48 out of 104	58% 145 out of 251
First Grade	63% 15 out of 24	68% 167 out of 244	60% 12 out of 20	42% 22 out of 52	65% 63 out of 97	75% 161 out of 216
Second Grade	74% 23 out of 31	77% 216 out of 280	86% 12 out of 14	43% 21 out of 49	67% 77 out of 115	76% 188 out of 246

Running Records 2015-2016:

- During the 2015-2016 school year Running Records assessments were administered quarterly in grades kindergarten, first grade and second grade. These results were analyzed during regularly scheduled teacher data team meetings.
- During the 2015-2016 school year, End-of-Year (EOY) Running Record administration, 58% of Kindergarten students (145 out of 251) successfully read and demonstrated comprehension of benchmark passages.
- During the 2015-2016 school year, End-of-Year (EOY) Running Record administration, 75% of First Grade students (161 out of 216) successfully read and demonstrated comprehension of benchmark passages.
- At the end of the 2015-2016 school year, there was a 7% increase of First Grade students achieving success on end-of-year grade level benchmark passages on Running Records assessment compared to their 2014-2015 peers. (2014-2015: 68% of all first grade students successful; 2015-2016: 75% of all first grade students successful)
- During the 2015-2016 school year, End-of-Year (EOY) Running Record administration, 76% of Second Grade students (188 out of 246) successfully read and demonstrated comprehension of benchmark passages.
- When tracking growth of student groups from the 2014-2015 school year to the 2015-2016 school year, there was a 16% increase of students successfully reading and demonstrating comprehension on grade level benchmark passages (59% students successful as kindergartners in 2014-2015 compared to 75% students successful as first graders in the 2015-16 school year.)
- When tracking growth of student groups from the 2014-2015 school year to the 2015-2016 school year, there was a 8% increase of students successfully reading and demonstrating comprehension on grade level benchmark passages (68% students successful as first graders in 2014-2015 compared to 76% students successful as second graders in the 2015-16 school year.)

Running Records 2015-2016: ELL Students:

- Progress of our ELL students shows a lot of variation on Running Records assessments.
- During the 2015-2016 school year, End-of-Year (EOY) Running Record administration, 33% of ELL Kindergarten students (6 out of 18) successfully read and demonstrated comprehension of benchmark passages.

- During the 2015-2016 school year, End-of-Year (EOY) Running Record administration, 60% of ELL First Grade students (12 out of 20) successfully read and demonstrated comprehension of benchmark passages.
- During the 2015-2016 school year, End-of-Year (EOY) Running Record administration, 86% of ELL Second Grade students (12 out of 14) successfully read and demonstrated comprehension of benchmark passages.
- During the 2015-2016 school year, Second Grade ELL students outperformed the total number of all second grade students successfully reading and demonstrating comprehension of grade level end-of-year passages. (86% ELL students successful; 76% all second grade students successful)
- When tracking growth of student groups from the 2014-2015 school year to the 2015-2016 school year, there was a 23% increase of ELL students successfully reading and demonstrating comprehension on grade level benchmark passages (63% students successful as ELL first graders in 2014-2015 compared to 86% ELL students successful as second graders in the 2015-16 school year.)

Kindergarten Literacy Survey (KLS)	ELL EOY KLS May 2015 Eng. Lang. Learners	EOY KLS May 2015 All Students	ELL EOY KLS May 2016	ESE EOY KLS May 2016	FRL EOY KLS May 2016	EOY KLS May 2016 All students
Percentage of students on grade level, meeting at least minimal benchmark expectations:						
HFV	42% 10 out of 24	39% 106 out of 271	17% 3 out of 18	14% 6 out of 43	30% 31 out of 104	39% 99 out of 251
Writing Application	67% 16 out of 24	69% 186 out of 271	28% 5 out of 18	28% 12 out of 43	52% 54 out of 104	58% 145 out of 251

Kindergarten Literacy Survey (KLS) 2015-2016:

- During the 2015-2016 school year the Kindergarten Literacy Survey results were analyzed during regularly scheduled teacher data team meetings.
- During the 2015-2016 school year End Of Year (EOY) KLS administration, 39% (99 out of 251) of students performed on grade level and were meeting at least minimal benchmark expectations on the High Frequency Words component of the Kindergarten Literacy Survey (KLS)
- During the 2015-2016 school year End of Year KLS administration 58% (145 out of 251) of students performed on grade level and were meeting at least minimal benchmark expectations on the Writing Application component of the KLS.
- During the 2015-2016 school year End-of-Year KLS administration of the High Frequency Words component: 17% (3 out of 18) ELL students demonstrated benchmark proficiency; 14% (6 out of 43) ESE students demonstrated benchmark proficiency; 30% (31 out of 104) FRL students demonstrated benchmark proficiency.

BELAA Reading Proficiency 70% or higher	ELL EOY May 2015 English Language Learners	EOY BELAA May 2015 All Students	ELL May 2016 English Language Learners	ESE May 2016 Exceptional Student Education	FRL May 2016 Free and Reduced Lunch	May 2016 All Students
Percentage of students demonstrating on grade level benchmark expectation of 70% or higher:						
First Grade	38% 9 out of 24	66% 160 out of 244	64% 14 out of 22	41% 23 out of 56	55% 57 out of 104	67% 153 out of 229
Second Grade	61% 19 out of 31	56% 159 out of 282	40% 6 out of 15	24% 12 out of 50	38% 45 out of 116	53% 132 out of 247

Brevard English Language Arts Assessment (BELAA) 2015-2016:

- The Brevard English Language Arts Assessment reflects the question structure of the Florida State Assessment (FSA) for 2015-2016. The BELAA was administered three times during the 2015-2016 school year to our first and second grade students.
- During the 2015-2016 school year, the BELAA results were analyzed during regularly scheduled teacher data team meetings to assist in instructional planning.
- On the End-of-Year (EOY) First Grade BELAA, 67% (153 out of 229) first grade students demonstrated reading proficiency of 70% or higher. This is a 1% increase of students from the EOY BELAA May 2014-2015 demonstrating reading proficiency when 66% of first grade students obtained a 70% or higher on EOY BELAA 2015.
- On the End-of-Year (EOY) Second Grade BELAA, 53% (132 out of 247) second grade students demonstrated reading proficiency of 70% or higher.

Kindergarten Math EOY District Assessment	ELL EOY Math May 2015 Eng. Lang. Learners	EOY Math May 2015 All Students	ELL EOY Math May 2016	ESE EOY Math May 2016	FRL EOY Math May 2016	EOY Math May 2016 All students
Percentage of students demonstrating on grade level benchmark expectation of 70% or higher:						
Math	77% 17 out of 22	69% 163 out of 236	28% 5 out of 18	49% 21 out of 43	56% 58 out of 104	69% 172 out of 250

Note: EOY District Math Assessment was not a requirement for Grades 1 & 2

Kindergarten District End-of-Year (EOY) Math Assessment:

- The percentage of kindergarten students on grade level, 70% or higher based on the results of the End-of-Year District Assessment, was 69% (172 out of 250). This percentage stayed consistent with similar EOY results of 2014-2015.

Concerns with Student Achievement:

- At the end of the 2015-2016 school year, there was a 1% decrease of Kindergarten students achieving success on end-of-year grade level benchmark passages on Running Records assessment compared to their 2014-2015 peers. (2014-2015: 59% of all kindergarten students successful; 2015-2016: 58% of all kindergarten students successful)
- At the end of the 2015-2016 school year, there was a 1% decrease of Second Grade students achieving success on end-of-year grade level benchmark passages on Running Records assessment compared to their 2014-2015 peers. (2014-2015: 77% of all second grade students successful; 2015-2016: 76% of all second grade students successful)
- At the end of the 2015-2016 school year, there was a 30% decrease of ELL Kindergarten students achieving success on end-of-year grade level benchmark passages on Running Records assessment compared to their 2014-2015 peers. (2014-2015: 63% of all kindergarten grade students successful; 2015-2016: 33% of all kindergarten students successful)
- At the end of the 2015-2016 school year, there was a 3% decrease of ELL First Grade students achieving success on end-of-year grade level benchmark passages on Running Records assessment compared to their 2014-2015 peers. (2014-2015: 63% of all first grade students successful; 2015-2016: 60% of all first grade students successful)
- When tracking growth of student groups from the 2014-2015 school year to the 2015-2016 school year, there was a decrease of 3% of ELL students successfully reading and demonstrating comprehension on grade level benchmark passages coming from kindergarten in 2014-2015 and moving to first grade in 2015-2016 (63% students successful as ELL kindergarteners in 2014-2015, compared to 60% ELL students successful as first graders in the 2015-16 school year.)
- At the End of 2015-2015 Year, ESE and FRL subgroups did not keep pace in comparison with all students in their grade levels on Running Records benchmark passages (kindergarten, first and second grades)
- Data from the Kindergarten Literacy Surveys indicates a need for improved instructional strategies tied to ELA and the Florida State Standards in order to increase the overall student performance.
- ELL Kindergarten students' rate of proficiency on the Kindergarten Literacy Survey at the End-Of 2015-2016 Year did not keep pace in comparison with all kindergarten students: HFW: 17% - 3 out of 18 ELL students success; 39% all K students
Writing Application: 28% - 5 out of 18 ELL students success; 58% all K students
- At the End of 2015-2016 Year, ESE and FRL kindergarten subgroups did not keep pace in comparison with all kindergarten students in their grade levels on the Kindergarten Literacy Survey
- There was a 3% decrease of Second Grade students demonstrating proficiency on the EOY BELAA from 56% in May 2015 to 53% in May 2016. Similarly, when tracking growth on the EOY BELAA of the second grade students from the 2014-2015 school year (as first grade students – 66% demonstrated proficiency) to the 2015-2016 school year, where 53% demonstrated proficiency as second grade students.

- At the End of 2015-2016 Year, ELL, ESE and FRL kindergarten subgroups did not keep pace in comparison with all first and second grade students in their grade levels on the EOY BELAA or Kindergarten EOY Math

Analysis of Current Practices:

Describe action steps that have become non-negotiable, things that you will continue doing.

- During the 2015-2016 school year, Meadowlane Primary focused on the implementation of utilizing depths of knowledge to address standards-based instruction. Teachers will continue to plan using standards as their guides and will utilize depths of knowledge to ensure that students are meeting the full intent of the priority standards.
- During the 2015-2016 school year, teachers collaborated within their respective grade levels to successfully implement purposeful planning, resulting in cohesion and increased rigorous instruction within the classroom. Grade level team collaboration will continue during the 2016-2017 school year, as it has now become non-negotiable.
- Through the practice of instructional rounds teachers observed successful implementation of standards-based instruction, learning scales, and students' ability to demonstrate ownership of learning goals in the classroom. During instructional rounds, teacher focus group feedback was collected that indicated teachers believed this practice was effective in providing professional development on school improvement plan initiatives. Instructional Rounds have now become a non-negotiable part of our school culture and will continue throughout the 2016-2017 school year.
- Teacher data team meetings were continued during the 2015-2016 school year for the purpose of analyzing student performance on district assessments. During data team meetings teachers identified areas of instructional concern across each respective grade level in order to improve future instructional practices. Throughout the school year, teachers utilized school wide data notebooks to communicate their practices of analyzing data to drive instruction and provide differentiation for all students in the classroom. During the same school year, teacher feedback received through data team meetings indicated a continual increased ability to effectively utilize data for purposeful planning in order to differentiate instruction. For this reason, data team meetings, and data notebooks have become non-negotiable and will continue to improve throughout the 2016-2017 school year.
- By continuing the practices of using cooperative learning strategies and Kagan strategies, teachers will continue to increase student engagement.

Best Practice:

Based on research, as it relates to the data analysis above, what should be best practices in the class room?

In *Advancing to Educational Excellence "Is Common Core Too Hard for Kindergarten?"*, evidence is provided that suggests that a child's readiness to learn does not occur in discrete, stair-step phases as formerly explained by Piaget's Theory of Cognitive Development. However current research indicates, children's cognition is fairly variable from day to day. In fact, the truly most important factor to considering when planning for instruction of young children is for the teacher to determine what they want their students to learn, not necessarily when they are ready to learn new concepts. Furthermore, research indicates that there are long term gains for students from learning the process to read in Kindergarten. Kindergarten readers were stronger readers as high school seniors. This reading success indicator was a finding that held up across districts and schools, as well as ethnic, gender and social class groups. In fact, the strongest argument in favor of learning to read by the end of Kindergarten

suggested that the Common Core standards describe a range of skills that children are expected to demonstrate by the end of Kindergarten. These standards do not specifically specify the instructional methods that schools and teachers employ to meet these benchmarks. The instructional emphasis should be on putting students on a path to reading readiness during Kindergarten, in order to facilitate their ability to become independent readers. The clear focus for Kindergarten early literacy instruction should be for students to enter first grade ready for success—recognizing letters, understanding the sounds they represent, and knowing that words are collections of these letter-sized sounds. All of these practices are in the service of helping children understand how print represents language.

As described by Strickland in *Linking Early Literacy Research and the Common Core State Standards*, the concept of early literacy suggests that children begin to acquire knowledge about oral and written language long before starting school. Some of the basic tenets of early literacy include: literacy learning starts early and persists through life, oral language is the foundation for literacy development, the development of oral language and literacy is interrelated and interdependent experiences with the world and with books and print greatly influence children's ability to comprehend what they read. *Developing Early Literacy: The Report of the National Early Literacy Panel* confirmed that alphabet knowledge, phonological awareness, oral language, and writing/name writing demonstrated by 4 and 5-year-old children are, in fact, among the best predictors of later success in literacy achievement. The effectiveness of standards-based instruction will depend on how well early childhood educators understand what the standards are, what they are not, and how that knowledge best informs the learning opportunities offered to young children. The effectiveness of standards-based instruction will depend on how well early childhood educators understand what the standards are, what they are not, and how that knowledge informs the learning opportunities offered to young children. The language arts listening, speaking, reading, and writing should be integrated with each other and across the curriculum. Emphasis should be placed on critical thinking, problem solving, and collaboration with peers. Effective instruction typically includes the use of developmentally appropriate complex texts for the purposes of reading aloud to students, using closely guided or interactive instruction to build background knowledge, vocabulary, and concepts; and modeling of how good readers approach difficult texts. The need for children to gain sufficient competency in reading during the primary grades in order to comprehend a variety of types of texts for a variety of purposes throughout the middle grades and beyond is well established among educators and confirmed by the research. A recent study on this topic by Hernandez (2011) serves as a reminder that the literacy achievement gap starts early and persists throughout the grades. Key findings of the study include the following: one in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.

Carol Dweck along with other education researchers interested in growth mindset have done numerous studies showing that when students believe their intelligence can grow and change with effort, they perform better on academic tests. These findings have sparked interest and debate about how to encourage a growth mindset in students. A national study found student mindsets are correlated to achievement on language and math tests. Students from low-income families were less likely to hold growth mindset than their more affluent peers. However, if a low-income student did have a growth mindset, it works as a buffer against the negative effects of poverty on achievement. Researchers are convinced that growth mindsets are socially created, not biologically, so these findings suggest that something in the learning environment of young children helps to determine if a fixed or growth mindset is established. What has been determined is that students are capturing messages that are in their learning environment. Consequently, growth mindset findings indicate that, focusing on building growth mindsets in students is an important strategy for improving academic achievement.

School-Based Goal: What can be done to improve instructional effectiveness?

If we focus on aligning ELA assignments and assessments to the Florida Standards while increasing growth mindset for both teachers and students, then a greater percentage of our students will demonstrate mastery of grade level ELA standards and benchmarks.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
1. Need for professional development and training about early literacy strategies.	1a. Facilitate professional development about early literacy strategies, such as <i>Being a Writer</i> training.	<ul style="list-style-type: none"> • Mrs. Schroeder • Mrs. Rutherford • Mrs. Warren • Mrs. Barnett • Mrs. Freeland 	<ul style="list-style-type: none"> • 8/5/16 • 9/19/16 • 2/20/16 	<ul style="list-style-type: none"> • Agendas • Sign-in Sheets • Student work samples
	1b. Teachers will plan collaboratively during time dedicated by administration for planning in order to determine how to best utilize new early literacy strategies	<ul style="list-style-type: none"> • Administrators • All teachers 	Throughout the school year	<ul style="list-style-type: none"> • Samples of lesson plan • Administrator walk-through notes
	1c. Support teacher feedback in teams, in which teachers will observe each other and provide feedback about implementation of early literacy strategies	<ul style="list-style-type: none"> • Administrators • Mrs. Barnett • All Teachers 	Throughout the year, beginning in October	<ul style="list-style-type: none"> • Samples of teacher feedback notes
	1d. Monitor instructional changes and provide feedback to teachers about new literacy strategies.	<ul style="list-style-type: none"> • Administrators 	Throughout the year	<ul style="list-style-type: none"> • Samples of walk-through notes
2. A shift in the current school culture is needed to reflect a growth mindset for all teachers and faculty.	2a. Participate in Ruby Payne Training to help all faculty learn to address the needs of all of our learners.	<ul style="list-style-type: none"> • Mrs. Peggy Yelverton • Administrators • All teachers 	<ul style="list-style-type: none"> • August 9, 2016 • Oct. 19, 2016 • Nov. 16, 2016 • Dec. 7, 2016 • Feb. 15, 2017 • March 15, 2017 	<ul style="list-style-type: none"> • Teacher Reflections
	2b. Teachers will collaborate with grade level peers on changing current instructional practice to support learnings from	<ul style="list-style-type: none"> • All teachers 	Throughout the school year	<ul style="list-style-type: none"> • Samples of lesson plans • Team meeting minutes

	Ruby Payne training and other growth mindset trainings			
	2c. Teachers and administrators will utilize a critical friends format in teacher data team meetings that will allow all teachers to take ownership of their strengths and weaknesses while seeking opportunities for growth.	<ul style="list-style-type: none"> • Administrators • All teachers 	<ul style="list-style-type: none"> • Oct. 11, 2016 • Nov. 8, 2016 • Jan. 10, 2017 • Feb. 14, 2017 • March 14, 2017 • April 18, 2017 	<ul style="list-style-type: none"> • Data team minutes and notes
	2d. Create more opportunities for <i>all</i> teachers to receive feedback on their practice by using peer observation teams and by walking-through classrooms to give informal feedback more often.	<ul style="list-style-type: none"> • Administrators • Team Leaders • All teachers 	<ul style="list-style-type: none"> • Throughout the school year 	<ul style="list-style-type: none"> • Samples of Administrator walk-through notes • Sample of teacher feedback notes • Improved Insight Survey scores for Observation and Feedback
3. Supports for successful inclusion practices have not been put in place consistently.	3a. ESE and Gen Ed teachers will plan together in order to promote opportunities for inclusion for all students for whom it would benefit. Administration will provide planning time for and help to facilitate these discussions.	<ul style="list-style-type: none"> • Administrators • Leadership team • ESE/MTSS team • All teachers 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Improvement in the LRE percentages
	3b. Teachers and the IPST team will review IEPs and create plans for ESE students that will allow them to increase time in the LRE as appropriate.	<ul style="list-style-type: none"> • Administrators • IPST team • Teachers 	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Improvement in LRE percentages

EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Quantitative:

- On the 2015-2016 Insight Survey, 84% teachers responded that they received enough feedback on their instructional practice and 79% of teachers said the feedback they get from being observed helped them improve student outcomes. After implementing feedback teams, data team meetings utilizing the critical friends format and additional informal administrator walk-throughs, those percentages will increase so that at least 87% of teachers will feel that they have received sufficient feedback and at least 82% of teachers will find the feedback helps them to improve student outcomes.
- Meadowlane Primary’s LRE report for the 2015-2016 school year indicated that 26% of our ESE students received the majority of their instruction in a special class, away from their general education peers. By increasing our teachers’ understanding of appropriate inclusive practices and providing supports to make inclusion successful, we will decrease that number and move toward the goal of less than 9%, so that only 23% of our ESE students will receive the majority of their instruction in a special class.

Qualitative:

- Anecdotal classroom walk-through data suggests that teachers need to increase the rigor of their literacy instruction so that they address the full intent of the literacy standards with the K-2 students at our school. By the end of the year, classroom walk-through data will show evidence of the following look-fors: high frequency words being taught in context and writing in response to reading being integrated into the 90-minute reading block.
- On the 2015-2016 End of the Year Teacher Input Survey, teachers indicated that they felt they needed more professional development to implement early literacy strategies that are both rigorous and developmentally appropriate. On the 2016-2017 End of the Year Teacher Input Survey, teachers will feel more confident in their abilities to implement early literacy strategies that are both rigorous and developmentally appropriate, which will be indicated by their responses on the survey and by their conversations at end of the year data meetings.

Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

Quantitative:

Running Records – Reading – Increase the percentage of all students that successfully read and comprehend a grade-level specific benchmark passage during the final quarter of the 2016-2017 school year.

Kindergarten: On the final running record assessment of the 2015-2016 school year, 58% of all students successfully read at the minimum required level for Kindergarten (level 4). On the final running record assessment of the 2016-2017 school year, 60% of all students will successfully read at the minimum required level for Kindergarten (level 4).

Subgroups (kindergarten) – ELL, ESE, FRL: In order to start closing the achievement gaps for our subgroups, on the final running record assessment of the 2016-2017 school year, the percentage of proficient students on the required level for Kindergarten (level 4) will increase by at least 4% of students in their subgroup.

Kindergarten	2015-2016	2016 - 2017
All students	58%	60%
ELL	33%	37%
ESE	30%	34%
FRL	46%	50%

First Grade: On the final running record assessment of the 2015-2016 school year, 75% of students successfully read the minimum required level for First Grade (level 18). On the final running record

assessment of the 2016-2017 school year, 77% of students will successfully read at the minimum required level for first grade (level 18)

Subgroups (first grade) – ELL, ESE, FRL: In order to start closing the achievement gaps for our subgroups, on the final running record assessment of the 2016-2017 school year, the percentage of proficient students in subgroups on the required level for First Grade (level 18) will increase by at least 4% of students in their subgroup.

First Grade	2015-2016	2016 - 2017
All Students	75%	77%
ELL	60%	64%
ESE	42%	46%
FRL	65%	69%

Second Grade: On the final running record assessment of the 2015-2016 school year, 76% of students successfully read the minimum required level for Second Grade (level 30). On the final running record assessment of the 2016-2017 school year, 78% of students will successfully read at the minimum required level for first grade (level 30)

Subgroups (second grade) – ESE and FRL: In order to start closing the achievement gaps for our ESE and FRL subgroups, on the final running record assessment of the 2016-2017 school year, the percentage of proficient students in subgroups on the required level for Second Grade (level 30) will increase by at least 4% of students in their subgroup. However, we are increasing the expectation of the ELL subgroup by 2% since they second grade ELL students outperformed all the second grade students.

First Grade	2015-2016	2016 - 2017
All Students	76%	78%
ELL	86%	88%
ESE	43%	46%
FRL	67%	71%

BELAA – Reading – Increase the percentage of all students that perform at 70% or higher on the EOY BELAA for the 2016-2017 school year. This assessment indicates that students are able to successfully read a grade level passage, apply comprehension strategies in order to gain understanding of a passage and apply knowledge of their reading skills to respond to comprehension questions.

First Grade: On the EOY BELAA of 2016, 67% of all first grade students successfully performed at 70% or higher. On the EOY BELAA of 2017, 69% of all first grade students will successfully perform at 70% or higher.

Subgroups (first grade) – ELL, ESE, FRL: In order to start closing the achievement gap for our subgroups, on the final EOY BELAA assessment of the 2016-2017 school year, the percentage of proficient students in subgroups on the required level for First Grade (at least 70% proficiency) will increase by at least 4% of students in their subgroup.

First Grade	2015-2016	2016 - 2017
All Students	67%	69%
ELL	64%	68%
ESE	41%	45%
FRL	55%	59%

Second Grade: On the EOY BELAA of 2016, 53% of all second grade students successfully performed at 70% or higher. On the EOY BELAA of 2017, 55% of all second grade students will successfully perform at 70% or higher.

Subgroups (second grade) – ELL, ESE, FRL: In order to start closing the achievement gaps for our subgroups, on the final EOY BELAA assessment of the 2016-2017 school year, the percentage of proficient students in subgroups on the required level for Second Grade (at least 70% proficiency) will increase by at least 4% of students in their subgroup.

First Grade	2015-2016	2016 - 2017
All Students	53%	55%
ELL	40%	44%
ESE	24%	28%
FRL	38%	42%

Kindergarten Literacy Survey (KLS)

Kindergarten High Frequency Component of the KLS: On the final KLS assessment of the 2015-2016 school year, 39% of all students successfully obtained the minimum required level for Kindergarten (immediate recognition of 55 high frequency words). On the final KLS – High Frequency Word assessment of the 2016-2017 school year, 41% of all kindergarten students will be successful at instantly recognize the minimum required level for Kindergarten (55 correct words).

Kindergarten Writing Application Component of the KLS: On the final KLS assessment of the 2015-2016 school year, 58% of all students successfully obtained the minimum required level for Kindergarten (identify 26 letter sounds plus 7 correct words = 33 in writing). On the final KLS – Writing Application assessment of the 2016-2017 school year, 60% of all kindergarten students will be successful at writing the minimum required level for Kindergarten (target score: 33).

Qualitative:

Students will be able to write in response to reading on a level that meets their grade level expectations by the end of the 2016-2017 school year. This will be evidenced by teacher lesson plans and student work samples throughout the school year.

Part 2: Support Systems for Student Achievement

(Federal, State, and District Mandates)

For the following areas, please write a brief narrative that includes the data from the year 2015-2016 and a description of changes you intend to incorporate to improve the data for the year 2016-2017.

MULTI-TIERED SYSTEM OF SUPPORTS MTSS/RtI This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b) and Senate Bill 850.

1. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students. Include the methodology for coordinating the use of federal, state and local funds, services, and programs.
2. Describe your school's data-based problem-solving process: including types of data used to monitor effectiveness of core, supplemental, and intensive instruction; and school based structures in place to address MTSS implementation.

School Leadership works with grade level teams and performance data which teachers maintain and record in data binders to align available resources to meet the needs of students. Teachers work as teams to support students whether below, on or above grade level through their S.M.A.R.T. (Students Making Advancement through Responsive Teams) Intervention groups. Student groups are adjusted based on performance data throughout the school year. Additional staff is provided to assist on teams where greater need is indicated, enabling small group and very small group instruction to occur. Through S.M.A.R.T. Intervention groups students are provided with additional core instruction as well as remediation and/or enrichment depending upon their demonstrated need.

Our MTSS process is supported by grade level teams, administration, our guidance counselor and our school psychologist. On the final Monday of each month, grade level teams meet during their common planning time and bring student data to a formal MTSS meeting led by school administration and supported by our school psychologist. During this MTSS meetings we discuss students receiving or requiring Tier 3 intervention and support and their progress. Then, we design and/or adjust specific interventions that will take place as well as evaluate ongoing student progress monitoring in relation to formerly designed interventions. As a result of these meetings, student groupings for S.M.A.R.T. time (Walk to Intervention) are adjusted. Core instruction is monitored and adjusted, and additional resources - both instructional and personnel - are allocated to best meet student individual needs.

The guidance counselor attends all data chat meetings in order to support intervention plans and properly plan and schedule both teacher and parent follow up meetings. Our Literacy Coach will continue to assist with monitoring of student progress by training and providing support to teachers on the use of Decision Trees, providing training as needed on administration of the PASI and PSI for new staff, and through the modeling of best instructional practice in the classroom. Fidelity of MTSS and SIP implementation will be monitored by the leadership team through the review of Team Meeting agendas, and team meeting notes, team unit lesson plans, classroom observation notes, and IPST schedules, as well as through the planning, scheduling, and reviewing of school-wide Professional Development.

Performance Matters will be utilized by grade level teams and administration to monitor student progress through analysis of performance by students on the KLS, BELAA and all other District Required Assessments as well as to provide information to parents. Monitoring and intervention of student attendance will be conducted by our school guidance counselor and administration. Performance Indicators addressing academic strengths and weaknesses, behavior and attendance will be analyzed and reported to staff during faculty meetings, MTSS meetings, and Professional Development and reported to parents through SAC and PTO meetings as well as through our monthly newsletter.

PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

Best Practice Strengths

- On the 2015-2016 AdvanceEd parent survey, 305 surveys were returned, and 93% of parents agreed or strongly agreed that “our school provides a safe learning environment”. Eighty-nine percent of parents agreed or strongly agreed that the “school provides [them] with access to a variety of information resources to support [student] learning”. Free-response parent answers indicated that what they like best

about Meadowlane Primary is the teachers, the communication between parents and teachers, and the safe, clean and organized learning environment.

- Meadowlane Primary held several evening events during the 2015-2016 school year to establish and continue activities that promote teamwork and collaboration between the parents and the school, such as Grade Level Math Night and Family Night at the Book Fair. The turn-out for these events was vast. As evidenced by parent attendance, all grade levels had parent interest in learning more about educating their child. Additionally, 68% of our parents said that evenings were convenient for them, which was why we held these activities in the evenings. Because these events have been so successful, we will continue to hold events this year to continue to support parent involvement, and we will continue to hold them in the evenings, so that a large amount of families can attend.
- 82% of parents that responded to the AdvancEd parent survey stated that they feel that “our school shares responsibility for student learning with its stakeholders”. We include parents in decision making through our School Advisory Committee (SAC) meetings, where they participate in developing our School Improvement Plans and in making other school-based decision as well. We will continue this best practice in the 2016-2017 school year.

Areas of Weakness

- On the 2015-2016 AdvancEd parent survey, only 79% agreed or strongly agreed that “our schools’ purpose statement is formally reviewed and revised with involvement from parents”. In order to improve in this area, we will include parents in reviewing and revising our mission and vision statements at SAC meetings this year.

EARLY WARNING SYSTEMS (SB 850) Please complete 1 – 3. The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

1. List any additional early warning system indicators and describe the school's early warning system.

ELEMENTARY

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Other

Description of early warning system:

- i. Meadowlane Primary had 27 students with attendance below 90 percent.
- ii. Meadowlane Primary had 18 suspensions for the 2014-2015 school year.
- iii. Meadowlane Primary had 84 students who were retained due to failure to meet grade level expectations.

Add any additional EWS indicators here:

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2015-16 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school's planning and problem solving for 2016-17:

- The number of students by grade level that exhibit each early warning indicator listed above.

Grade Level	K	1	2	3	Total
Attendance <90%	11	7	9	0	27
Suspensions (OSS)	10	2	6	0	18
Retentions	60	15	9	0	84
Students exhibiting 2 or more indicators	7	2	4	0	13

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

- a. RTI implemented school wide
- b. MTSS used to assist with early intervention
- c. Behavior plans utilized
- d. Level 1 PMP's written and meetings held with parents within the first quarter of the school year.

STUDENT TRANSITION AND READINESS

1. PreK-12 TRANSITION *This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).*

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In April 2016, Meadowlane Primary held Kindergarten Orientation for incoming Kindergarten students and their families. Students and families were given a school tour, given information about MPE and Kindergarten and were also shown an original video detailing the typical day in Kindergarten. In order to help our 2nd grade student population as they transition to 3rd grade at Meadowlane Intermediate School, 2nd grade teachers get coverage to go observe in 3rd grade classrooms in order to determine how to best prepare their students for the rigor of 3rd grade. Additionally, 2nd grade students and parents are invited to spend a morning in 3rd grade classrooms and then take a tour of the Meadowlane Intermediate campus in order to prepare them for the transition they will make during the next school year.

2. COLLEGE AND CAREER READINESS *This section is required for schools with 9, 10, 11 or 12. This section meets the requirements of Sections 20 U.S.C. § 6314(b).*

Describe the strategies the school uses to support college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g. industrial biotechnology) to support student achievement.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fl DOE.org/readiness/>). *As required by section 1008.37(4), FL Statutes.*

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.		

2.		
3.		

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly qualified. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly qualified	Provide the strategies that are being implemented to support the staff in becoming highly qualified