

Brevard Public Schools School Improvement Plan 2016 - 2017

Name of School:

Meadowlane Intermediate

Asst. Supt. of Leading and Learning:

Jane Cline

Principal:

Adrienne Schwab

SAC Chairperson:

Ashley Ciaccia

Superintendent: Dr. Desmond Blackburn

Mission Statement:

Meadowlane Intermediate students will achieve life-long learning skills that will enable them to be productive and successful citizens.

Vision Statement:

Meadowlane Intermediate School provides a successful and cooperative learning environment for social, emotional and academic growth through engaging rigorous standards based instruction and experiences.

Stakeholder Involvement in School Improvement Planning:

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

Meadowlane Intermediate ensures that the mission, vision, and school improvement plan is communicated to all stakeholders. The culture at Meadowlane Intermediate is built upon the mission and vision and is prevalent throughout the school community. Staff members are involved in the development of the mission, vision, school-based objective, goals, barriers, and work plan strategies. The final school improvement plan is shared with staff and the SAC committee and is reviewed and referenced throughout the year.

Brevard Public Schools School Improvement Plan 2016 - 2017

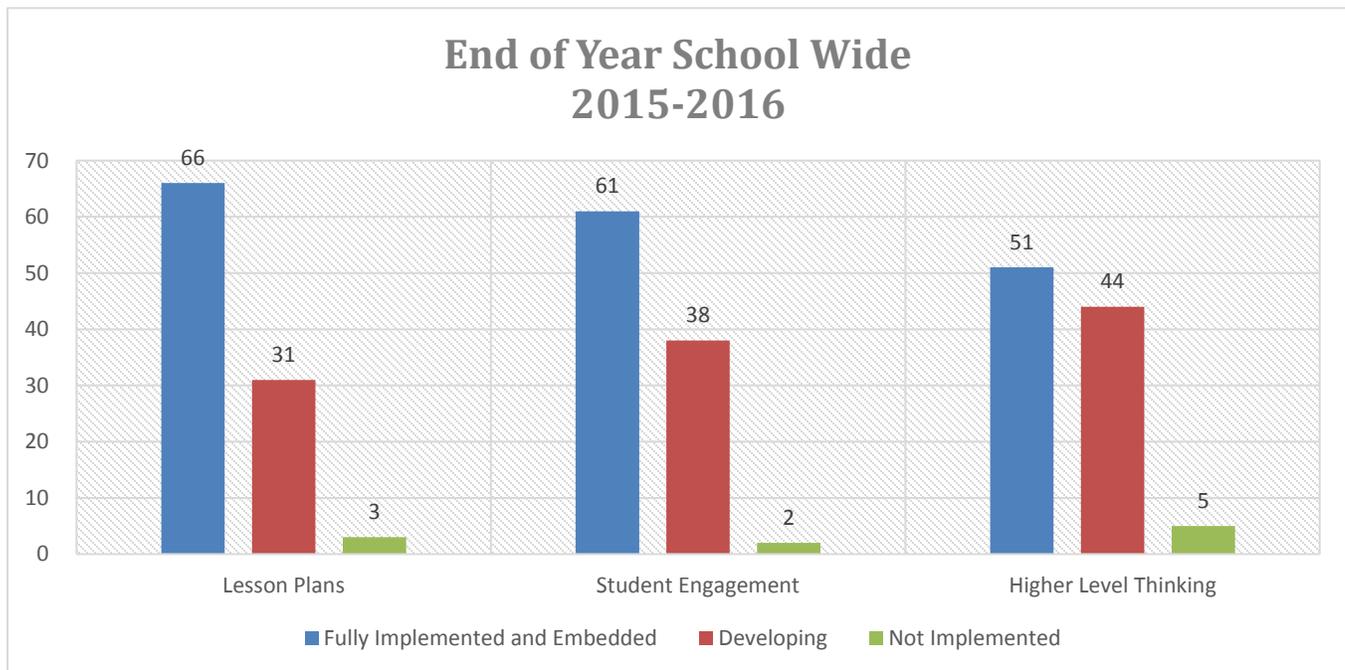
Part 1: Planning for Student Achievement

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?

Throughout the last several years Meadowlane Intermediate has strived to increase student engagement through cooperative learning while implementing standards based instruction. Cooperative learning has become a part of the everyday school culture and can be seen throughout all classrooms. Data collected through walk-throughs showed student engagement increasing from 88% school wide to 93% by the end of the 2015-2016 school year. In order to gain more specific information within administrative walkthroughs a team of teacher leaders and administrators created a walkthrough rubric to assist with identifying strengths and areas of need within the school. The data listed below shows the level of implementation of standards based instruction, student engagement, and higher level thinking during classroom walkthroughs at the end of the 2015-2016 school year.



Although student engagement and standards based instruction have become part of the school culture, data collected from 2015-2016 Florida Standards Assessment does not show the increase in student achievement results that the school was trying to achieve in all subject areas. Florida Standards Assessment (FSA) for

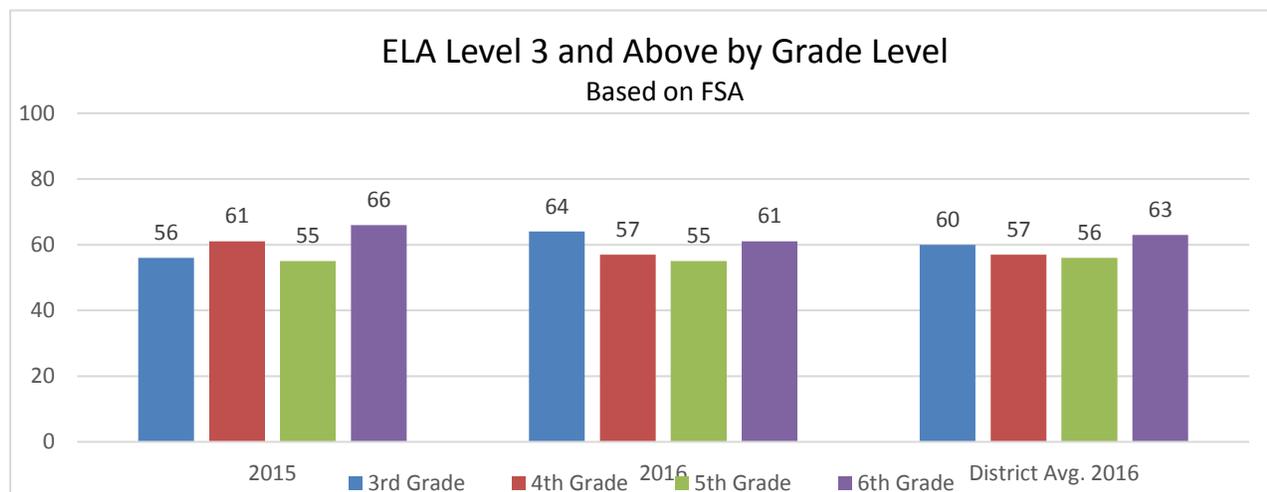
Reading showed that 59% of students scored at or above level 3 which was a decrease of 1 percent from the previous year. Florida Standards Assessment (FSA) for Math showed that 68% of students scored at or above level 3 which was an increase of 6 percent from the previous year. FCAT 2.0 Science showed a 1% decrease in students meeting proficiency.

CATEGORY	Reading % At or Above Level 3 FSA	Math % At or Above Level 3 FSA	Science % At or Above Proficiency (Level 3+) *FCAT 2.0 Science
2015	60%	62%	58%
2016	59%	68%	57%
% Change 2015-2016	-1	+6	-1

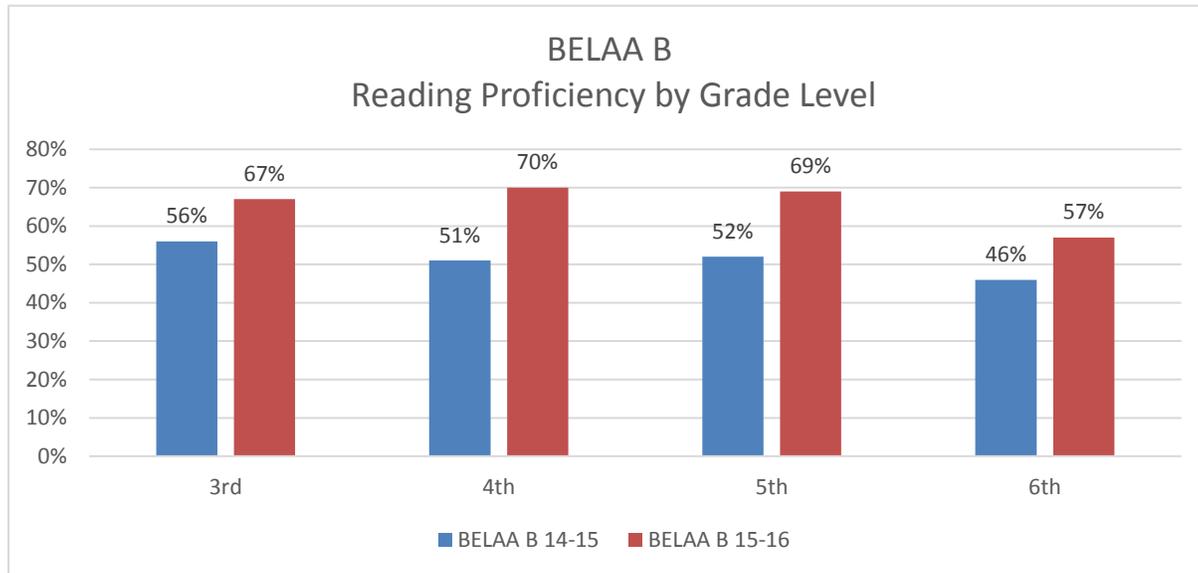
Although student engagement and standards based instruction have increased the 2016 district Insight Survey showed within our school 79 percent of the teachers didn't feel they have a dedicated time to analyze interim assessment data and/or student work in order to plan for future standards based instruction and intervention based on student performance. The 2016 BPIE survey also indicates a need for job-embedded professional development on inclusive practices that can be provided within the general education classroom. Therefore, fully implementing standards based instruction with a focus on small group intervention will be a focus for Meadowlane Intermediate for 2016-2017 school year. Teachers will continue to focus on standards based lesson planning and implementation while also increasing small group intervention based on student performance data.

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?

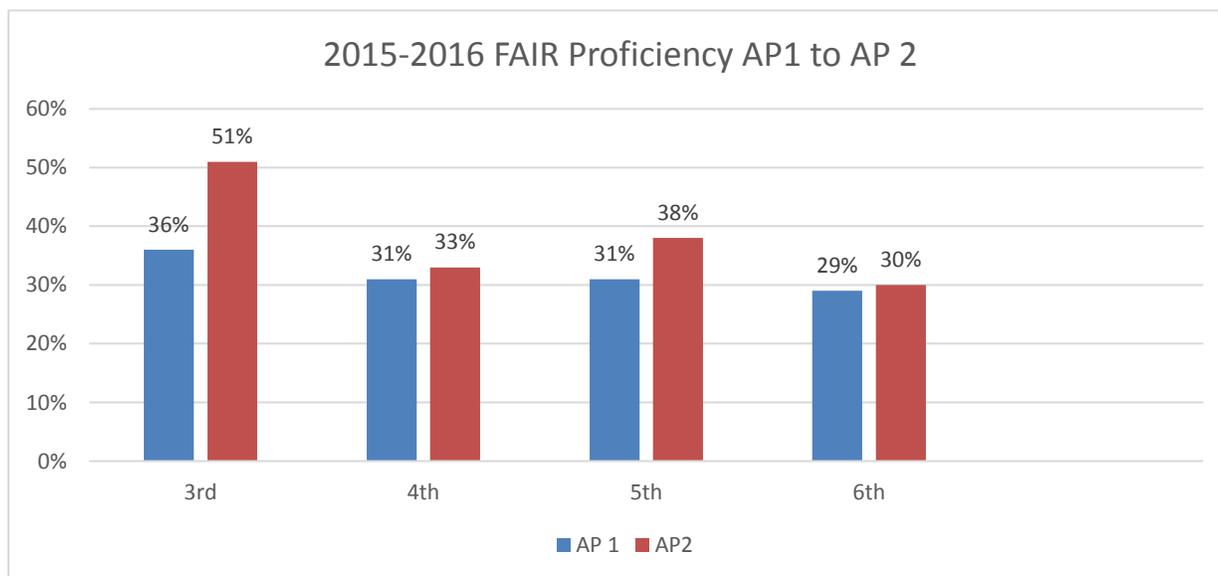
English Language Arts: Standards based instruction was a primary focus for Meadowlane Intermediate last school year. Data from 2016 FSA revealed a decrease in all grade levels except 3rd grade. 3rd grade showed an increase from 56 percent of students at level 3 or above in 2015 to 64 percent of students in 2016. The third grade team worked closely with the literacy coach in 2016 to implement small group instruction during the 90 minute reading block and saw great success with this new strategy. Therefore, as a school standards based instruction will continue to be a focus while also implementing small group intervention for targeted students based on assessment data.



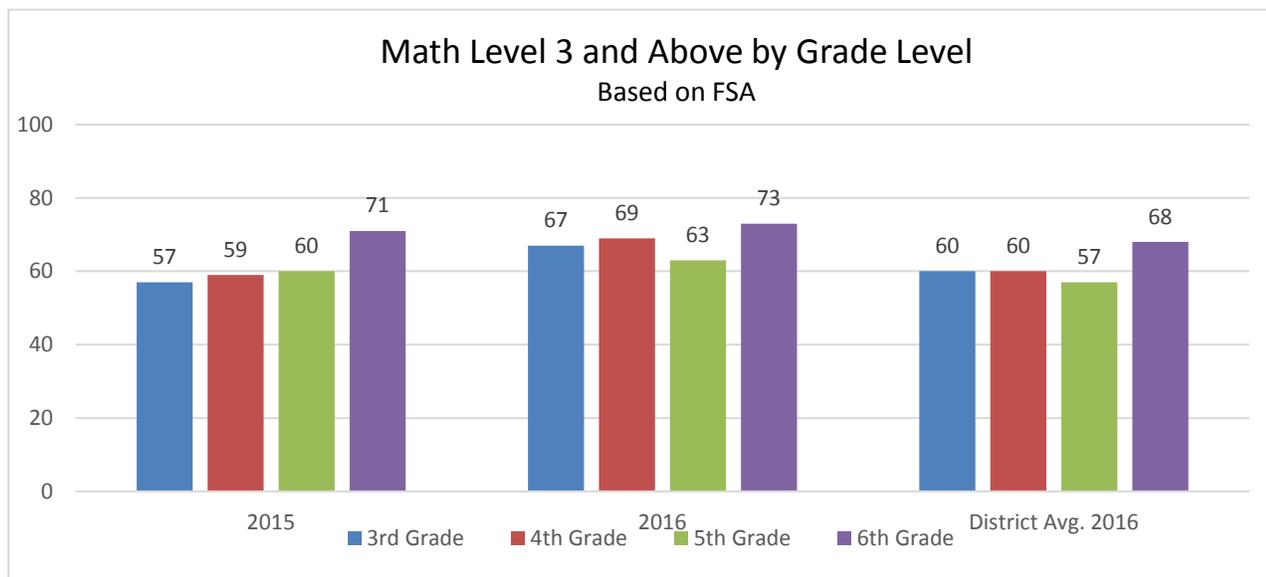
Meadowlane Intermediate made gains in all grade levels on the BELAA B district assessment from the 2014-2015 to the 2015-2016 school year.



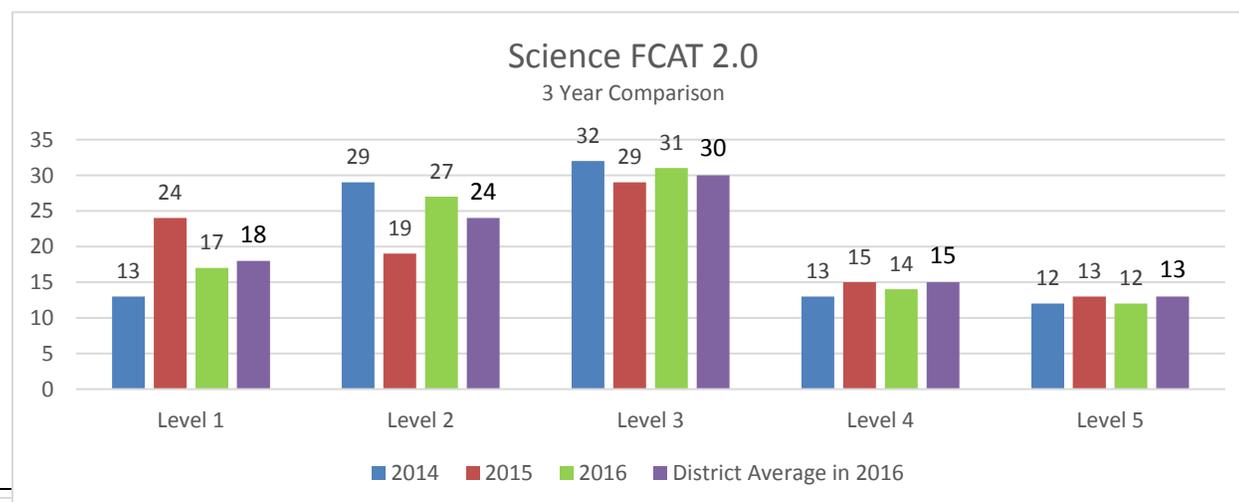
FAIR proficiency data showed an increase in all grade levels from AP1 to AP2 for the 2015-2016 school year. Students in 3rd grade made a 15 point learning gain from AP 1 to AP 2 and fourth grade made a 2-point learning gain from AP1 to AP2. Students in fifth grade made a 7 point learning gain and sixth grade made a one point learning gain.



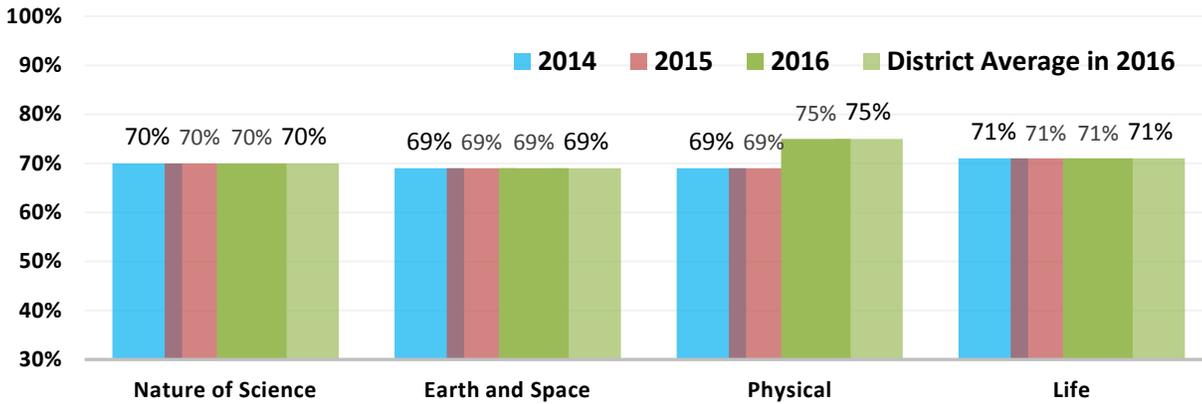
Math data was also analyzed by grade level and revealed an increase in students scoring at level 3 or above on FSA in all grade levels. Students scoring at level 3 or above increased by 10 percent in both 3rd and 4th grades, 3 percent in 5th grade, and 2 percent in 6th grade from 2015 to 2016 administration. Meadowlane Intermediate also performed above the district average in all grade levels on FSA mathematics for 2016.



Science proficiency data indicated a 1% decrease from the 2015 5th grade scores. In 2015, 58% of students in 5th grade scored a level 3 or above on the FCAT 2.0 Science assessment. In 2016, 57% of students in 5th grade scored at proficiency or higher on the FCAT 2.0 Science assessment. When looking at the proficiency levels from each strand, students at Meadowlane Intermediate were in line with the district average at every strand. The hands-on, inquiry-based science lab will continue to be on the activity wheel. Students in every grade level will visit the science lab every 7 days. The science lab instructor will work closely with teachers to ensure that standards being taught in the classroom align with the labs they are working on in the science lab. The science lab instructor will review vertical curriculum from 3rd and 4th standards that are assessed on 5th grade SSA.

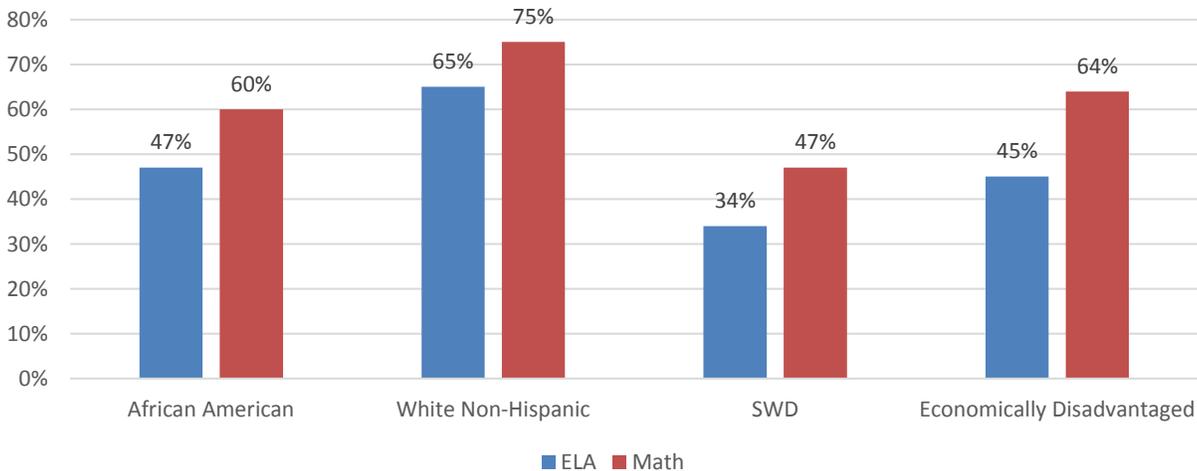


Science FCAT 2.0 Proficiency average by strand



Subgroup data indicates a need for improvement in instruction in regards to rigor and complexity. 47% of African American students scored at or above proficiency in reading and 60% in math. Economically disadvantaged student population scored 45% at or above proficiency in reading and 64% in math. 34% of students with disabilities scored at or above proficiency in reading and 47% in math. As compared to white non-Hispanic students, there is a 18+% disparity among the subgroups.

Subgroup Proficiency In Reading and Math 2016 Florida Standards Assessment



With an increase in standards based planning and instruction, content complexity in every subject area, small group reading instruction for lowest 25% students and with a continued focus on student engagement, there is an anticipated increase in student achievement. Students scoring at or above proficiency in ELA will increase from 59% to 64% and an increase in math from 68% to 73%. These scores will be based on the 2016-2017 ELA and Math FSA.

Analysis of Current Practices:

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

Professional instructional practices at Meadowlane Intermediate consist of multiple research-based strategies utilized in classrooms school-wide. Instructional models provide lesson objectives, explicit instruction, teacher modeling, guided practice, independent practice, and formative assessment during lesson presentation. Teachers provide differentiated and individualized instruction; utilize cooperative learning strategies; design flexible small groups; and present whole-group activities. School-wide progress monitoring occurs regularly via FAIR, DRA, and other assessments. Data is easily accessible through the new data management system, Performance Matters. Data will be analyzed and instruction will be driven by assessment results using the new system. The implementation of new school-wide data tracking boards will assist with management of student data for effective planning of standards based instruction and interventions. Marzano's research indicates that tracking student progress leads to increased student achievement by 34%. The goal is for *every* teacher to use prioritized standards in order to improve planning and implementation of best practice strategies as a result of tracking student progress and implement small group reading instruction at least three times a week. Therefore, the importance of collaborative planning, professional development and implementation of targeted practices is essential to the achievement of students.

Various strategies are utilized at Meadowlane Intermediate in order to engage students. As students are transitioning to activity classrooms, the cafeteria, and in the hallways multiple terms and transitions are used to gain student attention. Meadowlane Intermediate has developed a common language to use throughout the school, in each classroom, to engage students and to transition quickly. Meadowlane Intermediate staff created this common language. The term, "Give me Five," was chosen to transition students. Spencer Kagan, in "Win-Win Discipline" states that as students learn life skills such as anger management, perseverance and pride in one's work, the incidence of discipline problems in the classroom decreases. In preparing a student for a successful and rewarding life, acquiring a life skill like listening or empathy is far more important than learning one more math algorithm or history fact. He continues to say the greatest need in education today is the need to educate for life skills. While creating a common language to gain students attention, the staff at Meadowlane Intermediate also created universal school-wide character traits. Teachers and administrators collaborated to brainstorm these traits. The overarching theme is "presence". There are character traits listed for "above the line" and "below the line" behavior. Teachers introduce, explain, and model these character traits at the beginning of the year and use the terminology continuously readdressing traits as needed. The common language of "presence", "above the line" and "below the line" is utilized school wide. Administrators use the terms when discussing discipline with students, teachers, and parents. Posters are displayed in every classroom, the office, and in the hallways to remind students of the positive character traits.

In the 2012-2013 school year, FCAT and Classroom Walkthrough Data revealed the need to improve the effectiveness and quality of instructional practices through student engagement. The use of Cooperative Learning structures has continued to increase student engagement within classrooms for the past three years. While the use of cooperative learning practices increased student engagement, there will still be a focus in

this area as it is a part of our school culture. Robert Marzano states in, *“The Highly Effective Classroom”*, that creating a classroom in which students are highly engaged doesn’t happen automatically. He states that on a daily basis, teachers should consider specific engagement strategies to use prior to every unit and lesson of instruction. Marzano continues to state that implementation of instructional strategies can be very powerful, but the strategies require careful planning. Data collected on teacher lesson plans by administrators, as well as informal and formal observations from IPPAS, reveal the need for professional development on creating quality standards based lesson plans to include focus strategies for implementation based on prioritized standards.

Standards based instruction, small group reading instruction and high quality questioning will prepare students for the rigor of the Florida Standards Assessment. Therefore, in 2016-2017 student engagement through cooperative learning structures will continue to be a significant school-wide focus, along with standards based instruction focusing on data based planning, small group reading instruction, high quality questioning, and developing the social and emotional needs of all students. Consistent collaboration and planning to implement these instructional strategies will assist with the continuing transition to the Florida Standards.

The importance of standards based instruction and prioritizing standards has become a critical component to school improvement. Max Thompson states in *“Learning Focused”*, the first steps toward improving achievement and eliminating achievement gaps is the development of explicit, clear, curriculum standards. There remains an enormous gap between the written curriculum standards and the classroom taught curriculum. Through a more focused approach to standards based instruction and implementing cognitively demanding activities in order to teach to the full intent of the standards, along with small group ELA instruction overall student achievement will increase. Specific cooperative learning strategies provide teachers with tools to manage the learning environment in a way that yields the highest level of student engagement and achievement. Strategies utilizing cooperative learning will include clearly defined student and teacher roles to increase engagement in academic discussions and to build strong relationships. Students will experience positive interdependence, independent accountability, equal participation, and simultaneous interaction through cooperative learning structures.

Marzano states, *“The quality of the relationship between teachers and their students is the keystone of effective management and that students "listen" to every behavior made by the teacher.”* Therefore, continuous implementation of B.E.S.T. is an expectation in order to place an emphasis on positive teacher-student relationships effecting student achievement.

Best Practice:

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

The National Education of Elementary School Principals states that, *“There is substantial evidence from research and from professional practice that caring school community can promote wide-ranging benefits for students. In addition to the tangible benefits from supports and services, these advantages include deeper learning, engagement, student belonging and social integration in school, and positive psychological states such as motivation and efficacy.”* Within Meadowlane Intermediate there is an increased need to build a caring school community within every classroom in order to support the social and emotional development of the ever changing and unique student population. Leading research supports the need for educators to first meet a student’s social and emotional needs before the student can be successful with academic standards. The research based program Caring School Community implements morning meetings daily within each classroom in order to build classroom and school community. The implementation of this program will

provide students with the supportive classroom and school environment needed to increase the social and emotional development in all students therefore, increasing academic achievement.

Mitzi Hoback author of “A School Leaders Guide to Standards-Based Grading”, states that standards-based education is centered on the idea that there are specific elements of knowledge and skill that all students should know and be able to do as a result of schooling. These elements of knowledge and skills are critical within standards based instruction in order to have an increase in student achievement. Along with standards based instruction creating an environment where students are actively engaged within their learning is crucial to student success. Robert Marzano’s “*The Highly Engaged Classroom*” states that student engagement has long been recognized as the core of effective schooling. In “*The Art and Science of Teaching*” he states that when engagement is characterized by the full range of on-task behavior, positive emotions, invested cognition, and personal voice, it functions as the engine for learning and development. Marzano believes there are many things a teacher can do to engage students. Teacher led activities can capture students’ attention in a way that enhances their knowledge of academic content. **Therefore, standards based planning and instruction, to implement cognitively demanding instructional strategies while increasing the social and emotional wellbeing of all students will be the overarching objective of Meadowlane Intermediate’s School Improvement Plan. During the 2016-2017 school year student engagement will be maintained at a high level through collaboration, prioritized standards based planning and instruction, targeted small group instruction, and increasing the social and emotional wellbeing of all students.**

Standards Based Instruction

According to Marzano, proven methods, practices, and lessons aligned with established standards become the center of the professional dialogue. Results on local, state, and formative assessments get better and better. Such an alignment leads inevitably to better short and long-term results on local and state assessments as well as on norm-referenced, alternative, and criterion-referenced assessments. Also, within the case of standards, quantity is not always quality. Clear, intelligible standards are a pillar of higher achievement. Aligned with appropriate assessments, they can help us realize the dream of learning for all. They are the heart of the infrastructure for school improvement.

Mitzi Hoback et al states in “A School Leaders Guide to Standards-Based Grading”, that prioritized standards are those that have been identified as most essential to a particular grade level, content area, or course. Although it is still important to teach standards that are not deemed prioritized, teachers devote significant time and resources to insuring that prioritized standards are mastered. According to Larry Ainsworth, prioritized standards are derived from a systemic and balanced approach by distinguishing which standards are absolutely essential for student success from those that are “nice to know”. Student knowledge learned from prioritized standards gives students the ability to use reasoning and thinking skills to transfer knowledge across content areas and within real world situations.

There is extensive research on the benefits of quality questioning, extended strategic thinking, and complex reasoning within standards based instruction. In the book “*Quality Questioning*,” Walsh and Sattes review questioning practices that exist in classrooms today. Teachers tend to ask multiple questions and most of the questions asked are at a low cognitive level – based on fact, recall, and limited knowledge. Walsh and Sattes state that we know that questions promote student learning and that teachers should plan their questions before asking them to ensure that questions match the teacher’s learning goals. These types of questions require students to engage in higher-level thinking. A few carefully prepared or selected questions are preferable to a large number of low-level questions. This instructional practice is consistent with Marzano’s findings in “*Classroom Instruction that Works*” “Higher level questions produce deeper learning than lower level questions.” Questions that require students to analyze information produce a deeper understanding than questions that require students to recall or recognize information. Fewer, more complex questions challenge

students to think strategically. Quality questions are seldom created by chance, rather we must craft them according to instructional purpose, content focus and desired cognitive level. When content complex questions are not planned in advance, questions tend to be a low level of complexity. Projections for 2016-2017 indicate that approximately 75-80% of the Florida Standards Assessment questions will be in levels 3 and 4 of Webb's Depth of Knowledge.

According to Dr. Max Thompson, extended thinking activities is a high yield research based instructional practice that produces top academic achievement and percentile gains. He states that when planned and implemented with fidelity, this practice can produce up to a 45 percentile gain. Extended thinking can be an assignment, activity, or lesson that requires students to apply skills beyond basic knowledge. When students extend thinking, they do more than recall and recite information or just mechanically perform a skill. Using extended thinking strategies, students deepen their understanding of the content and generate new insight. Max Thompson states that the ability to apply high level thinking strategies to content enhances students' academic success in school and provides experience with the type of thinking necessary in the world in which they will live and work. Professional development in small group instruction, building classroom community, and standards based instruction will be provided in order to assist teachers with planning and implementing strategies into their daily instruction. Extended/Strategic thinking practice will drive student achievement on the Florida Standards Assessment.

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

One hundred percent of Meadowlane Intermediate staff will be accountable for standards based planning and instruction to implement cognitively demanding instructional strategies while increasing the social and emotional wellbeing of all students.

Strategies: Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Person Responsible	Timetable	In-Process Measure
A. Professional Development and Standards Based Instruction	1. Provide professional development on prioritizing standards in order to build standards based lessons incorporating focus strategies and provide model examples of these plans.	1. Leadership Team, Literacy Coach	1. July 2016-May 2017	1. Training Agendas, Teacher Exit Slips
	2. Provide Cooperative Learning Professional development by trained staff members with an embedded focus on standards based instruction through prioritizing standards, content complex questions and activities to enhance student engagement.	2. Leadership Team, Staff Members trained in Cooperative Learning	2. July 2016-May 2017	2. Training Agenda's, Reflective Feedback Forms
	3. Conduct teacher observations in model classrooms.	3. Principal, Assistant Principal, Teacher Leaders	3. September 2016, January 2017, May 2017	3. Schedule
	4. Administration will conduct pre, midyear, and post Classroom Walk Through observations	4. Principal, Assistant Principal, Teacher	4. September 2016, January 2017, May	4. Collected data, schedule

	<p>collecting data on standards based instruction, planning, student engagement and levels of content complexity utilizing created rubric.</p> <p>5. Collected Data will be shared with individual teachers to measure teacher progress and plan for future implementation of standards based instruction.</p> <p>6.. Teacher Data Team meetings will be held focusing on research based instructional strategies for Tier I instruction (extended thinking, questioning based on levels of complexity, and prioritizing standards). Data from district assessments will be analyzed and tracked on data tracker boards. Teachers will be required to disaggregate by standards the specific areas of need within the grade level and classroom as well as specific student needs within the classroom. Teachers will share resources that they are utilizing within the classroom to increase student achievement on the standard of need. Literacy coach will share additional resources in order to assist teachers with teaching to the full intent of the standards.</p> <p>7. Facilitate book studies twice a month on learning scales. These studies will focus on the model of standards based instruction and the utilization of prioritizing standards in order to increase the cognitive complexity (DOK) level of all instruction.</p> <p>8. Provide professional development on incorporating standards based instruction. Provide professional development on incorporating standards based instruction utilizing technology.</p> <p>9. Send new teachers to Kagan training to continue the school culture of cooperative learning.</p> <p>10. Provide various resources, such as CPALMS, to assist with the creation of standards based lesson plans embedding focus strategies.</p> <p>11. Provide choice professional development opportunities to meet the needs of individual teachers.</p>	<p>Leaders</p> <p>5. Principal, Assistant Principal</p> <p>6. Literacy Coach, Assistant Principals, Guidance Counselor</p> <p>7. Principal, Assistant Principals</p> <p>8. Principal, Literacy Coach, Assistant Principals, Teacher Leaders, Karyn Allen</p> <p>9. Principal</p> <p>10. Principal, Assistant Principal, Literacy Coach, Teacher Leaders</p> <p>11. Principal, Assistant Principal, Literacy Coach, Teacher Leaders, District Personnel</p>	<p>2017</p> <p>5. September 2016, January 2017, May 2017</p> <p>6. September 6, 2016 October 4, 2016 November 1, 2016 December 6, 2016 January 31, 2017 February 28, 2017 March 21, 2017 May 16, 2017</p> <p>7. January 2017- May 2017</p> <p>8. July 2016 – May 2017</p> <p>9. July 2016</p> <p>10. July 2016 – May 2017</p> <p>11. October 12, 2016 December 14, 2016 January 18, 2017 March 8, 2017</p>	<p>5. Conference Notes and data collected</p> <p>6. Agendas, Tier 1 Grade Level Data, Presentation Handouts</p> <p>7. Schedule of Meetings, Presentation Handouts</p> <p>8. Handouts, Teacher Sign-In,</p> <p>9. Teacher List</p> <p>10. Training agendas, handouts, lesson plans</p> <p>11. Schedule of Trainings, Teacher Survey's, Teacher Feedback</p>
B. Time/Scheduling	1. On early release Wednesdays of each month teachers will have the time to collaborate with	1. Principal, Assistant Principals, Teachers,	1. Weekly Wednesday's	1. Collaboration Notes, Administrator

	<p>colleagues, prioritize standards, plan standards based lessons, discuss cognitively complex strategies, and build strong peer relationships fostering teacher leadership capacity.</p> <p>2. Coverage will be provided for teachers to observe peers in the areas of school focus</p> <p>3. MTSS meetings to discuss the lowest 25% population, MTSS process, and strategies for intervention to increase student achievement.</p> <p>4. The second Wednesday early release day of each month will be used for professional development on increasing standards based instruction through the focus strategies and embedding these strategies into lesson plans.</p> <p>5. Monthly calendar will be created in order for all student to utilize I-Station within the computer lab and classroom.</p>	<p>Literacy Coach</p> <p>2. Principal, Assistant Principal, Guidance Service Professional, Lead Teachers</p> <p>3. Principal, Assistant Principal, Guidance Counselors</p> <p>4. Principal, Assistant Principal, Literacy Coach, Lead Teachers</p> <p>5. Assistant Principals, Karyn Allen</p>	<p>2. Quarterly</p> <p>3. August 23, 2016 September 20, 2016 October 18, 2016 November 15, 2016 December 6, 2016 January 17, 2017 February 14, 2017 March 14, 2017 May 16, 2017</p> <p>4. September 14, 2016 October 12, 2016 November 9, 2016 December 14, 2016 January 18, 2017 February 8, 2017 March 8, 2017 May 10, 2017</p> <p>5. August 2016- May 2017</p>	<p>collaboration questions</p> <p>2. Schedule</p> <p>3. Schedule, Agenda's, Tier 2 and 3 data collection</p> <p>4. Schedule, Agenda's, PD Documents</p> <p>5. Monthly Calendar</p>
<p>C. Meeting the Social, emotional, and academic needs all students.</p>	<p>1. Implementation of I-station morning lab time for targeted lowest 25% of student population.</p> <p>2. Implement small group instruction in ELA schoolwide for lowest 25% student population.</p> <p>3. Pair all students in the lowest 25% population with a school mentor.</p> <p>4. Provide professional development on implementing small group instruction within the classroom.</p>	<p>1. Assistant Principals, Literacy Coach</p> <p>2. Assistant Principals, Principal, Teachers, Literacy Coach</p> <p>3. Principal, Assistant Principals, Guidance</p> <p>4. Principal, Assistant Principal, Literacy Coach, Teacher Leaders</p>	<p>1. September 2016- May 2017</p> <p>2. August 2016- May 2017</p> <p>3. August 2016- May 2017</p> <p>4. August 31, 2016 September 14, 2016 October 12, 2016 November 9, 2016 December 14, 2016 January 18, 2017</p>	<p>1. Parent Letter, Student List</p> <p>2. Lesson Plans, Walk-through Data, Lowest 25% Student List</p> <p>3. Student List</p> <p>4. Agenda, Handouts from PD</p>

	<p>5. Utilize data tracker boards to track school wide data within each classroom in order to plan for small group intervention.</p> <p>6. Implement morning meeting Caring School Community curriculum schoolwide.</p>	<p>5. Principal, Assistant Principal, Literacy Coach, Guidance</p> <p>6. Principal, Assistant Principal, Guidance Counselors</p>	<p>February 8, 2017 March 8, 2017 May 10, 2017</p> <p>5. August 2016-May 2017</p> <p>6. August 2016-May 2017</p>	<p>5. TDT and MTSS Agenda's, Notes from TDT and MTSS</p> <p>6. Sample lessons, Lesson Plans, Powerpoint Presentation</p>
D. Parent Involvement	<p>1. Parent volunteers will assist in the teacher workroom on Tuesday and Thursday each week in order to increase the opportunities for parents to be involved within the school and their student's education.</p> <p>2. Administration will send out weekly communication to parents on school events and updates in order to create a network of communication between school and home.</p> <p>3. Increase opportunities for parent and community involvement through various events such as school wide beautification projects, social gatherings, and business partner sprit nights.</p>	<p>1. Guidance Service Professional, Administration</p> <p>2. Principal</p> <p>3. Principal, Assistant Principal, Guidance Service professional</p>	<p>1. August 2016-May 2017</p> <p>2. August 2016-May 2017</p> <p>3. August 2016-May 2017</p>	<p>1. Volunteer registration information, Sign-Ups</p> <p>2. Communication Copies</p> <p>3. Flyers</p>
E. Student Behavior	<p>1. Maintain the school wide common language "Give Me Five" and Above the Line, Below the Line character traits.</p> <p>2. Implement morning meeting social/emotional development program school-wide.</p> <p>3. Schoolwide procedures and expectations shared in all classrooms.</p>	<p>1. Principal, Assistant Principal, Guidance, Teachers</p> <p>2. Principal, Assistant Principal, Guidance, Teachers</p> <p>3. Principal, Assistant Principal, Guidance, Teachers</p>	<p>1. August 2016-May 2017</p> <p>2. August 2016-May 2017</p> <p>3. August 2016-May 2017</p>	<p>1. Beginning of year Powerpoint for students/teachers</p> <p>2. Powerpoint, Emails from Guidance to teachers</p> <p>3. Beginning of year Powerpoint for students/teachers</p>

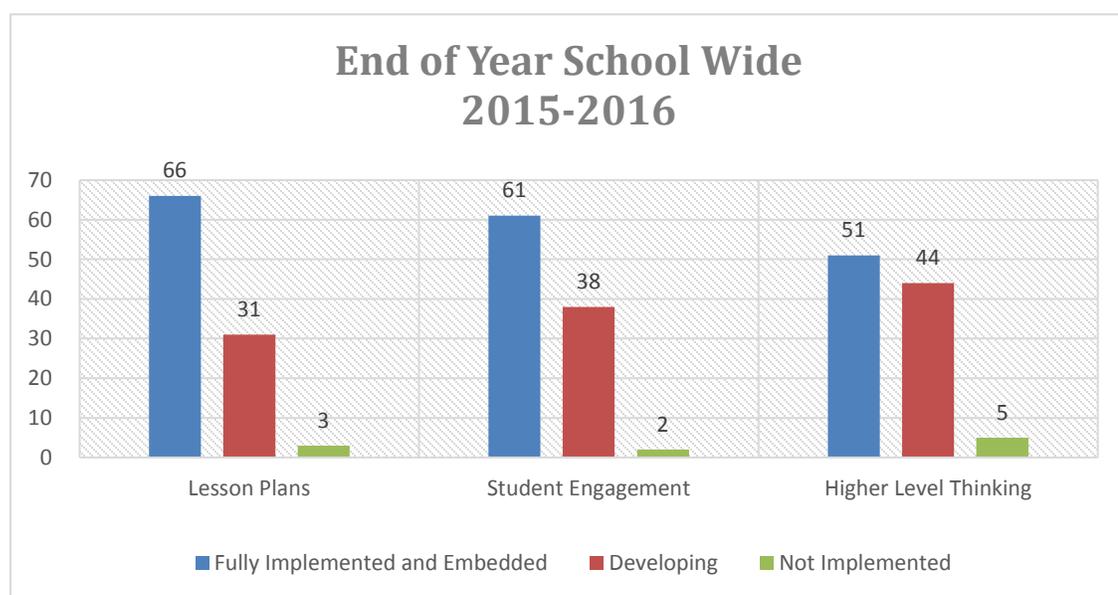
EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.*

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

Quantitative data collected from the 2016 Florida Standards Assessments revealed that 59 percent of Meadowlane Intermediate students scored at proficiency in reading and 68 percent scored at proficiency in math. Data decreased in reading by 1 percent and there was an increase in math by 6 percent. Although there was only a slight decrease on FSA reading and an increase in FSA math the anticipated results are not being seen with the minority and economically disadvantaged student population. The data showed that 47 percent of African American students scored at proficiency or better in reading and 60 percent in math. The economically

disadvantaged student population scored 45 percent at or above proficiency in reading and 64 percent in math. The data shows a large disparity among subgroups within the school therefore, indicating the needs of these students are not being fully met. After the implementation of school wide small group instruction, caring community morning meetings, and an increase in effective standards based instruction it is expected that 69 percent of students will score at proficiency level or above in reading and 78 percent in math.

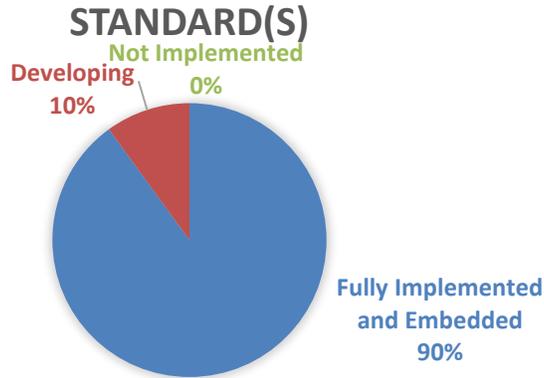
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Although student engagement, standards based instruction and higher level thinking have become part of the school culture data collected from 2015-2016 Florida Standards Assessment does not show the increase in student achievement results that the school was trying to achieve in all subject areas. Florida Standards Assessment (FSA) for Reading showed that 59% of students scored at or above level 3 which was a decrease of 1 percent from the previous year. Florida Standards Assessment (FSA) for Math showed that 68% of students scored at or above level 3 which was an increase of 6 percent from the previous year. FCAT 2.0 Science showed a 1% decrease in students meeting proficiency.

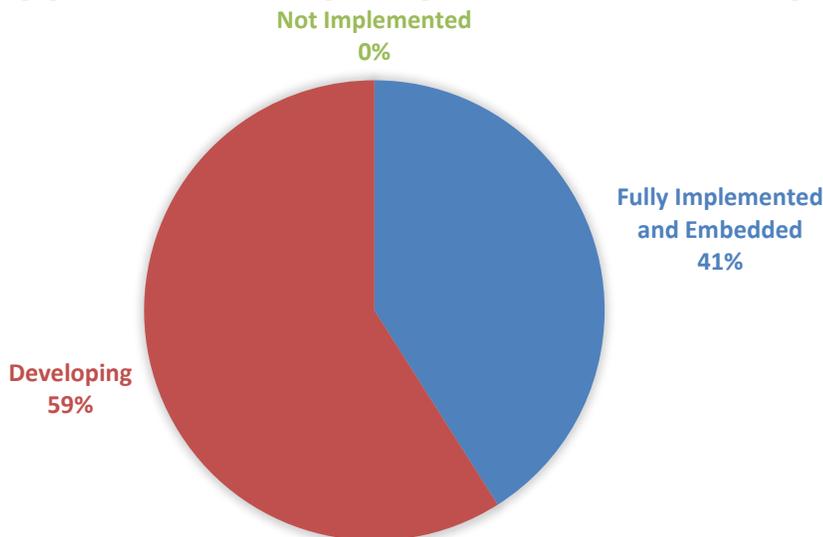
Informal and formal observations collected for IPPAS purposes, during the 2015-2016 school year, indicate a continued need to focus on standards based lesson planning and continuing the implementation of extended thinking activities to fully teach each standard. Administrators conducted walk throughs and reviewed lesson plans at the beginning of the 2016-2017 school year. The rubric created by teacher leaders was used during walkthroughs for data collection The graph below indicates the School Wide level of lesson planning and implementation based on the Florida state standard(s).

SCHOOL WIDE LEVEL OF LESSON PLANNING AND IMPLEMENTATION BASED ON THE FLORIDA STATE STANDARD(S)

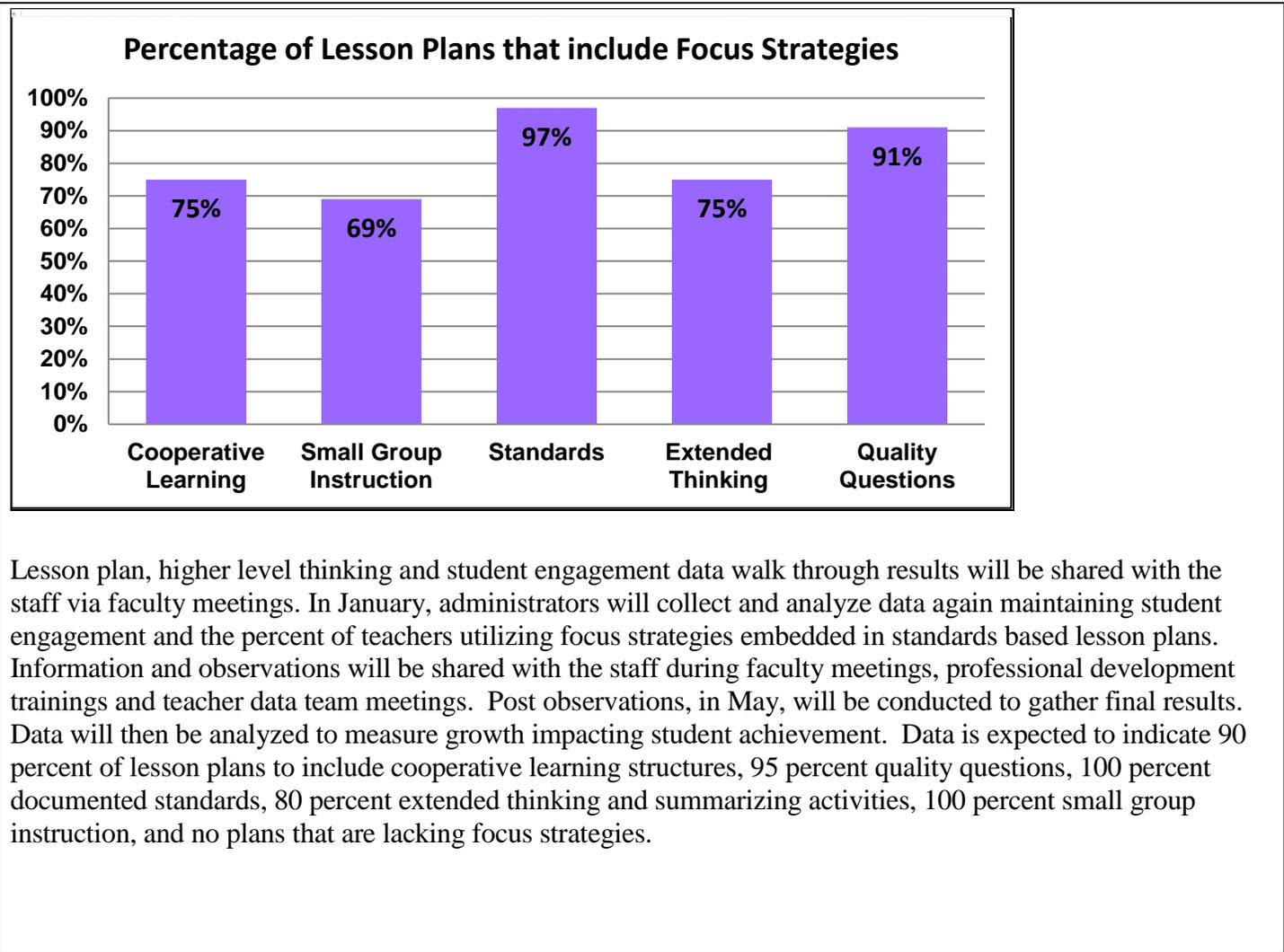


The graph below highlights the school wide level of higher level thinking. As a school 41 percent of teachers have fully implemented and embedded higher level thinking strategies into their standards based instruction, while 59 percent of the teachers are developing within this area. This information supports the need for Meadowlane to continue growth in higher level thinking as it relates to standards based instruction.

SCHOOL WIDE LEVEL OF HIGHER LEVEL THINKING



Administrators reviewed lesson plans collecting data to documentation of The Florida Standards, quality questioning, cooperative learning, extending thinking, and lowest 25% small group instruction. The graph indicates the percentage of teachers utilizing instructional look fors documented in their lesson plans.



Qualitative and Quantitative Student Achievement Expectations: Measures student achievement.

Administrators will conduct weekly classroom walk-throughs in order to monitor the implementation of small group instruction, higher level thinking strategies and standards based instruction. Implementation of the Caring School Community classroom morning meeting will also be documented with classroom walk-throughs. Results will be shared with the staff via faculty and teacher data team meetings. Lesson plan, look for data will be measured and documentation will be provided at the end of the school year comparing pre observations from September.

District assessment data will be analyzed and compared to 2016 district assessment results. It is expected that an increase of students achieving grade level proficiency will be reflected in the end of the year results. Student achievement will increase due to a focus on standards based instruction through cognitively complex instructional practices planned and implemented with fidelity. This will yield at least 69 percent of students scoring at proficiency level or above in reading, 78 percent proficiency in math, and a minimum of 65 percent of students scoring at a level 3 or above in science.

There will be an increased number of students scoring at a proficiency level or higher on district assessments. On the BELAA B assessment, third grade is expected to increase from 67 percent proficient to 71 percent, fourth grade 70 percent to 74 percent, fifth grade 69 percent to 73 percent and sixth grade from 57 percent to 61 percent. ELA standards proficiency will be monitored on weekly, formative, and district required assessments. 2017 District March Math assessment data will indicate increases in math proficiency across

grade levels. Third grade will increase from 62 percent to 67 percent proficiency, fourth grade from 60 percent to 65 percent, fifth grade from 54 percent to 60 percent and sixth grade from 47 percent to 60 percent. District required tests and formative assessment data will be utilized to determine growth in mathematics. Students scoring at proficiency levels or above will increase from 59 percent to 64 percent. Progress in Science will be monitored through district, weekly and formative assessments.

Subgroup areas of black, economically disadvantaged and students with disabilities will be monitored as well. It is expected that with planning and implementation of Meadowlane Intermediate's focus strategies, achievement will increase for these subgroups. It is expected that in ELA the black subgroup will increase from 47 percent meeting proficiency to 52 percent, and in math from 60 percent to 65 percent. Economically disadvantaged students will increase in ELA proficiency from 45 percent to 50 percent, and in math from 64 percent to 69 percent. Students with disabilities are expected to increase achievement from 34 percent meeting proficiency to 39 percent in ELA and 47 percent to 52 percent in math.

District required FAIR assessment results will also be monitored. Data will be disaggregated at teacher data team meetings in order to determine the focus for Tier 1 instruction. Students receiving Tier II and Tier III interventions will be monitored and discussed during MTSS meetings in order to determine if strategies are successful. Vertical alignment collaboration discussions will occur in order to ensure effective instruction across all grade levels. Teachers will observe in model classrooms focusing on planning and the implementation of cognitively complex instructional practices. Maintaining student engagement through cooperative learning structures, small group instruction, as well as planning and implementing focus strategies through standards based instruction, is expected to increase student achievement for the 2016-2017 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.

MTSS Leadership Team

Kristanne Santiago - Guidance Counselor
Kim Heming - Guidance Counselor
Ashley Ciaccia - Guidance Service Professional
Ashley Toll - Assistant Principal
Nicole Gaumond - Assistant Principal
Christiana Succar - Literacy Coach
Sarah Keller - 3rd Grade Teacher
Shannon Dufrane - 3rd Grade Teacher
Trish Gentile - 4th Grade Teacher

Jessica Olesnevich - 4th Grade Teacher
Stephanie Woodbury - 5th Grade Teacher
Barbara Reese - 5th Grade Teacher
Mary Morton - 6th Grade Teacher
Deidre Ackerson - VE Teacher
Amber Evans - Resource Teacher
Jennifer Ringleb - School Psychologist

Members of The MTSS Leadership Team will participate on the School Advisory Council and assist with the development of goals for the School Improvement Plan. Members of this team will develop goals addressing the needs of the students who are in the lowest 25% in reading and math. These members will assist in setting goals for the school improvement plan in the same manner the MTSS team approaches data; assess the areas of need and determine strategies to intervene and meet the needs of individual students. Meadowlane Intermediate obtains data for MTSS purposes through a variety of sources. Tier I data is obtained by reviewing the district-required assessments in the Performance Matters data management system and from PMRN. Performance Matters, tracks students' progress and each score is compared to grade level or class performance. Teacher data team meetings are held every other week in order to disaggregate data. One meeting a month will be used for direct Tier I instruction. The second meeting each month will be held in order to provide support for Tier II and III instruction utilizing the problem-solving process meeting the academic and behavioral needs of students by grade, class, and small groups. Tier II data is comprised of common formative assessments, identified by each grade level to monitor progress toward the learning standards. Informal assessments targeting the skills upon which the intervention is based are also used. In Tier III, Performance Matters will be used to compare individual scores with their peers. Intervention data is determined by the amount of progress made within a small group.

All staff will be continuously trained on the MTSS process through teacher data team meetings led by the Guidance Counselor, Literacy Coach, MTSS Facilitator and Assistant Principals to develop school-wide consistency. Staff members will also receive support from the school psychologist and other literacy coaches from school and district on how to interpret data and assist students through interventions and progress monitoring. Each grade level will keep an MTSS binder tracking student progress that will be reviewed by the MTSS team prior to the monthly meetings. Resource materials, such as the IPST manual, will also be reviewed with the staff. The school will continue to provide school-wide training, collect student data, identify research-based practices, and evaluate the MTSS process. The school-based MTSS leadership team uses the problem-solving process to make informed decisions concerning school-wide implementation, instruction, curriculum, and adjusting the learning environment based on data results. The leadership team will meet monthly to discuss current trends in data, collected at the school, in order to assist the staff with strengthening best practices and instruction. The Teacher Data Team analyses the progress of students based on assessments and intervention data to determine the need at Tier I, II, and III. Additionally, the literacy coach participates in teacher data meetings and assists with the development of Tier I instruction as well as interventions for Tiers II and III. Students not responding to interventions are referred to the Individual Problem Solving Team.

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?

Over the past two years an increase in parental involvement has been noticed. However, on the 2015-2016 AdvancEd parent survey showed a weakness for the school being the size and number of students within the

facility. Meadowlane Intermediate will work with the new Caring School Community to continue to build the emotional and social wellbeing for all students therefore, increasing student success. This new program will allow for the very large student population to have their emotional and social needs met and continue to build the small town community feel that Meadowlane is known for. Volunteer coordinators also hope to increase parental involvement in 2016-2017. Studies indicate that parental involvement positively impacts student achievement and attendance. During the 2016-2017 school year, parental involvement will be increased by utilizing specific days (Tuesday and Thursday) that volunteers can assist with teacher projects within the Apple Core room. This will provide an opportunity for parents to be involved in their students' education and also be a great opportunity to build relationships with other volunteers within the school.

The AdvanceEd student survey indicated that students felt that more notice should be given about events that involve families. During the 2016-2017 school year administration will send weekly communication through email to parents via Edline and Blackboard Connect. These emails will include current school information as well as important upcoming events to keep all parents informed. Meadowlane will also begin utilizing the PeachJar system to share fliers, newsletters, and upcoming events electronically with parents. Working parents will also be encouraged and asked to participate in school activities. Parents are informed of ways that they can be involved from home as well as at school. Parental involvement offers a huge resource and support base for the school community, while demonstrating to the students the importance of school. By interacting with teachers, administrators, and other volunteers on a regular basis, parents gain a firsthand understanding of their student's daily activities at school. This also creates opportunities for parents to be involved in school life helping their child learn and grow. Meadowlane Intermediate's goal for the 2016-2017 school year is to create a positive, inclusive community comprised of volunteers increasing parent involvement. Building strong relationships with parents, students, and the community is a high priority at Meadowlane Intermediate.

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:
 Meadowlane Intermediate School uses attendance below 90%, one or more suspensions (in or out of school), course failures, students with a high mobility rate, and level 1’s in reading or math to identify EWS students. One of the Assistant Principals, Ashley Toll, will monitor these students every nine weeks.

2. 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.

Fill in BLANKS with data from 2015-16 School Year - Number of Students														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90				41	49	35	36							161
1 or more ISS or OSS				5	4	6	2							17
Level 1 in ELA or Math				6	59	51	54							170
Course Failure in ELA or Math				16	2	1	1							20
Students exhibiting 2 or more indicators				4	20	13	10							47

3. 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).

During the 2015-2016 school year Meadowlane Intermediate had 161 students who had an attendance rate below 90 percent. The school wide goal this year will be to decline by 10%. Promoting regular attendance and being on time for class will be a focus this year to decrease this number by at least 10 percent. The number of students with attendance below 90 percent will decrease to approximately 145 students. Following the district policy regarding attendance procedures will assist in this area.

Meadowlane Intermediate has a large number students with in school and out of school suspensions. In the 2015-2016 school year, there were 17 out of school and in school suspensions. Increasing the social and emotional wellbeing of all students through the new Caring School Community curriculum as well as continuing implementation of the above the line character plan in classrooms, will result in fewer disciplinary actions resulting in suspensions. The goal of the 2016-2017 school year will be to decrease the number of suspensions by 20 percent, decreasing the suspension rate to approximately 14.

On the 2016 FSA, there were 170 students that scored in the lowest quintile for reading. This equates to approximately 17 percent of the student population. Progress monitoring plans will be created for all of these students focusing on interventions for their area of weakness. The academic support program will be offered

before school two mornings a week for both reading and math. Teachers will monitor these students progress in Tier I instruction and move them to Tier II and III intervention groups as necessary. The implementation of Meadowlane Intermediate's small group reading, standards based instruction and maintaining student engagement will yield an increase in achievement for these students. On the Florida Standards Assessment, the goal is to decrease the number of students scoring in the lowest rank by 25 percent. Which will equate to approximately 36 students.

Students exhibiting two or more indicators in the early warning system equals 47 students. These students will be addressed based on what indicators they fall under. They will be monitored by their teacher as well as guidance counselors and administrators. At the end of the 2016 – 2017 school year the goal is to reduce the number of students that exhibit two or more indicators to 30 students. This will include students who later fall in this category after FSA results are posted.

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.

At the end of the school year, 6th grade students walk over to Central Middle School for a special student orientation. Parents are also invited to attend to make the transition seamless for families. 6th graders also switch classes 3 times during the school day. This helps them prepare to switch classes when they get to middle school.

The incoming third grade students walk over from Meadowlane Primary the last month of school to visit. They are given a tour of the campus as well as attend an assembly created for these incoming students.

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.fldoe.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