

Brevard Public Schools School Improvement Plan 2018-2019

Superintendent:

Asst. Supt. of Leading and Learning:

Dr. Mark Mullins

K. Jane Cline

Principal Supervisor:

Name of School:

Debra Crannell

Meadowlane Intermediate

Principal:

SAC Chairperson:

Adrienne Schwab

Jessica Olesnevich

School Grade	2017-18: B	2016-17: A	2015-16: B
History			

Connections to District Strategic Plan

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student's social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
- Obj.R3 Increase system-wide proactive communications

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 2018-2019

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 what data shows evidence of opportunities for growth?

Throughout the last several years Meadowlane Intermediate has strived to increase student engagement through cooperative learning while implementing standards aligned instruction. In 2017-2018, a schoolwide writing language was implemented. Text-based writing showed a 2% increase on schoolwide 2018 FSA data.

Student engagement has become part of the school culture. Standards aligned instruction has been a focus; however, data from the Florida Standards Assessment (FSA) for Reading showed that 60% of students scored at or above level 3 which was a decrease of 5 percent from the previous year. Florida Standards Assessment (FSA) for Math showed that 72% of students scored at or above level 3 which was a decrease of 2 percent from the previous year. FCAT 2.0 Science showed a 2% decrease in students meeting proficiency.

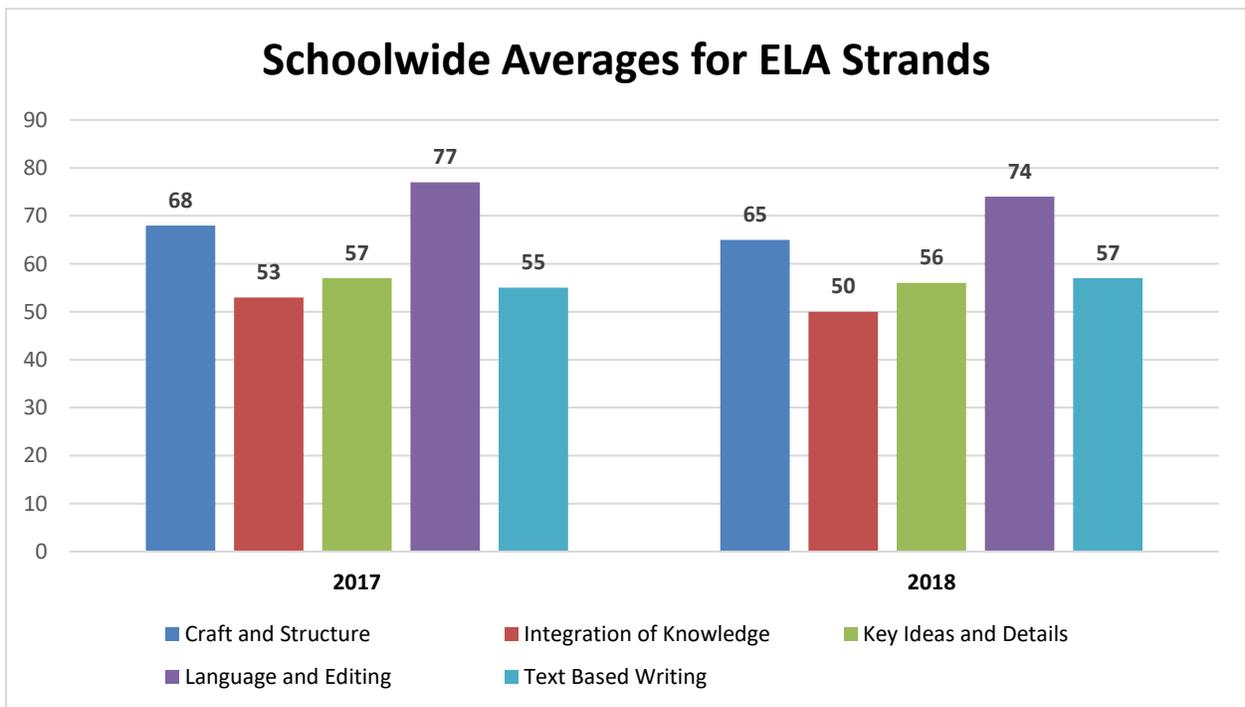
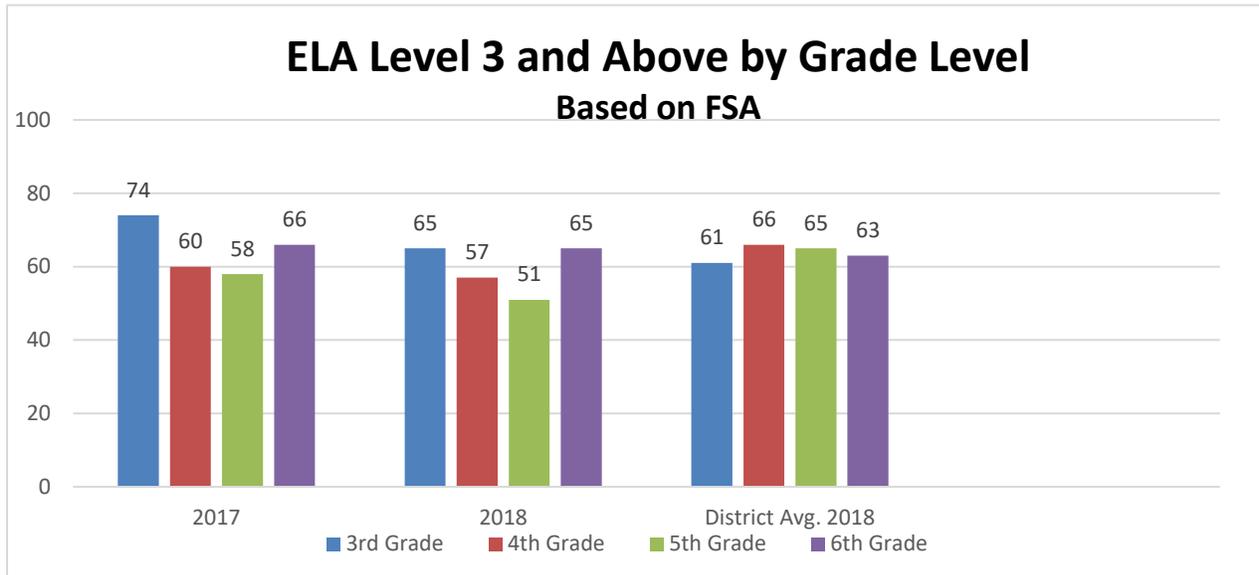
CATEGORY	Reading % At or Above Level 3 FSA	Math % At or Above Level 3 FSA	Science % At or Above Proficiency (Level 3+) *FCAT 2.0 Science
2017	65%	74%	59%
2018	60%	72%	57%
% Change 2017-2018	-5	-2	-2

Although standards aligned instruction has been a focus, the 2017 district Insight Survey showed within our school 22 percent of the teachers did not feel they have a dedicated time to collaborate with other teachers to improve standards aligned plans based on student responses to task and assessments. This is partly due to the size of the school, which causes many challenges in scheduling a common planning time. 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 for all students. A new BPIE survey will be conducted in January 2019. Therefore, this data shows a need for continued focus on implementing standards aligned planning and instruction, providing regular practice with complex text and text-based writing across content areas, as well as increasing the social/emotional well-being of all students.

What are the areas of successful student achievement and what data shows evidence of improvements?

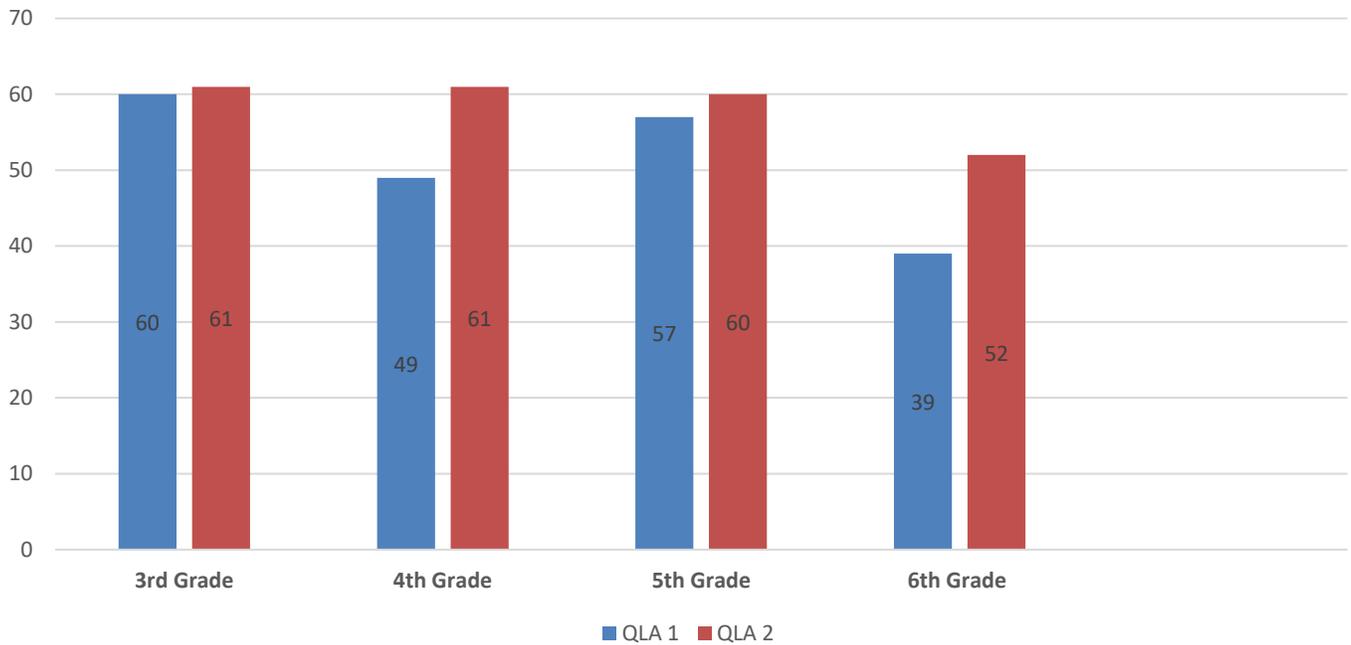
What are the concerns with student achievement? Provide data to support concerns.

English Language Arts: Standards aligned instruction was a primary focus for Meadowlane Intermediate for 2017-2018. Data from 2018 FSA revealed a decrease in all grade levels for ELA. ELA strand data showed all grade levels performed better in text-based writing than other strand areas, with an increase of 2 points. Therefore, as a school, fully implementing standards aligned planning and instruction and providing regular practice with complex text and text-based writing across content areas will remain the focus. Small group intervention for targeted students based on assessment data will also be implemented.



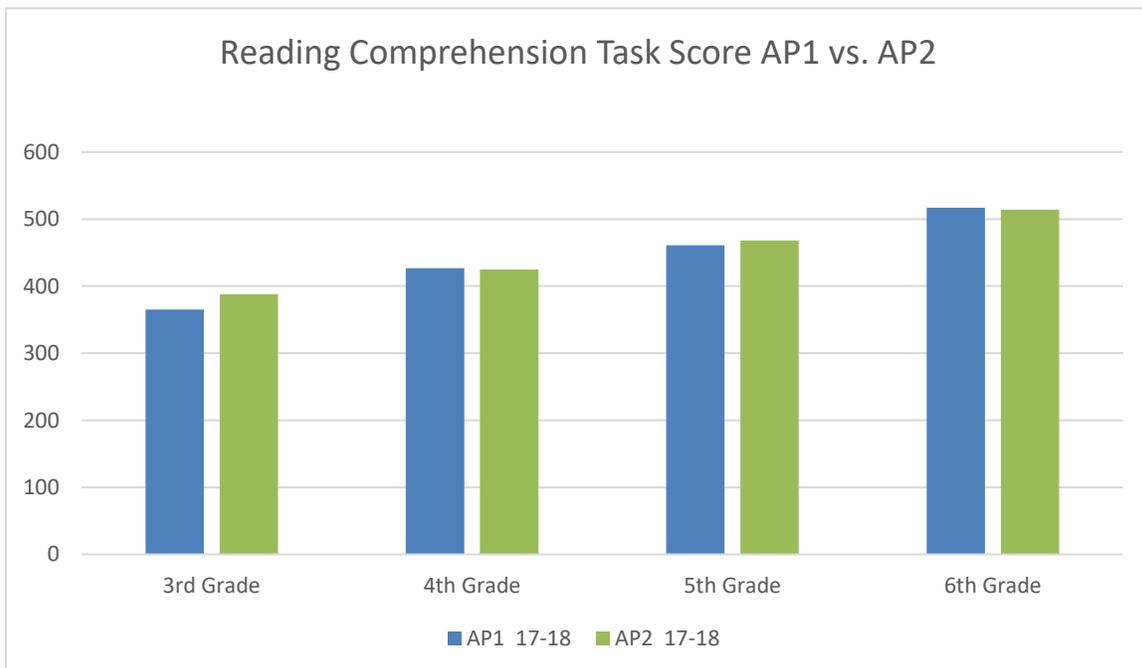
Meadowlane Intermediate made schoolwide gains on the QLA from the first assessment window to the second. 6th grade showed the most improvement increasing 13 percent.

Quality Literature Assessment Data QLA 1 vs. QLA 2

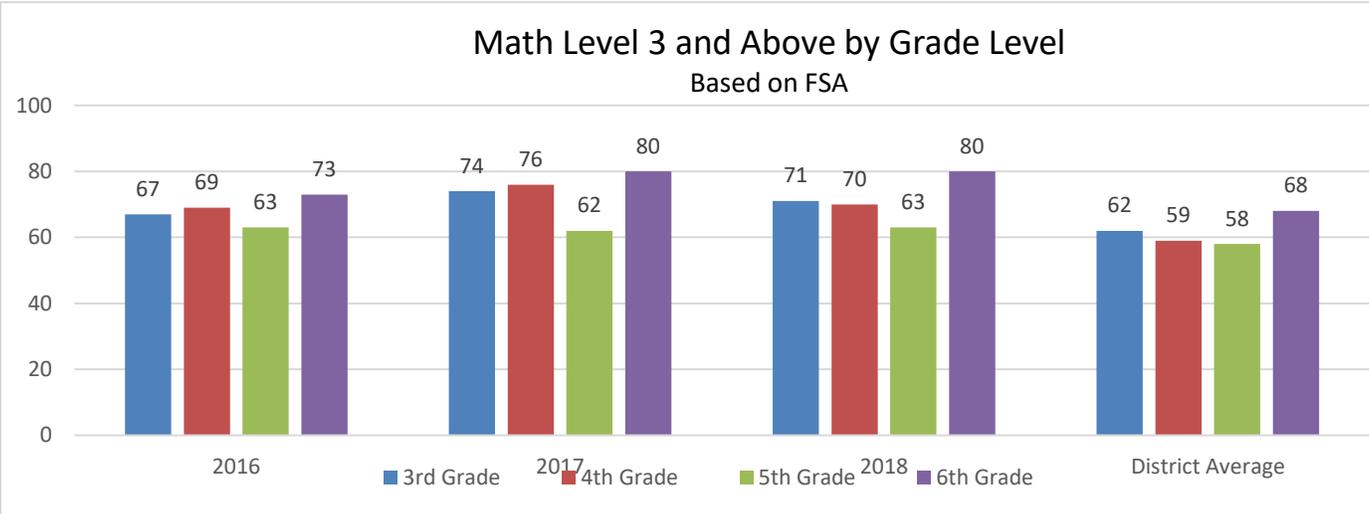


The FAIR reading comprehension task score showed a 23 point increase in grade 3 from AP1 to AP2. 5th grade had a 7 point increase. Students in 4th grade declined by 2 points from AP 1 to AP 2 and 6th grade students dropped 3 points.

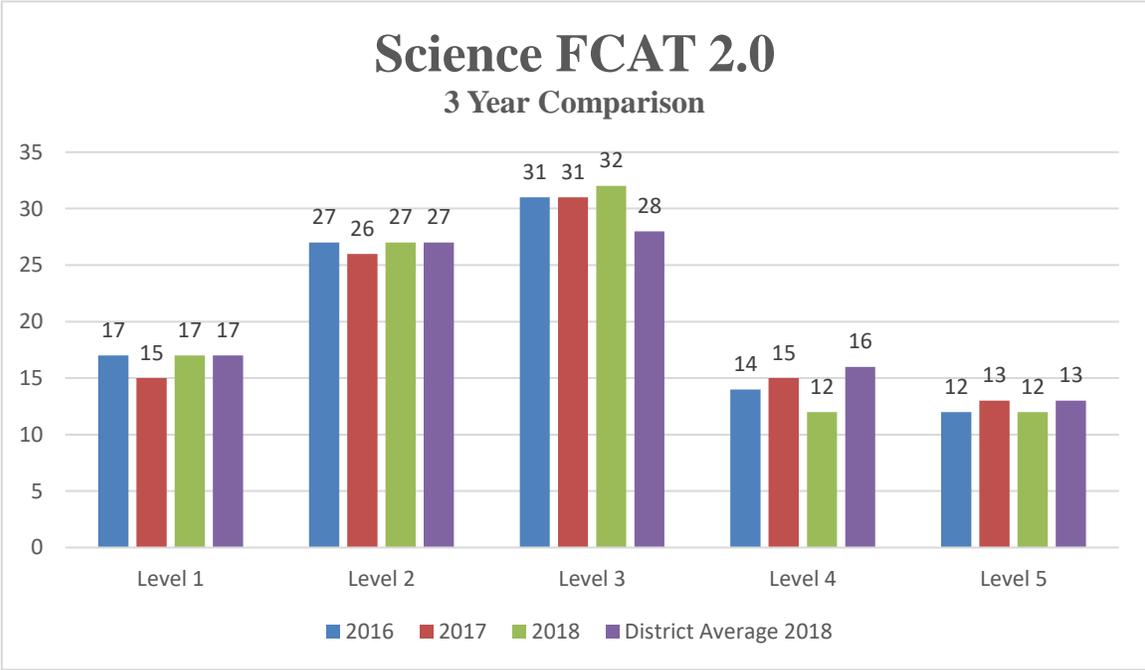
Reading Comprehension Task Score AP1 vs. AP2



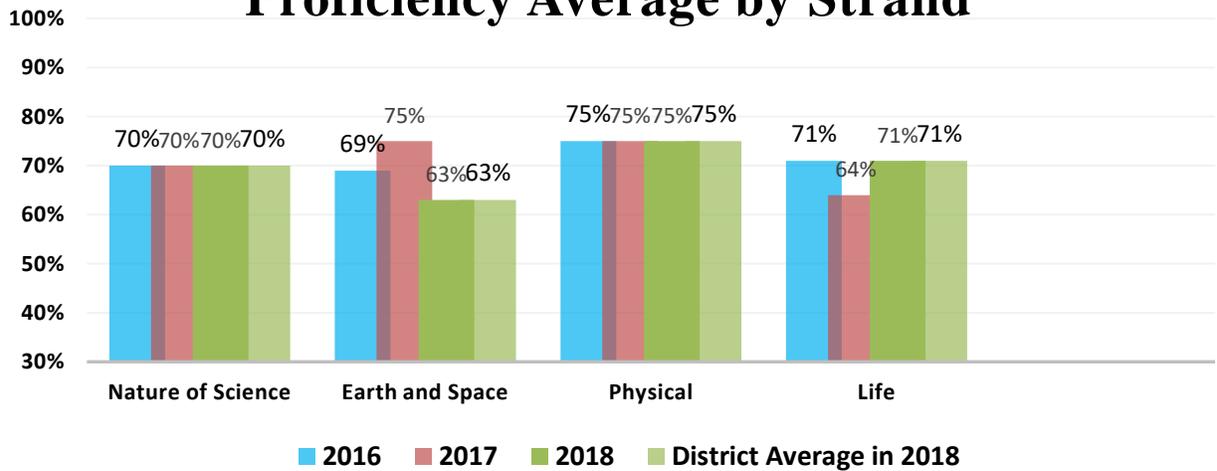
Math Data was also analyzed by grade level and revealed a decrease in students scoring at level 3 or above on FSA in grades 3 and 4. Students scoring at level 3 or above increased by 1 point in 5th grade, and students in 6th grade remained at 80%. While Meadowlane Intermediate experienced a slight decline from the 2017 scores, every grade level far surpassed the district average on FSA mathematics for 2018.



Science 2018 data showed 56% of students in 5th grade scored a level 3 or above on the FCAT 2.0 Science Assessment, which is a 3% decrease from 2017 scores. When looking at the proficiency levels from each strand, students at Meadowlane Intermediate were in line with the district average in each strand. The hands-on, inquiry-based science lab will continue to be available to each grade level. Teachers will plan carefully to ensure that standards being taught in the classroom align with the labs they are working on in the science lab. Teachers will utilize the newly created Learning Targets in Performance Scales to ensure students are on target to master benchmarks and review vertical curriculum from 3rd and 4th standards that will be assessed on 5th grade SSA. Fifth grade will have two Super Science days prior to the FCAT Science Assessment to review 3rd and 4th grade standards with hands on labs for all students.

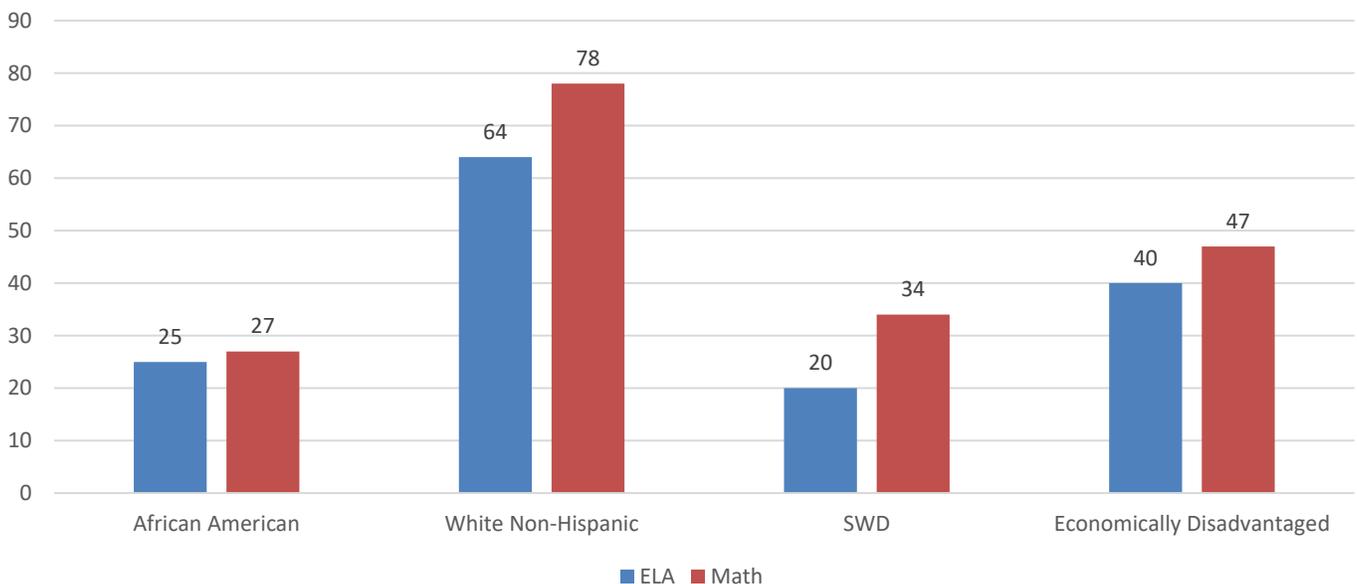


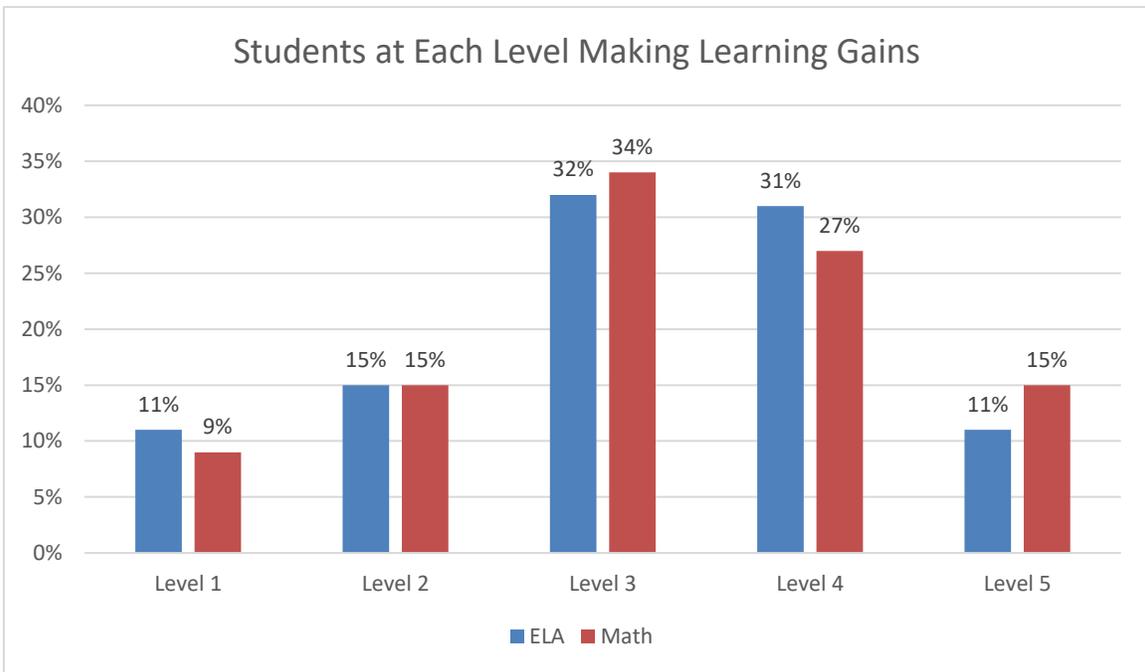
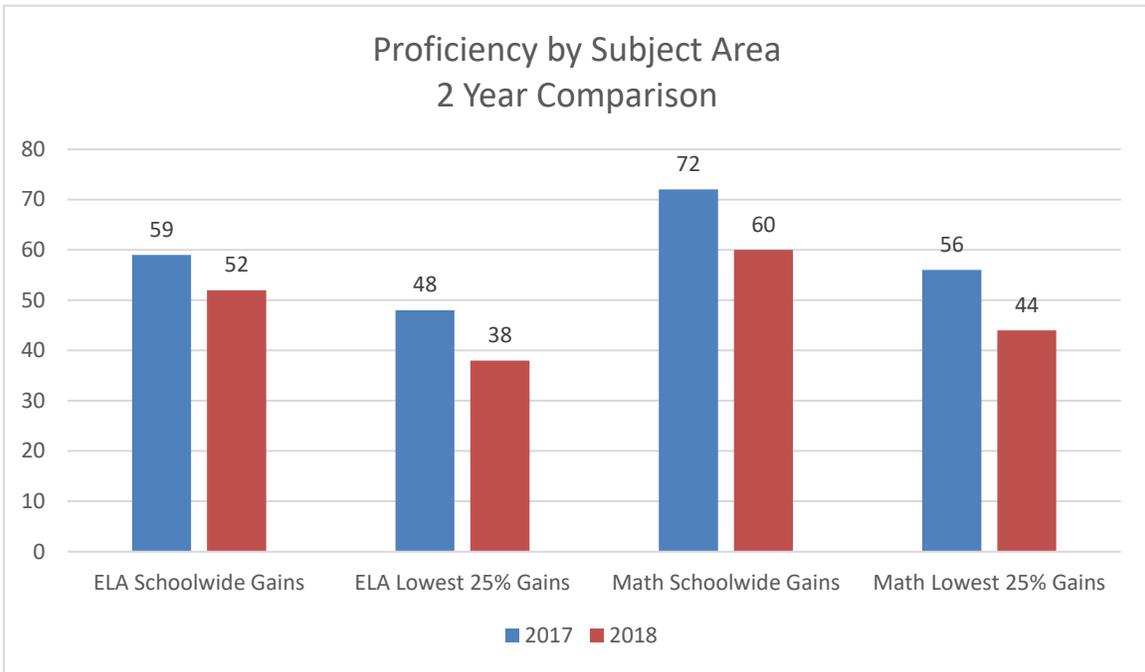
Science FCAT 2.0 Proficiency Average by Strand



Subgroup data indicates a need for improvement in instruction in regard to rigor and complexity. 25% of African American students scored at or above proficiency in reading and 27% in math. The economically disadvantaged student population scored 40% at or above proficiency in reading and 47% in math. 20% of students with disabilities scored at or above proficiency in reading and 34% in math. As compared to white non-Hispanic students, there is a 24+% disparity among the subgroups. The 2016 BPIE survey also indicates a need for additional professional development and resources to utilize with our students with disabilities population. FSA ELA lowest 25% learning gains decreased by 10 points, from 48 to 38. FSA Math lowest 25% learning gains decreased from 56 to 44, a difference of 12 points.

Subgroup Proficiency in Reading and Math 2018 Florida Standards Assessment





With an increase in standards aligned planning and instruction, providing regular practice with complex text and text-based writing across content areas, small group reading instruction for lowest 25% students, utilizing formative assessments to drive instruction, and a continued focus on student engagement, there is an anticipated increase in student learning gains. Students scoring at or above proficiency in ELA will increase from 60% to 65% and an increase in math from 72% to 74%. FSA ELA learning gains for lowest 25% students will increase from 38 points to 50. FSA Math learning gains for the lowest 25% students will increase from 44 points to 55. These scores will be based on the 2018-2019 ELA and Math FSA.

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps.

Data supports the need for teachers to continue utilizing standards aligned planning and instruction while continuing to focus on regular practice with complex text and text-based writing across content areas. Teachers will continue to focus on the social emotional development of students while exposing all students to complex text and writing across the content areas.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Meadowlane Intermediate teachers and administrators have worked for the past several years on prioritizing standards to increase standards aligned planning and instruction for all classrooms. Administration will be utilizing the IPG tool and looking for the 4Ts (Target, Task, Text, Topic) during classroom walkthroughs. Teachers utilize I Can statements within each classroom to assist students with understanding the standard being taught and the levels of understanding that students have with each standard. During walkthroughs administrators use the Florida Standards App to identify the standard being taught in order to provide quality feedback to the teachers. Monthly MTSS and individual Teacher Data Team meetings will be held to monitor student learning and implement needed interventions/strategies to improve learning. Monthly professional development is provided as well as collaborative planning time for teachers to work together to increase standards aligned instruction across all content areas. Teachers are given the opportunity to observe peers during instructional rounds as well as to gain feedback on their own instruction from peers. Small group instruction is required within all classrooms in order to provide differentiated instruction based on student academic needs for each subject area.

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

If Meadowlane Intermediate School staff are accountable for standards aligned planning and instruction, providing regular practice with complex text and text-based writing across content areas, and continue to increase the social/emotional well-being of all students, then student learning gains will improve.

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 standards aligned instruction of complex text and text-based writing across content areas to build standards aligned lessons incorporating focus strategies and provide model examples of these plans.	1. Leadership Team, Literacy Coach	1. July 2018-May 2019	1. Training Agendas, Teacher Exit Slips
	2. Conduct teacher observations in model classrooms.	2. Principal, Assistant Principal, Teacher Leaders	2. October 2018, January 2019, May 2019	2. Schedule
	3. Administration will conduct pre, midyear, and post Classroom Walk Through observations utilizing the IPG tool, focusing on the 4Ts.	3. Principal, Assistant Principal, Teacher Leaders	3. September 2018, January 2019, May 2019	3. Collected data, schedule
	4. Collected Data will be shared with individual teachers to measure teacher progress and plan for future implementation of standards aligned instruction.	4. Principal, Assistant Principal	4. September 2018, January 2019, May 2019	4. Conference Notes and data collected
	5. Individual Teacher Data Team meetings,	5. Literacy Coach,	5. September 2018	5. Agendas, Tier 1

	<p>consisting of a teacher and a Leadership Team member, will be held focusing on research based instructional strategies for Tier I instruction utilizing complex text, writing based on text evidence and text-based questions across all content areas. QLA data, as well as i-Ready diagnostics, and common assessments in ELA will be analyzed, discussed, and tracked on data tracker boards. During the individual meetings, each two-person team will collaborate to disaggregate, by standard, the specific areas of need within their classroom as well as specific student needs. Discussion points will include resources that they are utilizing within the classroom to increase student achievement on the standard of need, as well as additional resources and interventions in order to assist teachers with teaching to the full intent of the standards.</p>	<p>Assistant Principal, Guidance Counselor</p>	<p>October 2018 November 2018 December 2018 February 2019 March 2019 April 2019 May 2019</p>	<p>Grade Level Data, Presentation Handouts</p>
6.	Continue the TEA school-wide writing framework.	6. Principal, Assistant Principal, Teacher Leader Writing Team	6. August 2018- May 2019	6. Schedule of Meetings, Presentation Handouts
7.	Provide various resources, such as CPALMS, i-Ready Teacher Toolbox, and achievethecore.org to assist with the creation of standards aligned lesson plans embedding focus strategies.	7. Principal, Assistant Principal, Literacy Coach, Teacher Leaders	7. July 2018 – May 2019	7. Training agendas, handouts, lesson plans
8.	Provide choice professional development opportunities to meet the needs of individual teachers.	8. Principal, Assistant Principal, Literacy Coach, Teacher Leaders, District Personnel	8. October 12, 2018 January 18, 2019 March 8, 2019	8. Schedule of Trainings, Teacher Survey’s, Teacher Feedback
9.	Work with teacher leaders to create schoolwide Levels of Understanding.	9. Assistant Principal, Literacy Coach, Teacher Leaders	9. July 2018	9. Agendas, Levels of Understanding poster and bookmarks.
10.	Provide professional development on Formative Assessments and utilizing the data to drive instruction.	10. Principal, Assistant Principal, Literacy Coach, Teacher Leaders	10. September 14, 2018	10. Schedule of Trainings, Handouts from training
11.	Create grade level specific Common Assessments	11. Principal, Assistant Principal, Literacy Coach, Teacher Leaders	11. July 2018	11. Agenda, Copies of Common Assessments
12.	Administer Common Assessments at interim each nine weeks.	12. Classroom teachers	12. September, November, February, April	12. Assessments
13.	Provide Professional Development and implement i-Ready	13. Principal, Assistant Principal, Literacy	13. August 2018	13. Handouts from Trainings, Schedules

	<p>14. Literacy Coach to model lessons in classrooms</p> <p>15. Classroom teachers will examine last year's FSA scale scores and will calculate the number of points each student will need this year to make a learning gain</p> <p>16. Attend Focus Board Training presented by FDOE at Creel Elementary</p>	<p>Coach, Technology Specialist, District Personnel</p> <p>14. Literacy Coach</p> <p>15. Literacy Coach, classroom teachers, Principal, Assistant Principal</p> <p>16. Literacy Coach, Principal, Assistant Principal</p>	<p>14. September, November, February, April</p> <p>15. October 2018</p> <p>16. November 2018</p>	<p>of Assessment dates</p> <p>14. Lessons</p> <p>15. Individual teacher spreadsheets</p> <p>16. Agenda, meeting notes</p>
B. Time/Scheduling	<p>1. On early release Fridays of each month teachers will have the time to collaborate with colleagues, to locate complex text and discuss writing across content areas, plan standards aligned lessons that incorporate formative assessments, 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. Substitutes provided for teachers in each grade level to collaboratively plan.</p> <p>5. The second Friday early release day of each month will be used for professional development on increasing standards aligned instruction through the focus strategies of complex text and text -based writing across content areas as well as social emotional well-being of all students and embedding these strategies into lesson plans.</p> <p>6. Literacy coach will provide paired complex text</p>	<p>1. Principal, Assistant Principals, Teachers, Literacy Coach</p> <p>2. Principal, Assistant Principal, Guidance Service Professional, Lead Teachers</p> <p>3. Principal, Assistant Principal, Guidance Counselors, Guidance Services Professional</p> <p>4. September 2018</p> <p>5. Principal, Assistant Principal, Literacy Coach, Lead Teachers</p> <p>6. Literacy Coach</p>	<p>1. Weekly Friday's</p> <p>2. Quarterly</p> <p>3. September 4, 2018 October 2, 2018 October 30, 2018 November 27, 2018 January 22, 2019 February 26, 2019 April 16, 2019 May 21, 2019</p> <p>4. Assistant Principal, Literacy Coach, classroom teachers</p> <p>5. September 14, 2018 October 12, 2018 November 9, 2018 December 14, 2018 January 18, 2019 February 15, 2019 March 15, 2019 April 12, 2019 May 10, 2019</p> <p>6. September 2018-</p>	<p>1. Collaboration Notes, Administrator collaboration questions</p> <p>2. Schedule</p> <p>3. Schedule, Agenda's, Tier 2 and 3. data collection</p> <p>4. Agenda, month-at-a glance lessons</p> <p>5. Schedule, Agenda's, PD Documents</p> <p>6. Paired complex</p>

	resources to all teachers for text-based writing.		May 2019	text, Agenda's from PD meetings
C. Meeting the Social, emotional, and academic needs all students, and student behavior	<p>1. Continue small group instruction in ELA schoolwide for lowest 25% student population.</p> <p>2. Provide professional development on implementing small group instruction within the classroom utilizing complex text.</p> <p>3. Utilize data tracker boards to track school wide data within each classroom in order to plan for small group intervention.</p> <p>4. Continue morning meeting Caring School Community curriculum and home school connection schoolwide</p> <p>5. Implement Academic School Support program during the school day to meet the needs of our lowest 25% population and economically disadvantaged student population.</p> <p>6. Implementing positive role models with PAL mentoring program and lunch with a cop</p> <p>7. Small group sessions with guidance counselors for social and emotional student development</p> <p>8. Leadership team to meet individually with lowest 25% to discuss i-Ready results and set goals</p> <p>9. Maintain the school wide common language "Give Me Five" and Above the Line, Below the Line character traits.</p> <p>10. Continue implementation of morning meeting social/emotional development program school-wide. Implement new Home School Connection for the</p>	<p>1. Assistant Principal, Principal, Teachers, Literacy Coach</p> <p>2. Principal, Assistant Principal, Literacy Coach, Teacher Leaders</p> <p>3. Principal, Assistant Principal, Literacy Coach, Guidance</p> <p>4. Principal, Assistant Principal, Guidance Counselors</p> <p>5. Principal, Assistant Principal, Literacy Coach</p> <p>6. Principal, Assistant Principal, Guidance Counselors, West Melbourne Police Officers, SRO</p> <p>7. Guidance Counselors</p> <p>8. Leadership team</p> <p>9. Principal, Assistant Principal, Guidance, Teachers</p> <p>10. Principal, Assistant Principal, Guidance, Teachers</p>	<p>1. August 2018-May 2019</p> <p>2. Pre-planning 2018 September 14, 2018 October 12, 2018 November 9, 2018 December 14, 2018 January 18, 2019 February 15, 2019 March 8, 2019 April 12, 2019 May 10, 2019</p> <p>3. August 2018-May 2019</p> <p>4. August 2018-May 2019</p> <p>5. September 2018-May 2019</p> <p>6. September 2018-May 2019</p> <p>7. September 2018 – May 2019</p> <p>8. September-May</p> <p>9. August 2018-May 2019</p> <p>10. August 2018-May 2019</p>	<p>1. Lesson Plans, Walk-through Data, Lowest 25% Student List</p> <p>2. Agenda, Handouts from PD, Administration Walk-through data</p> <p>3. TDT and MTSS Agenda's, Notes from TDT and MTSS</p> <p>4. Sample lessons, Lesson Plans, PowerPoint Presentation</p> <p>5. Attendance Rosters, Lesson plans,</p> <p>6. Behavior data, student list</p> <p>7. Student group list</p> <p>8. i-Ready results, student data goal sheets</p> <p>9. Beginning of year PowerPoint for students/teachers, School-wide Discipline Data</p> <p>10. PowerPoint, Emails from Guidance to teachers,</p>

	caring school community program. 11. Schoolwide procedures and expectations shared in all classrooms.	11. Principal, Assistant Principal, Guidance, Teachers	11. August 2018-May 2019	School-wide Discipline Data 11. Beginning of year PowerPoint for students/teachers
D. Parent Involvement	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. 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. 3. Increase opportunities for parent and community involvement through various events such as school wide beautification projects, social gatherings, and business partner spirit nights. 4. Meadowlane Intermediate Facebook page created to share information and school updates with all school stakeholders. 5. Implement monthly home school connection to go along with the Caring School Community program.	1. Guidance Service Professional, Administration 2. Principal 3. Principal, Assistant Principal, Guidance Service professional 4. Principal, Tech Specialist 5. Guidance Counselors	1. August 2018-May 2019 2. August 2018-May 2019 3. August 2018-May 2019 4. August 2018-May 2019 5. September 2018-May 2019	1. Volunteer registration information, Sign-Ups 2. Communication Copies 3. Flyers, attendance information from events 4. Copies of post 5. Parent communication, handouts

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

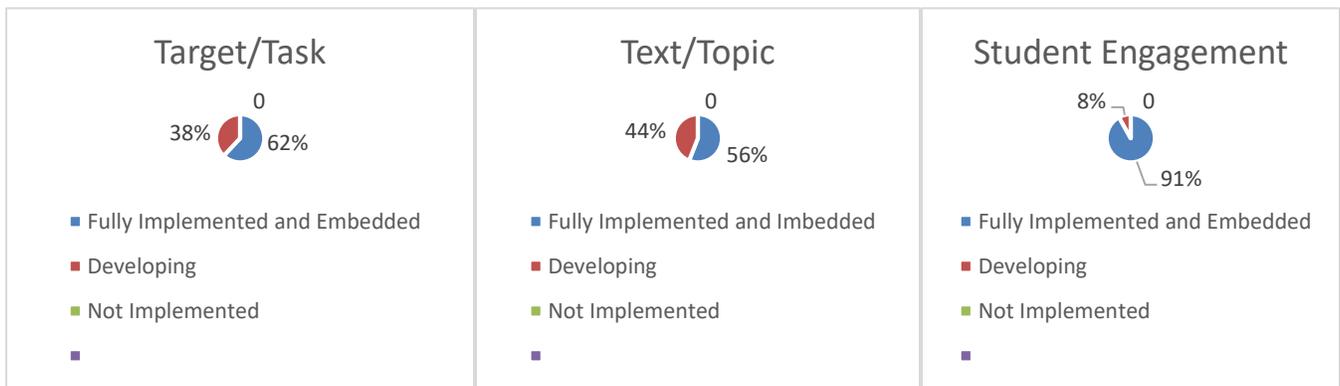
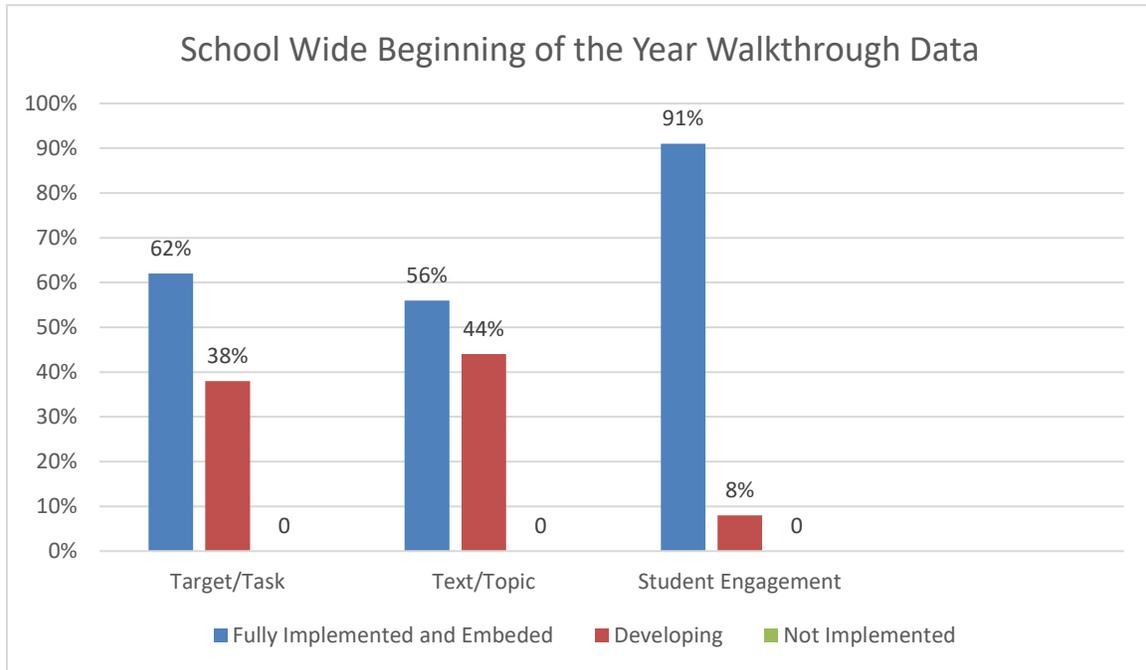
Qualitative and Quantitative Professional Practice Outcomes: Measures the level of implementation of professional practices throughout your school.

Throughout the last several years Meadowlane Intermediate has strived to increase student engagement through cooperative learning while implementing standards aligned instruction. Student engagement has become a part of our school culture. Although we have seen an increase in student engagement and an increased focus on standards aligned instruction, data on FSA shows there is still a need to focus in this area. The 2017 district Insight Survey showed within our school, 22 percent of the teachers did not feel they have a dedicated time to collaborate with teachers to improve standards aligned plans based on student responses to task and assessments.

Informal and formal observations collected for IPPAS purposes, during the 2017-2018 school year, indicate a continued need to focus on standards aligned planning and instruction and continuing the implementation of extended thinking activities to fully teach each standard. Administrators conducted walk throughs and reviewed lesson plans throughout the 2017-2018 school year. The school wide data shows an increase in the amount of lowest 25% students receiving small group instruction. However, the FSA data for 2017-2018 doesn't show an increase in scores for this population of students. Therefore, utilizing complex text and extended thinking with all students during small group instruction will continue to be a focus for Meadowlane Intermediate this year.

Administrators will collect and analyze data throughout the year on the percent of teachers utilizing the 4Ts (Task, Target, Text, and Topic), during standards aligned instruction. Information and observations will be

shared with the staff during faculty meetings, professional development trainings and teacher data team meetings.



The initial walkthrough data, focusing on Target/Task alignment, indicated that 62% of classroom teachers were at Fully Implemented and Embedded and 38% were Developing. In the Text/Topic domain, 56% of teachers were Fully Implemented and Embedded and 44% were in the Developing stage. In the Student Engagement domain, 91% of teachers reflected Fully Implemented and Embedded and only 8% were in the Developing stage.

Post observations, in May, will be conducted to gather final results. Data will then be analyzed to measure growth impacting student learning gains. At year's end, data is expected to indicate 80% of teachers Fully Implementing and Embedding the Target/Task element within standards aligned instruction and 100% of teachers utilizing complex text within small group instruction. We expect to see Developing scores decrease to 20%. In the Text/Topic domain, we expect to see 75% of teachers at Fully Implemented and Embedded, and 100% of teachers reflecting Fully Implemented and Embedded in the Student Engagement domain.

Qualitative and Quantitative Student Achievement Outcomes:

The data shows a large disparity among subgroups within the school, therefore indicating the needs of these students are not being fully met. Meadowlane Intermediate is striving to attain A status. Using the School

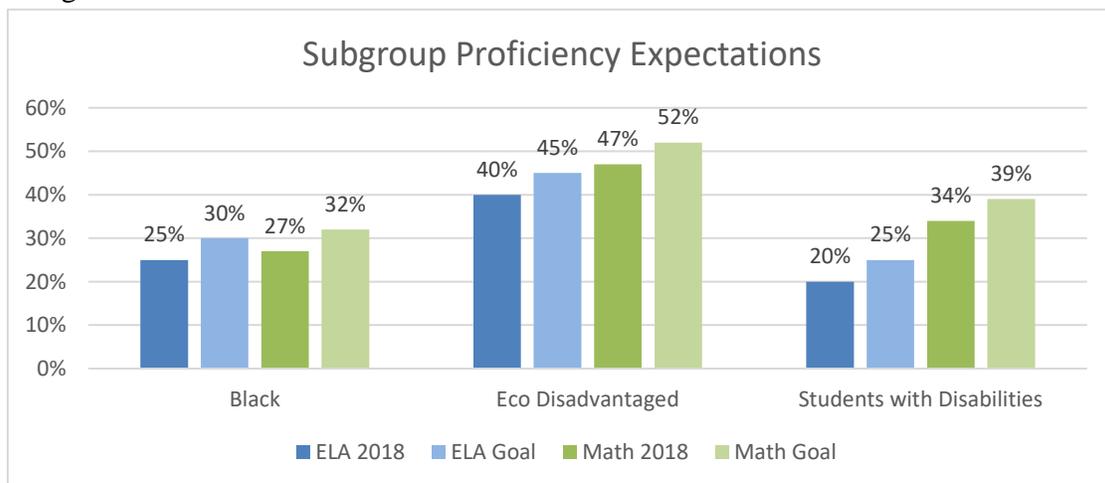
Grades Scale, we've determined the specific Target Goals listed below. After the implementation of school wide standards aligned planning and instruction, providing regular practice with complex text and text-based writing across content areas, and increasing the social/emotional well-being of all students, it is expected that 65 percent of students will score at proficiency level or above in reading and 74 percent in math. The Literacy Coach and members of the Leadership Team will be meeting with the lowest 25% students on a regular basis to discuss i-Ready data and set goals with individual students.

CATEGORY	2016-2017 %	2017-2018 %	Change Needed	2018-2019 Target Goal %
ELA 3+ Proficiency	65	60	+5	65
ELA Learning Gains	59	52	+8	60
ELA L25 Gains	48	38	+12	50
Math 3+ Proficiency	74	72	+2	74
Math Learning Gains	72	60	+10	70
Math L25 Gains	56	44	+11	55
Science	59	56	+3	60
Total % of 700	433/700=62%/A	383/700=55%/B	+51	434/700=62%/A

School Grades Scale

Grade	Scale
A	62% of total points or higher
B	54% to 61% of total points
C	41% to 53% of total points
D	32% to 40% of total points
F	31% of total points or less

There will be an increased number of students scoring at a proficiency level or higher on district assessments. During Individual Teacher Data Team meetings, discussions will focus on the data provided by the Quality Literacy Assessment, i-Ready, and teacher created common assessments. Standards aligned lessons and interventions will be incorporated into instruction based on data findings. During the 2018-2019 school year, proficiency with ELA standards will be monitored using formative assessments as well as the QLA and i-Ready. I-Ready 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 formative and summative 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. District required i-Ready diagnostic results will also be monitored. Data will be disaggregated at teacher data team meetings in order to determine the focus for Tiered 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 and focus on planning and implementing cognitively complex instruction utilizing complex text across all content areas. Utilizing data to inform, small group instruction, as well as planning and implementing standards aligned instruction utilizing complex text across content areas, is expected to increase student achievement for the 2018-2019 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 2016-17 and a description of changes you intend to incorporate to improve the data for the year 2017-18.

MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.

1. Describe your school's data-based problem-solving process and school-based structures in place to address MTSS implementation.

Meadowlane Intermediate's MTSS Leadership Team consists of the guidance counselor, literacy coach, MTSS Facilitator and Assistant Principals. They meet monthly to discuss the identification, development, implementation and evaluation of strategies to help accelerate performance and close the achievement gap of all students. Students in the lowest 25% in reading and math have already been identified from 2017-2018 FSA scores. In addition, Meadowlane Intermediate teachers obtain 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. Performance Matters tracks student progress and compares individual student scores across classes and grade levels. In addition, the MTSS team will collect data from I-Ready, formative assessments, and teacher-created common assessments to determine student mastery over Florida Standards. In the monthly MTSS meeting, the MTSS Leadership Team and classroom teachers will disaggregate classroom 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 adjusts the learning environment based on data results. Current trends in school data will be discussed with the goal of strengthening best practices and instruction. Students will be identified for the need of Tier II or III instruction based on data. Members of the MTSS Leadership Team will develop school improvement goals by assessing the areas of needs, determining strategies to intervene and meeting the needs of individual students. 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.

Each grade level will keep an MTSS binder tracking student progress that will be reviewed by the MTSS team prior to the monthly meetings. In previous years, the setting for TDT meetings was exactly like the MTSS meetings, with the MTSS Leadership Team and the group of teachers. In the 2018-19 school year, Individual Teacher Data Team (TDT) meetings will occur monthly in addition to the MTSS meeting, consisting of a teacher and a member of the Leadership Team only. The goal is that the smaller setting for these meetings will help provide stronger support and accountability for the targeted instruction to help close the learning gap. The teacher and leadership team member will analyze and disaggregate data to help pinpoint areas of concern for specific learning standards or individual student needs. The team will discuss students in the lowest 25%, the plan for Tier II or Tier III instruction, and any make adjustments that are needed to Tier I instruction. Student data will be collected weekly and analyzed at the end of 6-week periods. Students who are not responding to interventions are referred to the Individual Problem-Solving Team.

2. List below who monitors the Early Warning System and how often.

School administrators, guidance counselors, and teachers monitor the EWS on a monthly basis. These students are brought up at monthly MTSS meetings and interventions and progress for each student is discussed.

3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2016-17 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 2017-18:

Fill in BLANKS with data from 2016-17 School Year - Number of Students								
Grade Level	K	1	2	3	4	5	6	Total
Attendance <90				50	51	60	50	213
1 or more ISS or OSS				1	0	6	4	11
Level 1 in ELA or Math				43	57	75	42	217
Substantial Reading Deficiency								
2 or more indicators				17	16	25	42	69

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).

Interventions for EWS students are selected on a case by case basis. Administrators, guidance counselors, and teachers collaborate to design intervention strategies that will help each student to be successful. When a student is identified as having two or more EW indicators, a meeting with parents is scheduled to discuss possible ways to help the student become successful. In some cases, mentors are assigned for students to check in with daily or weekly, to discuss concerns and/or progress. Tutoring services are also available through ASP funds for students who have earned a level 1 in ELA or Math on the FSA. Classes with perfect attendance each month are rewarded with incentives from PTO.

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?

Building strong relationships with parents, students, and the community is a high priority at Meadowlane Intermediate. According to the 2017-2018 Brevard Public Schools Elementary Parent Survey, parents are pleased with schoolwide communication. 50 percent of parents surveyed stated that Meadowlane Intermediate does “extremely well” keeping them informed about information and events in a format that is easy to understand, and 43 percent of parents said that communication is “quite well.” The principal sends out weekly communication through email to parents via Edline and Blackboard Connect. These emails 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 flyers, newsletters, and upcoming events electronically with parents. Parents are informed of ways that they can be involved from home as well as school, both from the Principals message and in teacher newsletters. 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. This year we will continue to implement Caring School Community Home School Connection activities that will assist parents with being involved and building relationships between school and home. Meadowlane Intermediate’s goal for the 2018-2019 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.

Meadowlane Intermediate has had an increase in parent involvement over the past three years. On the 2017-2018 parent survey, 48 percent of parents responded that they only attended a parent meeting or event at school which supported their child’s academic success once or twice, and 49 percent of parents stated that evenings Monday through Friday would be the best for their schedule. In order to overcome this barrier, volunteer coordinators hope to increase parental involvement by increasing the amount of after school events available to parents. Studies indicate that parental involvement positively impacts student achievement and attendance. During the 2018-2019 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. This year we will also work to build relationships between families and the school by incorporating events such Dads and Donuts on “Take your dad to school day”, School Business Partner Spirit Nights, and school/community beautification projects.

STUDENT TRANSITION AND READINESS

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, local middle schools which Meadowlane Intermediate students feed into communicate with teachers, students and parents about school programs and the admission process. A presenter from Stone Middle school visits Meadowlane Intermediate to present information, while Central Middle School and Johnson Middle school provide information about their informational sessions for upcoming seventh graders. Teachers, the Assistant

Principal, and the Guidance Service Professional meet with 6th graders to help them fill out registration forms for middle school.

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 2nd grade students and parents from Meadowlane Primary come to Meadowlane Intermediate at the end of the school year for short program and tour to introduce them to the school. Students are given a tour of the entire campus and are able to ask questions and become more familiar with the school for the following year.