Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School: **Area:**

South

Meadowlane Primary

Principal: **Area Superintendent:**

Dr. Mark Mullins

Karen Kise

SAC Chairperson:

Amber Ouellette

Superintendent: Dr. Brian Binggeli

Mission Statement:

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

Vision Statement:

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

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RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

Meadowlane Primary currently serves students in kindergarten through the second grade. Even though we do not have students that participate in the FCAT assessment tests, our goal is for all students to be on grade level, in all areas, prior to moving to Meadowlane Intermediate School for third through sixth grade. Meadowlane Primary must analyze our data in order to focus on the academic needs of our students.

Results of the Florida Assessment for Instruction in Reading indicated that the probability of reading success (PRS) increased from May of 2011 to May 2012 by 9 percentage points in kindergarten, 12 percentage points in first grade, and 9 percentage points in second grade. Although the PRS gains were positive for second grade, they were substantially below the gains made in kindergarten and first grade. Further analysis of the data indicates the need for improved instruction in reading comprehension.

FAIR Probability of Reading Success (PRS)	FAIR AP3 2011	FAIR AP3 2012
Kindergarten	68%	77%
First Grade	56%	68%
Second Grade	23%	32%

At the end of the 2012 school year, 57% of first grade students did not successfully read the target passage, including 13% that were still scoring in the listening comprehension portion of the FAIR assessment. During the same assessment period of FAIR 46% of second grade students did not meet the target passage and of that 46%, including 6 % who were still scoring in the listening comprehension portion of the FAIR assessment.

Target Passage Read with Success	FAIR AP3 2011	FAIR AP3 2012

Kindergarten	N/A	N/A
First Grade	36%	43%
Second Grade	55%	54%

Data from the FAIR vocabulary in May of 2012 indicates that scores in all grade levels increased.

FAIR Vocabulary Median Percentile Rank	FAIR AP3 2011	FAIR AP3 2012
Kindergarten	59th	65th
First Grade	53rd	65th
Second Grade	59th	65th

Reading proficiency, as measured by the District Level Reading Assessments (DRLA), confirmed that first grade students averaged an 85% on the end of the year assessment and second grade students averaged a 76%. However, ESE/SLD students scored an average of 74% in first grade and 55% in second grade and ELL students scored an average of 74% in first grade and 68% in second grade. Data indicates a need to improve reading scores for first and second grade ESE/SLD and ELL students.

After reviewing all data regarding reading, trend data shows that Meadowlane Primary needs to focus instruction in the areas of text complexity, vocabulary, and reading comprehension. Data indicates the need to develop strategies to increase achievement for ESE/SLD and ELL students.

The bottom quartile students' achievement progressed in the following areas during the 2011-2012 school year:
- ○ FAIR - Average increase from 66% of students scoring in the Listening Comprehension portion of FAIR down to 21% of students in Listening Comprehension at the end of 2012. This is a decrease in the number of students at the listening comprehension passage and an increase in the number of students reading on the target passage.
- ○ Running Records - Students moved up an average of 8 levels by the end of 2012.
- ○ District Level Reading Assessment - In the fall of 2011, 28% of students scored on grade level. In the spring of 2012, 49% of students scored on grade level.

During the 2012-2013 school year we will offer an after school program (ASP) for the lowest 25% and students identified as deficient in reading and math. This program will include intensive instruction on reading comprehension, vocabulary, and text complexity. Students will be instructed in small groups at their appropriate level and will be provided multiple opportunities to work on the skills in which they are deficient.

Analysis from the District Level Math Assessments show that at the end of the 2011 school year, compared to the end of the 2012 school year, math scores increased in first grade from 64% to 81%, an increase of 17%. However, second grade student scores decreased by ten percentage points. After reviewing the 2012 data, ESE/SLD students in first grade scored an average of 65%, as compared to their peers at 81%, and second grade ESE/SLD students scored an average of 49%, as compared to their peers at 64%. In 2012, ELL first graders scored an average of 72%, as compared to their peers at 81%, and second graders a 55%, as compared to their peers at 64%. The data indicates a need to increase achievement for ESE/SLD and ELL students, as well as all second grade students.

Math District Assessment	May 2011 Total Population	May 2011 ESE/ SLD	May 2011 ELL	May 2012 Total Population	May 2012 ESE/ SLD	May 2012 ELL
Kindergarten	N/A	N/A	N/A	66%	52%	51%
First Grade	64%	59%	N/A	81%	65%	72%
Second Grade	74%	58%	65%	64%	49%	55%

The District Writing Assessments indicate that Meadowlane Primary students met the goal of an average score of 4.0 in each grade level. Kindergarten averaged a 4.6, first grade a 5.5 and second grade a 3.9. ESE/SLD students in first grade scored an average 2.9 and second grade a 2.2. ELL students in first grade scored an average 3.8 and 2.6 in second grade. Our goal for 2012-2013 would be for second grade students and second grade ESE/SLD and ELL students to increase to a 4.0.

Writing District Assessment	March 2011 Total Population	March 2011 ESE/ SLD	March 2011 ELL	March 2012 Total Population	March 2012 ESE/ SLD	March 2012 ELL
Kindergarten	N/A	N/A	N/A	4.6	4.1	4.0

First Grade	4.3	4.2	N/A	5.5	4.2	5.5
Second Grade	5.1	3.9	4.8	3.9	2.8	3.5

On the Body of Knowledge Science assessments, Meadowlane Primary students scored an average of an 82% in Kindergarten, 89% in first grade and an 88% in second grade. These average scores indicate that Meadowlane Primary students are above grade level in these areas. Our goal is to integrate the Common Core State Standards in reading to increase achievement even higher in science.

Science District Assessment	May 2011	May 2012
Kindergarten	N/A	82%
First Grade	92%	89%
Second Grade	92%	88%

Evidence from classroom walkthroughs and observations using the IPPAS rubrics indicates that while improvement has been made in shifting instructional practices from paper/pencil and independent work to more teacher-facilitated, student-to-student, and group work, further emphasis on *all* exemplary teaching methods needs to be consistently applied. Walkthroughs also indicate that there is a need for professional development in the areas of reading comprehension, vocabulary and text complexity. Teacher leaders substantiate that text complexity is a concern for the primary grades. Through conversations during collaboration and reflective feedback about Common Core State Standards addressing text exemplars, teachers have expressed a need for materials and training that would support making a shift from the Next Generation Sunshine State Standards to the Common Core State Standards. During classroom walkthroughs, rote vocabulary instruction, where students were being exposed to only the word and definition was observed. Through conversations in leadership meetings, collaborative groups, and administrator/teacher conferences, teachers expressed the need for ideas and training to enhance students' vocabulary, enabling students to connect to the key concepts in the text and students' background, enhancing their independent learning.

Analysis of Current Practice: *(How do we currently conduct business?)*

During the 2011-2012 school year, Meadowlane Primary focused on Professional Learning Communities (PLC's) and professional development to implement the use of specific instructional strategies based on Marzano's High Yield Instructional Strategies to increase student achievement. Teachers were assigned to collaborative teams across the grade levels and disciplines to provide strategies for improving the performance of the lowest 25%. PLC's were also developed on note-taking, journaling and effective questioning for primary students. Teachers met in their collaborative teams to disaggregate data and look for patterns/trends, analyze existing practices, research best practices, and

brainstorm strategies. Teachers also used the knowledge gained in their classrooms to share with colleagues and improve their own classroom practice. Teams met monthly to ensure that collaboration was taking place and PLC's met for several consecutive months. However, teachers reported that the time specified for collaboration was used primarily to discuss the lowest performing students. Consequently, this year, as requested by teachers, time is being provided on the early release Wednesdays to be used for teachers to train teachers. Time is also being provided for Professional Learning Communities to focus on creating common assessments to refine instruction and implement quality intervention. Monthly collaborative team meetings will focus on achievement for the lowest 25%.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Text Complexity

Research has shown that "students who are exposed to a variety of text types with increasing complexity also learn how text features differ by genre, and they gain confidence in pealing back the layers of complexity for a deeper understanding of what is read (Hess and Biggam, 2004)". The challenge for our staff is to ensure that students have experience reading text with increasing complexity which includes vocabulary, sentence structure, organization and concepts presented. Teachers at Meadowlane Primary need to increase instructional strategies that expose students to these different varieties and levels of texts and match texts to particular students. The Common Core State Standards specifically address the need to increase the complexity of the text students read in order to improve reading comprehension. "The new standards instead propose that teachers move students purposefully through increasingly complex text to build skill and stamina (Shanahan, Fisher and Frey, 2012)."

Vocabulary

Current research on vocabulary instruction identifies it as a major component of reading. The National Reading Panel stated that vocabulary plays an important role in both learning to read and in comprehending text: readers cannot understand text without knowing what most of the words mean (NICHD, 2000). At Meadowlane Primary, we must cultivate a school culture in which vocabulary is targeted through repeated reading of story books. We must also have a common vocabulary across the curriculum and grades to ensure that as the student's progress from the primary to the intermediate grades, they are taught the correct terminology. Research by Butter, Urrutia, Buenger, Gonzalez, Hunt and Eisenhart; 2010 stated that "Higher frequency of exposure to targeted vocabulary words will increase the likelihood that young children will understand and remember the meanings of new words and use them more frequently." Recent research reported in the National Reading Panel (NICHD, 2000) suggested that vocabulary instruction does lead to gains in comprehension, but methods must be appropriate to the readers' age and ability.

Reading Comprehension

Reading comprehension research states that having the ability to comprehend what is read, builds the capacity to learn independently, and to read and comprehend a variety of topics (Institute of Education Success, 2010). Our goal is to assist teachers in utilizing teaching methods and providing learning experiences to facilitate them to employ

Best Practices. It is generally known that students, who are good at comprehending, read for a purpose and actively monitor their reading. In 2005, RAND Reading Study Group stated that, "The explicitness with which teachers teach comprehension strategies makes a difference in learner outcomes, especially for low-achieving students." Therefore, it is necessary that teachers at Meadowlane Primary provide instruction in the use of reading strategies in order to improve comprehension.

CONTENT AREA:

XReading	XMath	XWriting	XScience	Parental Involvement	Drop-out Programs
XLanguage Arts	XSocial Studies	XArts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

> Utilizing the Continuous Improvement Model, outlined in the district Strategic Plan, all teachers at Meadowlane Primary will implement instructional strategies that will reflect a shift in practice from the Next Generation Sunshine State Standards (NGSSS) to the Common Core State Standards (CCSS) with a focus on effective, researched based, instructional strategies to teach young children text complexity, vocabulary, and comprehension in all content areas.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Need for further understanding of the spiraling of the CCSS and the implications to classroom instruction.	1.A. Provide professional development to specific classroom teachers to train grade level peers on unpacking (examining the CCSS in small increments) the standards. Students will receive instruction that reflects the new CCSS as they are unpacked.	CCSS launch team members, Beth Warren, Jessica Webb, Connie Benavidez and administrators	September 26, 2012 October 17 & 31, 2012 November 14 & 28, 2012, December 12, January 30, 2013 February 27, 2013 March 13, 2013	n/a	Agendas from PLCs and Professional Development activities. Lesson plans will reflect CCSS. Classroom Walkthroughs will provide evidence of implementation of CCSS.

	1.B. Focus for training will be the transition from NGSSS to CCSS, and the move to concentrating on The Big Ideas and chunking of the standards. Students will engage in instructional activities designed to ensure more in-depth mastery of standards, and to enable students to make connections and synthesize concepts.	CCSS launch team members, Connie Benavidez, Monica Lightfoot, Beth Warren, Jessica Webb, and administrators.	September 26, 2012 October 31, 2012 November 28, 2012 January 30, 2013 February 27, 2013 March 13, 2013	n/a	Common Core Launch team meeting agendas. Lesson plans will reflect CCSS and rigorous activities. Classroom Walkthroughs will provide evidence that CCSS are implemented with fidelity.
	1.C. Analyze CCSS to address the needs of ESE, ELL students. ESE and ELL students will receive instruction which targets their individual learning styles to better meet learning needs.	Christine Bell, Monica Lightfoot, Euginia Marero, Diana Ramos, Patty Lindengerger, Kim Stellmach	September 19, 2012 October 10 & 24, 2012, November 7 & 21, 2012, December 5, 2012 January 16 & 23, 2013 February 6 & 20, 2013 March 6 & 20, 2013 April 10 & 24, 2013 May 8, 2013	n/a	Lesson plans will reflect CCSS and documented strategies designed to meet the academic needs of ESE and ELL students. Classroom Walkthroughs will provide evidence that CCSS and targeted instructional strategies are implemented with fidelity.

| 2. Organization of time to allow teachers to work together to develop plans and to share resources in order to implement rigorous lessons. | 2.A. Commit to provide resources to implement more rigorous standards. Develop master schedule to provide time for teachers to collaborate, such as on early dismissal days, and by the utilization of substitute teachers.

Students will learn new standards utilizing innovative learning materials created or provided by grade level teams and resource personnel. Student engagement will shift from less paper/pencil and individual tasks to more hands-on and cooperative learning activities. | Administrators, subject area contacts, literacy coach | August 1 – 7, 2012

Monitor throughout year. | $600.00 | Master schedule

Lesson plans will reflect CCSS and rigorous activities. Classroom Walkthroughs will provide evidence that CCSS are implemented with fidelity.

Observation instruments based on IPPAS rubric will indicate strengths and weaknesses of level of implementation of instructional strategies. |

	2.B. Provide resources, such as requested PLC's and opportunities for teachers to observe colleague's Best Practices. In order to address school-wide goals we will focus PLC's on Document Based Questioning (DBQ's) for reading comprehension, Marzano's 6 steps for teaching vocabulary and Strategic Reading Logs to develop metacognition. Students will demonstrate sustained improvement from the proven instructional methods and expertise shared among teachers and administrators.	Connie Benavidez, Beth Mahdesian, Beth Warren, Jessica Webb	October 12, 2012 November 2012 thru March 2013 February 18, 2013	n/a	Master schedule Training Agendas Lesson plans will reflect intended instructional strategies. Classroom Walkthroughs and peer observation notes will provide evidence that exemplary practices are implemented with fidelity. Observation instruments based on IPPAS rubric will indicate strengths and weaknesses of level of implementation of instructional strategies.
3. Inconsistent understanding of required accountability throughout Meadowlane Primary Elementary.	3.A. Select the specific common assessments to be used at each grade level. Students will demonstrate mastery of standards with common assessments, enabling teachers to analyze more reliable and consistent data across classrooms and grade levels.	Administration and faculty	September 26, 2012 October 31, 2012 November 28, 2012 January 30, 2013 February 27, 2013 March 13, 2013	n/a	DIBELS, DRLAs, FAIR, Grade Level-designed Common Assessments, PASI, PSI, Running Records, Selection Tests and related data

	3.B. Provide training on how to administer the common assessments and how to use the data to drive instruction. Teachers will learn to do item analysis, in order to determine the gaps in curriculum and instruction, and to compare student to class and student to grade level. Students will gain from instruction designed to target their individual learning needs.	Administration and Leadership Team	October 2012	n/a	Grade Level Meeting Agendas Lesson plans will reflect intended instructional strategies. Classroom Walkthroughs will provide evidence that exemplary practices are implemented with fidelity.

	3.C. Provide targeted training in the use of instructional strategies with an emphasis on text complexity, vocabulary and reading comprehension in all content areas. Students will be instructed on text complexity, vocabulary and reading comprehension, with research-based strategies, such as those found in Robert Marzano's book*, Classroom Instruction That Works and Max Thompson's Lessons from Exemplary Leaders.* Academic vocabulary will be taught through a school-wide initiative, with an emphasis on first grade.	Lead Teachers and Administrators	November 2012 thru March 2013	n/a	Training Agendas. Lesson plans will reflect instructional strategies focused on text complexity, vocabulary, and reading comprehension. Classroom Walkthroughs will provide evidence that exemplary, research-based practices are implemented with fidelity. Observation instruments based on IPPAS rubric will indicate strengths and weaknesses of level of implementation of instructional strategies.

	3.D. Emphasize instructional strategies appropriate for individual student's academic needs, as reflected by common assessment data. Students will receive instruction targeted to individual learning needs and levels of mastery of CCSS, as evidenced by common assessments.	Administration and faculty	September 19, 2012 October 10 & 24, 2012, November 7 & 21, 2012, December 5, 2012 January 16 & 23, 2013 February 6 & 20, 2013 March 6 & 20, 2013 April 10 & 24, 2013 May 8, 2013	n/a	Common Assessment Data Tier 1, Tier 2, and Tier 3 Lesson Plans reflecting designated differentiated instructional activities. Classroom Walkthroughs will provide evidence that authentic differentiated instruction is taking place.
4. The need for additional time to provide instructional support for our lowest 25% in reading, in order to close the achievement gap.	4.A. Provide instructional support to lowest 25% of students at time of need. These services will occur during and after school to eligible students to provide support and remediation. This will be addressed through the walk to intervention model, the academic support program, and through the collaborative teams.	Classroom teachers After School Support Teachers Teachers in Collaborative Teams	Daily 8:15-8:45 AM During the 2012-2013 school year: Mondays and Thursdays October 2012 thru April 2013	$9,890 - instructional personnel $1,000 materials and supplies	PMP's PASI and PSI

	4.B. Monitor progress of lowest 25% of students on a monthly basis to determine if instructional strategies are effective, and to readjust, as needed. Teachers will also use progress monitoring benchmarks, reflected in grade level decision trees to determine appropriate testing instruments. Students will benefit from targeted instruction resulting from teachers' use of appropriate testing instruments.	Administrators Classroom teachers After School Support Teachers Teachers in Collaborative Teams	State and BPS testing calendar for administration of FAIR, DRLAs, and running records.		Grade level decision trees and identified testing instruments FAIR DRLAs Running records
5. The need for additional time to address the academic needs of higher level students.	5.A. Provide enrichment opportunities for higher performing students in order to raise achievement levels. Enrichment activities will be provided daily during the walk to intervention period.	Classroom teachers	Daily 8:15-8:45 AM	n/a	Lesson plans documenting enrichment activities

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Quantitative data collected from Meadowlane Primary's 2012 FAIR results revealed that on the probability of reading success, 77 percent of kindergarteners, 68% of first graders, and 32% of second graders' probability of reading success is greater than or equal to .85 (the green Success Zone) and an average of 48% of first and second graders read the target passage. On the district math assessment students scored an average score of 66% in kindergarten, 81% in first grade and 64% in second grade. The expectation for the 2012-2013 school year, after implementation of the focus strategies, will be that an average of 79% of kindergartners, 70% of first graders and 35% of second graders' probability of reading success is greater than or equal to .85 (the green Success Zone) and an average of 50% of first and second graders will read the target passage. We will also expect that on the district math assessment, scores will increase to an average of 68% in kindergarten, 83% in first grade and 66% in second grade.

Qualitative data from administrator walkthroughs reflected the need for more rigorous instruction in vocabulary activities and text complexity which will increase student engagement in reading comprehension. Professional Growth Plans (PGP's) are being developed that reflect the need for activities that will increase vocabulary, reading comprehension and text complexity. Based on teacher reflection and surveys of their current practices, teachers concluded that there was a need to incorporate strategies which would increase student engagement. Initial planning of PGP's reflect that teachers will implement research based strategies to increase student achievement in the areas of focus. The Level of implementation will be measured through PGP outcome measures. Classroom Walkthroughs and administrators' documentation of teachers' adherence to the IPPAS rubric, which identifies exemplary instructional practices, will provide evidence that research-based Best Practices are being implemented throughout the school. Additionally, conference notes from peer observations will reflect the application of targeted professional practices. These procedures will provide both qualitative and quantitative measurement of levels of implementation.

Percentage of Teachers PGP Goals 2012-2013 per survey/response

Vocabulary	Reading comprehension	Quality Questions
48%	40%	11%

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Administrators will conduct walkthroughs in order to monitor implementation of strategies in the classroom. The information will be shared with the staff via Professional Learning Communities, collaborative team meetings, faculty meetings and training.   Additionally, student surveys and teachers' anecdotal records will provide qualitative measurements of student achievement levels.

Common assessments, FAIR, PASI and PSI, Running Records and District Level Assessment data will be analyzed and compared to 2012 results. An increase in percentage scores should reflect projected outcomes. The focus strategies of increased vocabulary, reading comprehension and text complexity will be implemented with fidelity and will yield an average of 79% of kindergartners, 70% of first graders and 35% of second graders having a probability of reading success score and an average of 50% of first and second graders reading the target passage.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. Increase level of proficiency in the areas of text complexity, vocabulary, and reading comprehension as measured by F.A.I.R. data for all K-2, and PASI for kindergarten and Running Records for first and second grades.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): **1. Teachers need targeted professional development in the areas of emphasis.**		
Strategy(s): **1. Focus Professional Development and Professional Learning Communities on the use of text exemplars to develop activities for vocabulary, text complexity, and reading comprehension as measured by F.A.I.R., PASI and Running Records.**		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** 1.	29% 310 Students	31% 279 Students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):** 1.	30% 3 Students	40% 4 Students
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s):** **Strategy(s):** 1.	39% 408 Students	41% 370 Students
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** 1.	30% 3 Students	40% 4 Students

Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** 1.	60% 6 Students	80% 7 Students
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1.	70% 131 Students	72% 129 Students
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1.	50% 1 student	100% 2 students
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		
Student subgroups by ethnicity NOT making satisfactory progress in reading : White: Black: Hispanic: Asian: American Indian:	Enter numerical data for current level of performance 75% 44% 65% 75% N/A	Enter numerical data for expected level of performance 80% 52% 73% 88% N/A
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	38%	43%
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	37%	48%
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	57%	65%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Unpacking the Common Core Standards	September 26, 2012 October 31, 2012 November 28, 2012 January 30, 2013 February 27, 2013 March 13, 2013	Agenda Lesson Plans
How to administer common assessments and use the data to drive instruction.	October 2012	Agenda
Training in the use of instructional strategies with an emphasis on text complexity, vocabulary and reading comprehension in all content areas.	November 2012 thru March 2013	Agenda

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 71%	Lack of instrument to monitor level of proficiency in listening /speaking skills. Need to identify strategies and activities that will help students develop skills in this area.	In order to close the achievement gap, identify and incorporate additional listening/speaking activities into small group instruction. Include fluent English speakers in groups with ELL students. Create rubrics for teachers to monitor level of proficiency of listening / speaking skills.	Beth Madesian, Monica Lightfoot, Classroom teachers Listening/speaking rubrics
2012 Current Percent of Students Proficient in **Reading:** 37%	Teachers need additional strategies to work with ELL students, and would benefit from observing the ESOL teacher conducting reading lessons. Scheduling teachers to observe the ESOL teacher is essential. Teachers need ESOL training provided by the district to become certified or endorsed.	Review with targeted teachers Best Practices for teaching reading to ELL students. Share ideas that work with peers. ESOL teacher will model reading lessons for classroom teacher to implement in small and whole group reading groups. Affected teachers will take required ESOL courses to complete ESOL certification or endorsement.	Beth Madesian, Monica Lightfoot, Classroom teachers Weekly Selection Test Scores, DRLA's, Running Records, FAIR

2012 Current Percent of Students Proficient in **Writing**: 33%	Teachers need additional training for teaching writing to ELL students. Providing scheduled time for teachers to observe ESOL teacher conducting writing activities with ELL students.	Review with targeted Best Practices for teaching writing to ELL students. Share ideas that work with peers. ESOL teacher will model writing lessons for classroom teachers to implement in small and whole group instruction.	Beth Madesian, Monica Lightfoot, Classroom teachers District Rubrics, District Writing Assessments

Mathematics Goal(s): **1. Focus instruction in the area of number sense to increase proficiency level as measured by the end of the year district math assessment.**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Anticipated Barrier(s): **1. Teachers need targeted professional development in Best Practice for teaching number sense to primary students.**		
Strategy(s): **1. Provide targeted training using research based instructional strategies to increase proficiency.**		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** **1.**	31% 331 Students	33% 299 Students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** **1.**	60% 6 Students	80% 7 Students
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** **Strategy(s):** **1.**	35% 361Students	37% 334 Students

Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** 1.	10% 1 Student	20% 2 Students
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	60% 6 Students	80% 7 Students
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	67% 126 Students	70% 126 Students
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	0% 0Students	50% 1 Students
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		
Student subgroups by ethnicity : White:	73%	78%
Black:	35%	42%
Hispanic:	59%	73%
Asian:	94%	84%
American Indian:	N/A	N/A
English Language Learners (ELL) not making satisfactory progress in Mathematics	41%	47%
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	33%	45%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	52%	63%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Best Practice for teaching number sense to primary students	September 26, 2012 October 31, 2012 November 28, 2012 January 30, 2013 February 27, 2013 March 13, 2013	Agenda Lesson Plans

Writing **1. To integrate the Common Core State Standards to increase achievement in writing.**	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** 1.		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	84% 187 Students	86% 187 Students
Florida Alternate Assessment: Students scoring at 4 or higher in writing	67% 2 Students	100% 2 Students

Science Goal(s) (Elementary and Middle) 1. To integrate the Common Core State Standards to increase achievement in science.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Science**:**	38% 83 Students	41% 94 Students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	N/A	N/A
Students scoring at or above Achievement Levels 4 and 5 in Science:	26% 57 Students	28% 68 Students
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	100% 1 Student	100% 3 Students

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

Members of the MTSS leadership team include Robin Carter: guidance counselor, Karen Kise: principal, Beth Mahdesian: assistant principal, Amber Ouellette: computer teacher, Beth Warren: 1st grade teacher, Connie Benavidez: media specialist, Patty Lindenberger: self contained VE teacher, Kim Stellmach: resource teacher and Jessica Webb: literacy coach.

The role of the leadership team in the development of the school improvement plan included the disaggregation of the data and the identification of the lowest twenty five percent and to discuss tier two and tier three students. The team looked at the programs being provided that worked and did not work to improve achievement. The MTSS leadership team formed vertical collaborative groups to include non-classroom teachers and faculty that tracked tier two and tier three students as well as students with a previous retention. They also monitored referrals to the IPST team.

Data sources that were used by the leadership team included A3, the PMRN/FAIR, PASI and PSI scores, Excell graphing of student achievement and teacher gathered data. Staff is trained during faculty meetings, Professional Learning

Communities, Collaborative team meetings, grade level meetings, CCSS launch teams and by the Literacy coach during planning times in MTSS requirements.

21st Century Skills:

Meadowlane Primary will promote the integration of 21st Century Skills into daily instruction by providing teachers and students with exposure to information and communications, thinking and problem solving, digital technology, collaboration and teamwork, personal/social responsibility and high productivity during classroom instruction, faculty meetings, RTI meetings, IPST meetings, collaborative meetings and professional development.

PARENT INVOLVEMENT:

During the 2010-2011 Meadowlane Primary had a very low response to the Parent Survey. The goal in 2011-2012 was to increase the number of parents responding to the survey. The response to the Parent Survey during 2011-2012 was overwhelming. There was a 100% increase in the number of parents responding. Meadowlane Primary held several evening events during the 2011-2012 school year to establish and continue activities to promote teamwork and collaboration between the parents and the school. The turn-out for these events was vast. As evidenced by parent sign-in sheets, approximately 35% or more of each grade level attended the evening activities.   Parent responses and the parent survey show that families enjoyed the interaction between the school and community and found the information that was delivered to be useful.

This year, Meadowlane has created a new program to increase parent involvement. This new program, Apple Seeds, will allow parents who are not always able to come to school during school hours to be involved. The program will create a system that will enable the school and parents to communicate and work together. Teachers will each recruit a parent to volunteer to be the "room parent". This person will be the contact for all of the parents in the classroom to keep parents informed of supplies that may be needed, projects that need to be done or field trips that are up and coming. In addition, Meadowlane Primary has provided teacher take home project bags to reach out to parents who are able to work on class projects in their homes. Meadowlane has also planned many events that will encourage parental and community involvement, such as Kindergarten Math Night, Publix Math Night, Barnes and Noble Reading Night, and Stars Over Meadowlane Science Night with Brevard Astronomical Society. Meadowlane Primary's focus on increased parental involvement will build strong parent, student, school and community relationships.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

Attendance in the 2011-2012 school year was 96%. It is expected that the attendance rate for the 2012-2013 school year will remain approximately 96%. At Meadowlane Primary we do not currently have any students with excessive absences or tardies.

SUSPENSION:

Suspension rate for Meadowlane Primary during the 2011-2012 school year was 0%.

DROP-OUT (High Schools only):

N/A

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)

N/A