

**Brevard County Public Schools  
School Improvement Plan  
2012-2013**

**Name of School:**

Meadowlane Intermediate

**Area:**

South

**Principal:**

Kerri Nash

**Area Superintendent:**

Dr. Mark Mullins

**SAC Chairperson:**

Jay Wisdom

**Superintendent: Dr. Brian Binggeli**

**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 where students, parents, staff, and community maximize achievement through mutual respect, open communication, and self-discipline.

# Brevard County Public Schools School Improvement Plan 2012-2013

## RATIONAL – Continuous Improvement Cycle Process

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

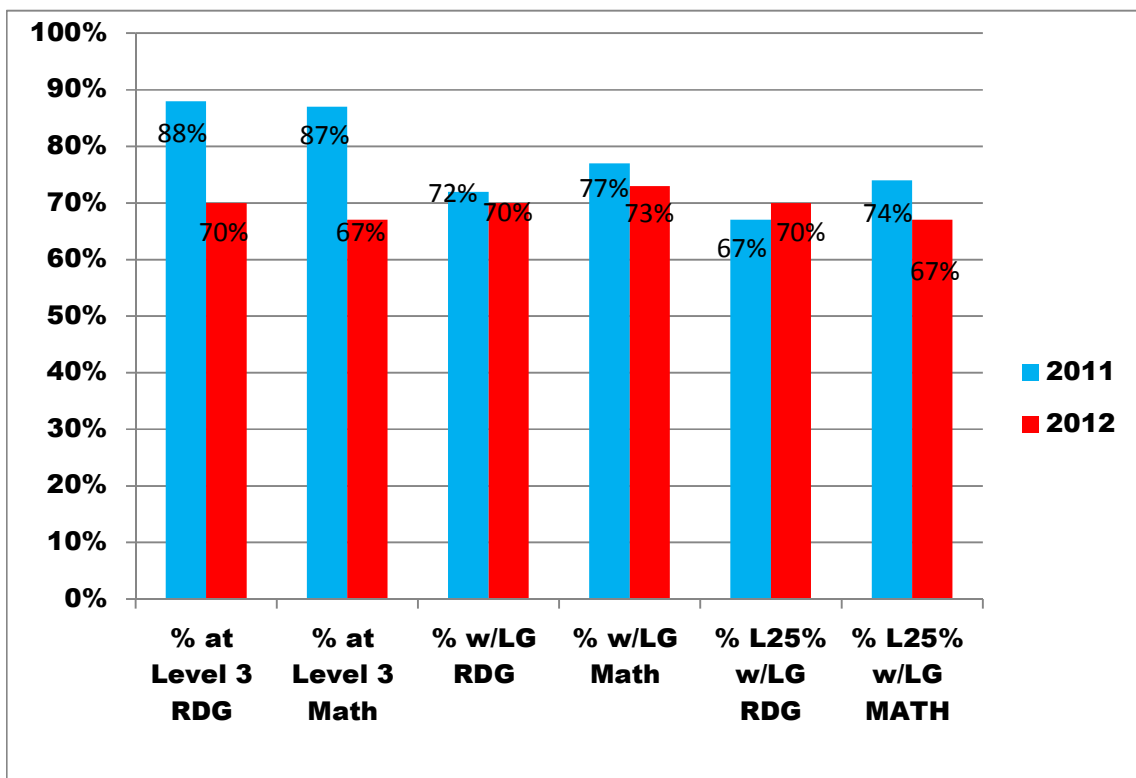
One place to start – three year trend history (optional):

During the 2011-2012 school year, enrollment at Meadowlane Intermediate was approximately 1,060 students. Increase of enrollment created a significant change in the school's demographics affecting change of historical levels of academic achievement. Three-year demographic data indicates that the free and reduced lunch rate increased from 35% in 2010 to 44% in 2012. The minority rate increased from 29 percent in 2010 to 32 percent in 2012. Although the population has decreased to approximately 902 students for the 2012-2013 school year, demographics continue to be uncertain.

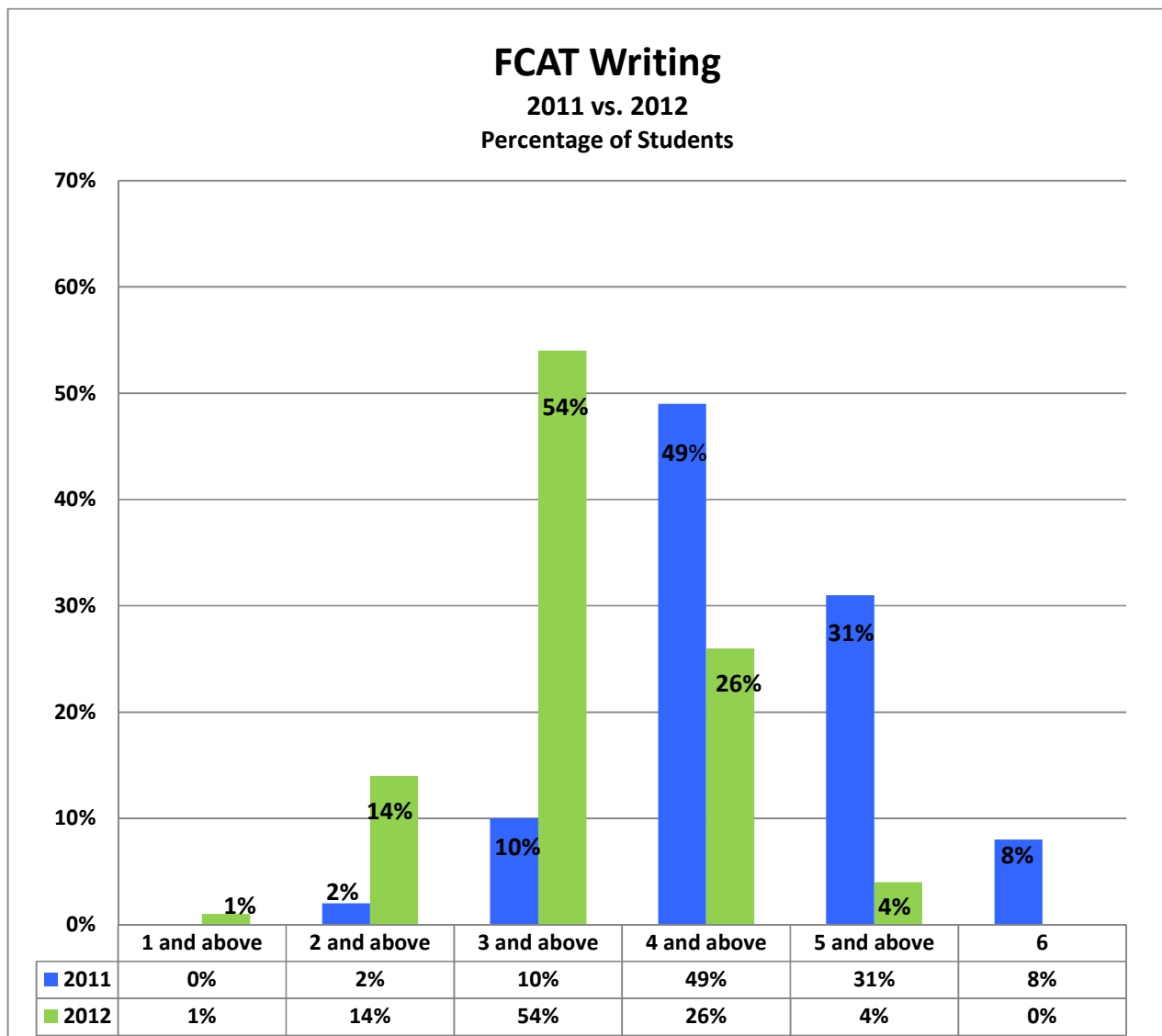
In examining achievement data related to the new cut scores for FCAT 2.0, **reading** achievement dropped from 88 percent in 2011 to 70 percent in 2012 of students meeting high standards, and decreased from 72 percent to 70 percent of students achieving learning gains. It is believed that fluctuation of scores is due to cut score changes by the state of Florida. Brevard County Schools as a district dropped 17 percent in students meeting high standards, but remained stable in students making learning gains in reading. Students in the lowest 25% at Meadowlane Intermediate making annual learning gains, increased from 67 percent in 2011 to 70 percent in 2012 which exceeded the school's goal by one percent. The district demonstrated a 3 percent increase of students in the lowest 25% making learning gains. Learning gains will continue to be an area of focus in the 2012-2013 school year with a target of 72 percent in 2012-2013. Disaggregated subgroup data revealed a significant gap in the achievement of black students, free and reduced lunch students, as well as students with disabilities in comparison to other subgroup categories. These subgroups will continue to be areas of focus for the 2012-2013 school year.

Achievement data reveals that 87 percent of students met high standards in **math** in 2011 in comparison to 67 percent in 2012. Math scores are consistent with the district. The percent of students making learning gains in math decreased from 77 percent in 2011 to 73 percent in 2012. Students in the lowest 25% achievement level population also decreased in learning gains in math from 74 percent in 2011 to 67 percent in 2012. With these declines in achievement levels, mathematics will be a target area for the 2012-2013 school year. Subgroup data indicates that achievement gaps exist for black students, free and reduced lunch students, and students with disabilities compared to other groupings. Closing the achievement gap for all subgroups is an area of focus for the 2012-2013 school year.

| CATEGORY         | Level 3 and Above RDG | Level 3 and Above MATH | % of Learning Gains RDG | % of Learning Gains MATH | Lowest 25% Learning Gains RDG | Lowest 25% Learning Gains MATH |
|------------------|-----------------------|------------------------|-------------------------|--------------------------|-------------------------------|--------------------------------|
| 2011             | 88%                   | 87%                    | 72%                     | 77%                      | 67%                           | 74%                            |
| 2012             | 70%                   | 67%                    | 70%                     | 73%                      | 70%                           | 67%                            |
| % Dropped        | -18%                  | -20%                   | -2%                     | -3%                      | +3%                           | -7%                            |
| District Average | -17%                  | -18%                   | 0%                      | +3%                      | +3%                           | -3%                            |

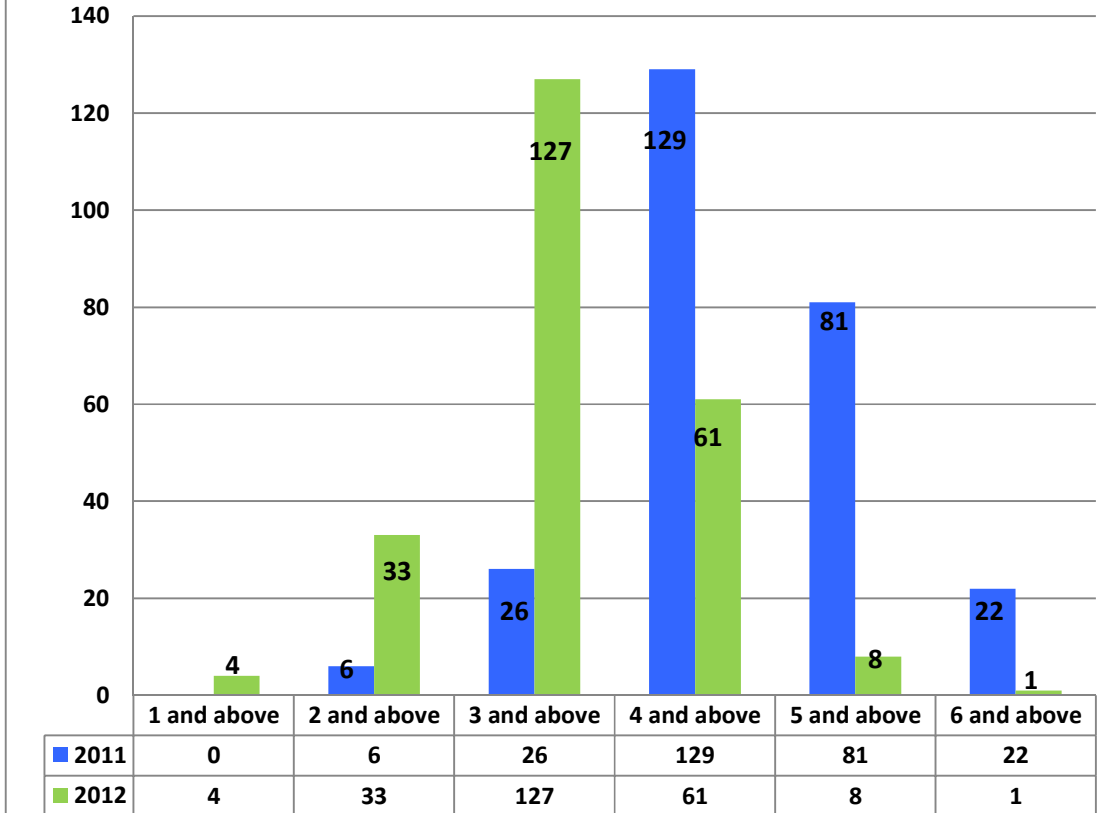


**Writing** performance data decreased in the 2011-2012 school year due to the new scoring criteria that was put into place. In 2011 Meadowlane Intermediate School's mean prompt score was 4.3 with 6 percent scoring below a level 3, 10 percent scoring a level 3, and 88 percent scoring above a level 3. However, in 2012 there was a pervasive decrease in performance with a mean prompt score of 3.4, 15 percent scoring below a level 3, 54 percent scoring a level 3, and only 30 percent scoring above a level 3. Professional development will continue to be provided for teachers in order to strengthen the practices in the area of writing to include the changes of the writing rubric. Teachers will utilize last year's anchor papers to familiarize themselves with scoring requirements. Strategies and materials will be provided to teachers to increase academic achievement in the area of writing.



## Writing FCAT

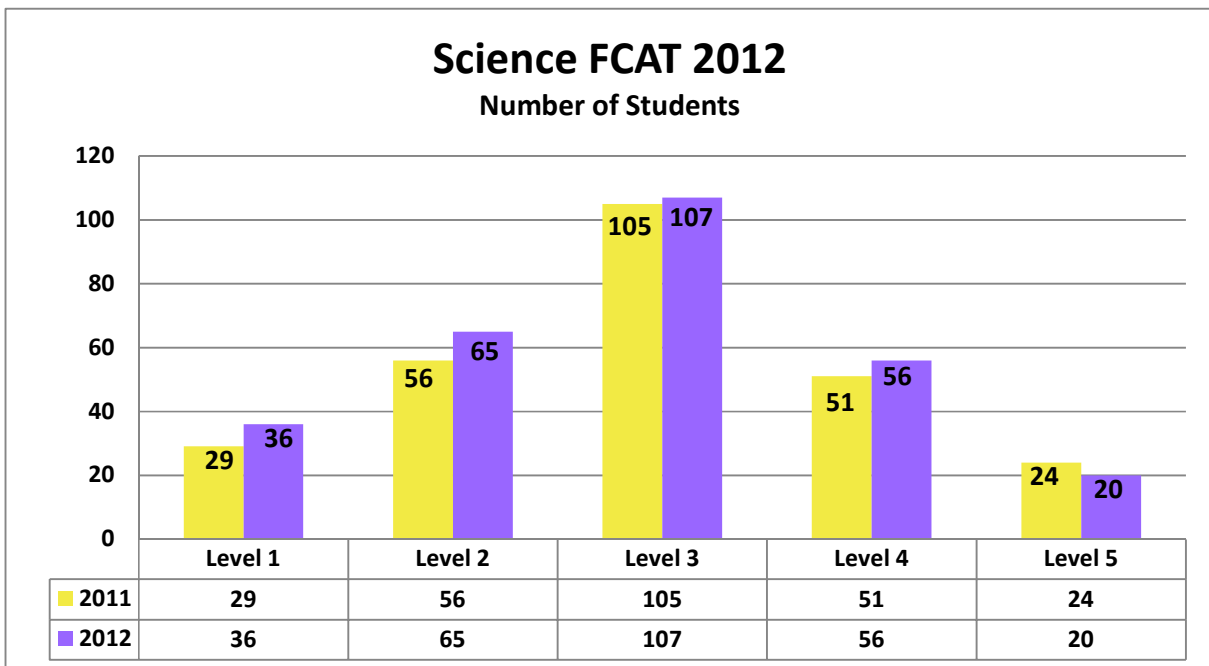
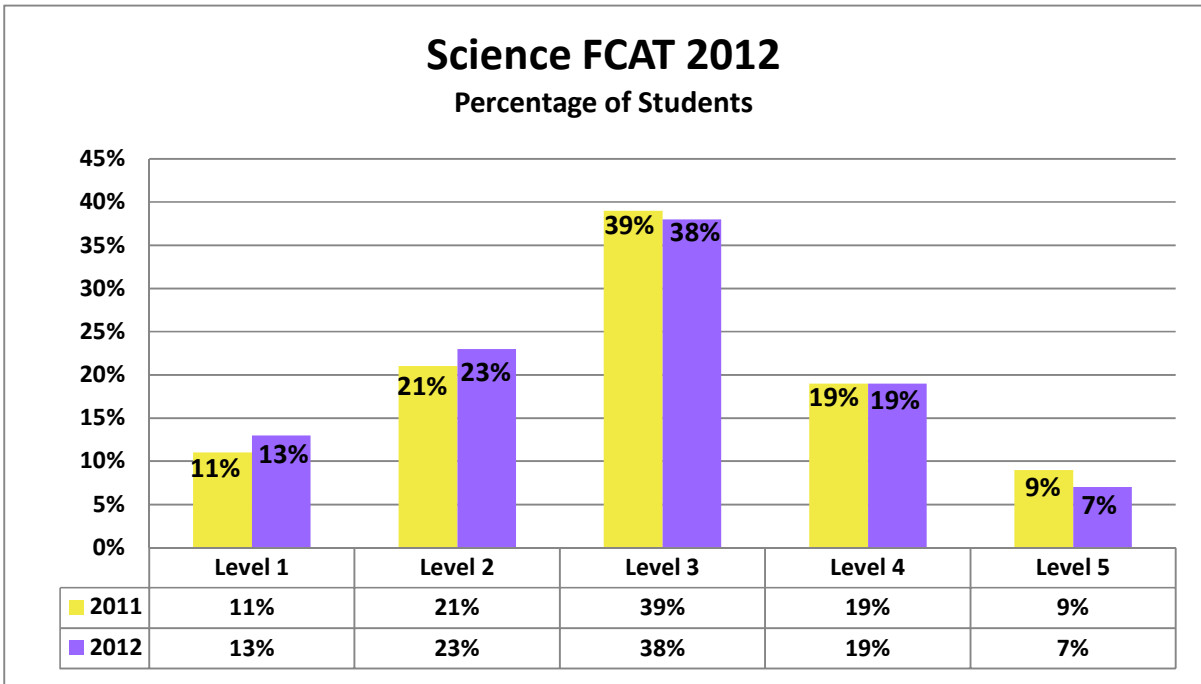
2011 vs. 2012  
Number of Students



| Mean Prompt Score |      |
|-------------------|------|
| 2011              | 2012 |
| 4.4               | 3.4  |

The comparison of the 2011 Writing FCAT data and the 2012 Writing FCAT data are reflective of the change in criteria for cut scores that took place in 2012

**Science** proficiency data indicated a decrease in 2012 fifth grade FCAT scores. In 2011 67 percent of students scored at a proficiency level of 3 or above. 2012 science data indicated that 64 percent of students scored at a level 3 or above in science. After discussions with the fifth grade teachers and the disaggregation of science data it should be noted that a high percent of students scored significantly lower in the Nature of Science strand. Therefore, a goal is necessary in science to increase the proficiency level in the Nature of Science Strand on FCAT 2.0. Focusing on this goal will raise the overall science achievement score school wide. Our goal will be to return to at least 70 percent of students scoring at a level 3 or above on the FCAT 2.0 for 2013. Students scoring at a level 1 or 2 in science made up 36 percent of our population in the 2011-2012 school year. The goal for 2013 will be for less than 30 percent of fifth grade students to receive a score of a level 1 or 2 on the science FCAT 2.0.



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

Professional Instructional practices at Meadowlane Intermediate consist of multiple research based strategies utilized in classrooms school-wide. Instructional models provide lesson objectives, explicit instruction, modeling, guided practice, independent practice, and formative assessment during lesson presentation. Many teachers provide differentiated instruction, utilize cooperative learning, as well as small groups, individualized instruction, and whole-group activities. School-wide progress monitoring occurs regularly via FAIR, DRA, and other assessments. Data is analyzed and instruction is driven by assessment results. Although these are *expected* current practices, it is not the routine of each and every teacher. Research indicates that these strategies lead to increased student achievement, and the goal is for **every** teacher to become proficient in implementation of best practices. Therefore, the importance of professional collaboration and implementation of the targeted practices is essential to the achievement of our students.

FCAT and Classroom Walkthrough Data have revealed the need to improve the effectiveness and quality of instructional practices through student engagement. High quality questioning, cooperative learning structures, writing across content areas, informational text, and the amount of rigor/high-level work according to Webb's Depth of Knowledge are strategies that will prepare students for implementation of Common Core State Standards and PARCC. Therefore, in 2012-2013 student engagement through cooperative learning structures will continue to be a significant school-wide focus, along with the implementation of daily high quality questioning and a focus on high complexity informational text, across all content areas. Increasing content rigor in the classroom will also be an area of focus in 2012 – 2013. Consistently implementing these instructional strategies will assist with the transition from Next Generation Sunshine State Standards to Common Core State Standards. Studying and implementing Marzano's high-yield strategies began in the 2009 and has continued through 2012. Non-linguistic representations and setting objectives and providing feedback were introduced, studied and implemented, and are considered valuable tools for instructional purposes.

Research shows that the amount of time students spend actively engaged in learning is directly linked to academic achievement; strategies provide teachers with tools to manage the learning environment in a way that yields the highest level of student engagement. Strategies for cooperative learning will include clearly defined student and teacher roles to increase engagement in academic discussions and tasks and to build strong relationships. 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:** *(What does research tell us we should be doing as it relates to data analysis above?)*

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, consistent, pervasive implementation of research based instructional strategies yielding increased student engagement on a daily basis to increase student achievement will be the overarching objective of Meadowlane Intermediate's School Improvement Plan. During the 2012-2013 school year student engagement will increase through implementation of cooperative learning structures, higher quality questioning, and high complexity informational text.

### **Cooperative Learning**

Dr. Spencer Kagan and Miguel Kagan in "*Kagan Cooperative Learning*" state that cooperative learning is the single most effective educational innovation to simultaneously address the many challenges and crises we face in our schools and in our society. Robert Marzano's "*Classroom Instruction That Works*" maintains that done properly, organizing students into cooperative groups has a powerful effect on learning. According to Kagan and Marzano, cooperative learning has positive outcome measures leading to student achievement. These measures include improvement in communication skills, development of self-esteem and internal locus of control, increased student motivation, decrease of discipline problems, conflict resolution skills, and promotion of cognitive development. Five specific elements of cooperative learning and structures that teachers can utilize in the classroom will be studied and implemented throughout the year.

### **Higher Order Quality Questioning**

There has been extensive research on effective questioning techniques. 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 the lowest cognitive level – based on fact, recall, and limited knowledge. While teachers are asking these types of questions, not all students are being held accountable for a response and there is a lack of wait time giving students the opportunity to discuss and practice their answers. Higher Level Questioning is a technique identified by Walsh and



Sattes. 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 and problem solve. Projections for 2013-2014 assessments show that 75-80% of Common Core Assessment questions will be higher order. Higher Quality Questioning will be studied and implemented with fidelity this year.

### **High Complexity Informational Text**

Barbara Blackburn author of "Rigor is Not a Four Letter Word" states that when we focus on reading to learn, we help our students become independent learners who can capably handle our complex and changing world. A critical part of the process is teaching students to read and understand complex materials. Being able to read complex text independently with proficiency is essential for high achievement in college, the workplace, and important in numerous life tasks. Complex texts offer students new language, knowledge, and modes of abstract thinking. The Florida Department of Education "Common Core State Standards" is established to build a foundation for college and career readiness. Students must read from a framework of high-quality, challenging literature and informational texts. Furthermore, by reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will give them the background to become better readers in all content areas. Students also acquire habits of reading independently with increased comprehension, which is essential to their future success. Evidence and research suggests that reading informational texts enhances vocabulary and comprehension skills. The use of informational texts also provides a context for helping students develop background, or domain knowledge, across a wide range of subject matter. Common Core State Standards emphasize informational text prominently because it is challenging and complex and it has deep comprehension-building potential. The use of informational text is an opportunity to help students learn how to engage, interact, and have conversations about text that prepare them for the type of experiences that they will encounter in college and careers. Text complexity will be studied and implemented during the 2012-2013 school year.

**CONTENT AREA:**

|   |  |   |   |  |  |
|---|--|---|---|--|--|
| <input checked="" type="checkbox"/> Reading       | <input checked="" type="checkbox"/> Math           | <input checked="" type="checkbox"/> Writing | <input checked="" type="checkbox"/> Science | <input checked="" type="checkbox"/> Parental Involvement | <input type="checkbox"/> Drop-out Programs |
| <input checked="" type="checkbox"/> Language Arts | <input checked="" type="checkbox"/> Social Studies | <input checked="" type="checkbox"/> Arts/PE | <input type="checkbox"/> Other:             |  |  |

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

One hundred percent of Meadowlane Intermediate staff will be accountable for consistent, pervasive implementation of research based instructional strategies yielding increased student engagement on a daily basis in order to increase student achievement.

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

| <b>Barrier</b>              | <b>Action Steps</b>  | <b>Person Responsible</b>  | <b>Timetable</b>                           | <b>Budget</b> | <b>In-Process Measure</b>   |
|-----------------------------|--|--|--|---------------|---|
| 1. Professional Development | 1.A. Provide Cooperative Learning Professional Development by trained staff members with an embedded focus on high quality questioning to enhance student engagement.  | Cooperative Learning Leadership Team   | October 2012 – April 2013                  |               | Teacher Exit Slips<br>Training Agendas  |
|                             | 1.B. Conduct teacher modeling in peers' classrooms.  | Cooperative Learning Leadership Team<br>Reading Coach<br>Highly Effective Teachers | October 2012 – February 2013               |               | Reflective Feedback Forms   |
|                             | 1.C. Administration will conduct pre, midyear, and post classroom walk through observations collecting data on student engagement pertaining to areas of focus and share observations with staff via faculty meetings. | Principal<br>Assistant Principal   | September 2012<br>May 2013                 |               | Administrators observations of cooperative learning implementation in the classroom |
|                             | 1.D. Invite District Level experts for PD assistance regarding research based strategies to be   | Administration   | October 2012<br>January 2013<br>March 2013 |               | Schedule coordinating professional development sessions                             |

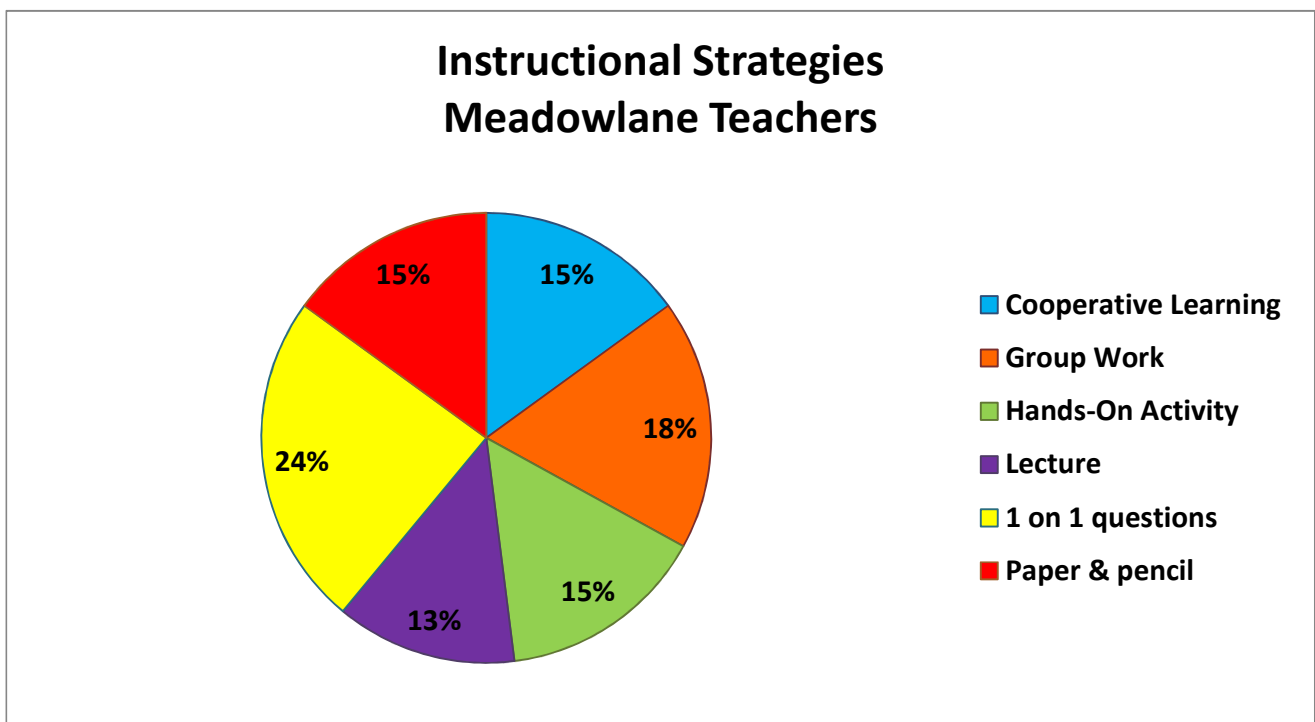
|                       |   |   |  |          |   |
|-----------------------|---|---|--|----------|---|
|                       | implemented.  |   |  |          |   |
|                       | 1.E.<br>Research ways to identify high-complexity informational text for each grade level.  | Teacher Leaders<br>Reading Coach<br>Administration  | September 2012-May 2013                    |          | Presentation of research  |
|                       | 1.F.<br>Provide professional development training on identifying high complexity informational text and implementation of instructional strategies.   | District personnel<br>Reading Coach<br>Teacher Leaders                                    | October 2012<br>January 2013               | \$100.00 | Teacher Exit Slips  |
|                       | 1.G.<br>Bi-weekly Teacher Data Team Meetings focusing on strategies for Tier I instruction. Teachers will also receive “make and take” activities for use in their classroom during Tier I instruction.   | Reading Coach<br>Assistant Principal<br>Administration<br>Assistant<br>Guidance Counselor | October 2012<br>January 2013<br>March 2013 | \$200.00 | Agendas<br>Make and Take<br>Activities<br>Tier I Grade Level<br>Data    |
|                       | 1.H.<br>Facilitate Book Study Groups (called “Sweet Tea Tuesdays”) in order to increase teacher knowledge regarding informational text and inquiry.   | Reading Coach   | September 2012 – April 2013                | \$500.00 | Book Study<br>Invitations<br>Tea Topic Forms                            |
|                       | 1.I. Facilitate Leadership Capacity by sending teacher leaders to the Max Thompson’s “Learning-Focused Conference” and Cooperative Learning training.   | Teacher Leaders<br>Principal  | November 2012                              | \$875.00 | Training Agendas<br>Faculty Agendas<br>focused on teacher presentations |
| 2.Time/<br>Scheduling | 2.A.<br>The last Wednesday of each month will be an early release day. Teachers will have that time to collaborate with colleagues, plan lessons, discuss research based strategies, and build strong peer relationships fostering teacher leadership capacity. | Teachers  | August 2012-May 2013                       |          | Master schedule of early release days                                   |
|                       | 2.B.  | Assistants  | November                                   | \$500.00 | Coverage schedule   |

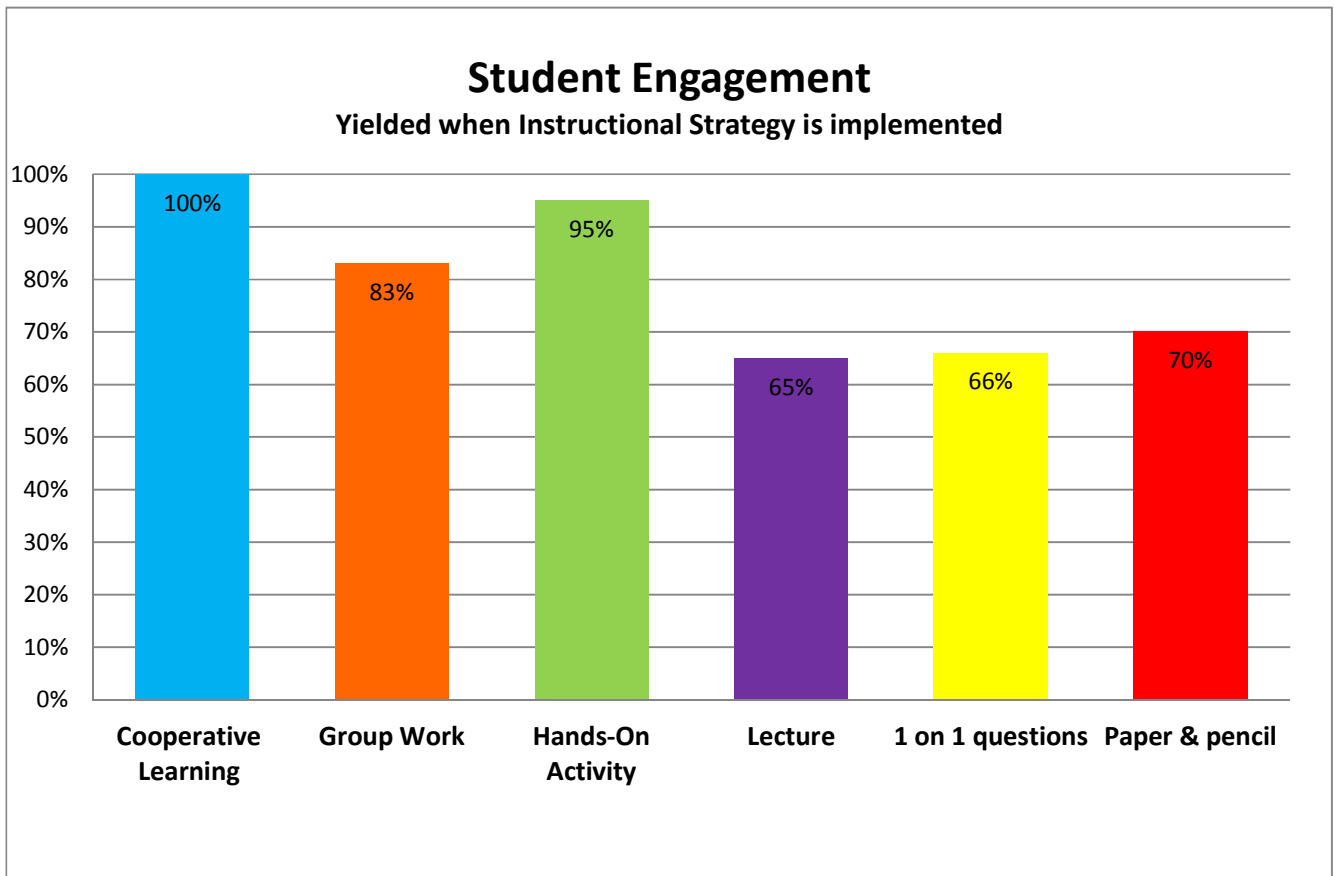
|                           |  |  |                                 |  |   |
|---------------------------|--|--|---------------------------------|--|---|
|                           | Coverage will be provided for teachers to observe others in the areas of focus.  | Substitutes<br>Administration                      | 2012<br>March 2013              |  | Calendar<br>Feedback forms  |
|                           | 2.C.<br>Monthly collaboration group meetings to discuss the lowest 25% population and strategies for intervention and student achievement.   | Teachers<br>RtI Leadership Team<br>Administrators  | September<br>2012 – May<br>2013 |  | Master Schedule<br>Agendas<br>Progress<br>Monitoring Forms                  |
| 3.Parental<br>Involvement | 3.A.<br>Implementation of the new Apple Seeds Program in order to create a network of communication enabling an increased volunteer base and opportunities for parents to be involved in the school and their student's education. | Volunteers<br>Classroom Teachers<br>Administration | September<br>2012 – May<br>2013 |  | Volunteer Hours<br>Log<br>Room Parent<br>Contact List<br>School Newsletters |

## 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 the 2012 FCAT 2.0 revealed that 70 percent of Meadowlane Intermediate students scored at a level 3 or above in reading and 67 percent scored at a level 3 or above in math. The expectation for the 2012-2013 school year after implementation of the focus strategies will be that 72 percent of students will score a level 3 or above in reading and 70 percent in math. Qualitative data collected through administrator classroom walk thrus to observe student engagement, indicated that cooperative learning strategies and hands-on activities produce a higher percent of students engaged in the lesson. Teacher lectures and one on one questioning are two practices that demonstrate low student engagement. Meadowlane Intermediate administrators collected the data on student engagement in classrooms prior to the completion of the school improvement plan and development of the teachers' professional growth plans. The graph below indicates the percentage of students engaged in the lesson during the observations.





Student engagement classroom walk through results will be shared with the staff via faculty meetings. In January, administrators will collect and analyze data anticipating an increase in student engagement. Information and trends that are observed will once again be shared with our staff during a faculty meeting or teacher data team meetings. Post observations, in May, will be conducted to gather final student engagement results. Data will then be analyzed to measure growth in student engagement impacting student achievement. This data will be communicated to the staff at the final faculty meeting.

Qualitative data will also be collected via bi-monthly surveys using clickers to determine the percentage of teachers implementing instructional practices as determined in our School Improvement Plan. Anonymous results of the survey will be reviewed with the staff during faculty meetings.

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

Administrators will conduct weekly walk thrus in order to monitor implementation of research based practices in the classroom. Student engagement will also be monitored and documented through walk thrus and results will be shared with the staff via faculty and teacher data team meetings. Student engagement will be measured and documented at the end of the year comparing data to pre observations in September's data.

FCAT 2.0 data will be analyzed and compared to the 2012 results. It is expected that an increase of students reading on grade level will be reflected in the data. Instructional practices implemented with fidelity will yield at least 72 percent of students reading at a level 3 or above, 70 percent of students scoring a level 3 or above in math, 86 percent of students scoring a 3.0 or higher in writing, and a minimum of 69 percent of students scoring at a level 3 or above in science.

There will be an increase in the accuracy percentage on the FCAT 2.0 in the informational text strand for grades 3, 5, and 6 and accuracy will be maintained of the percentage for fourth grade. The informational text strand will be monitored on weekly, formative, and district required assessments. District required as well as FAIR assessment results will be monitored. Data will be disaggregated at teacher data team meetings in order to determine the focus for Tier 1 instruction. Vertical alignment collaboration sessions will occur in order to ensure effective instruction across all grade levels. Teachers will observe in model classrooms in order to reflect on implementing instructional practices. Increasing student engagement through cooperative learning structures and high complexity informational text will be expected in our learning culture during the 2012-2013 school year.

## APPENDIX A

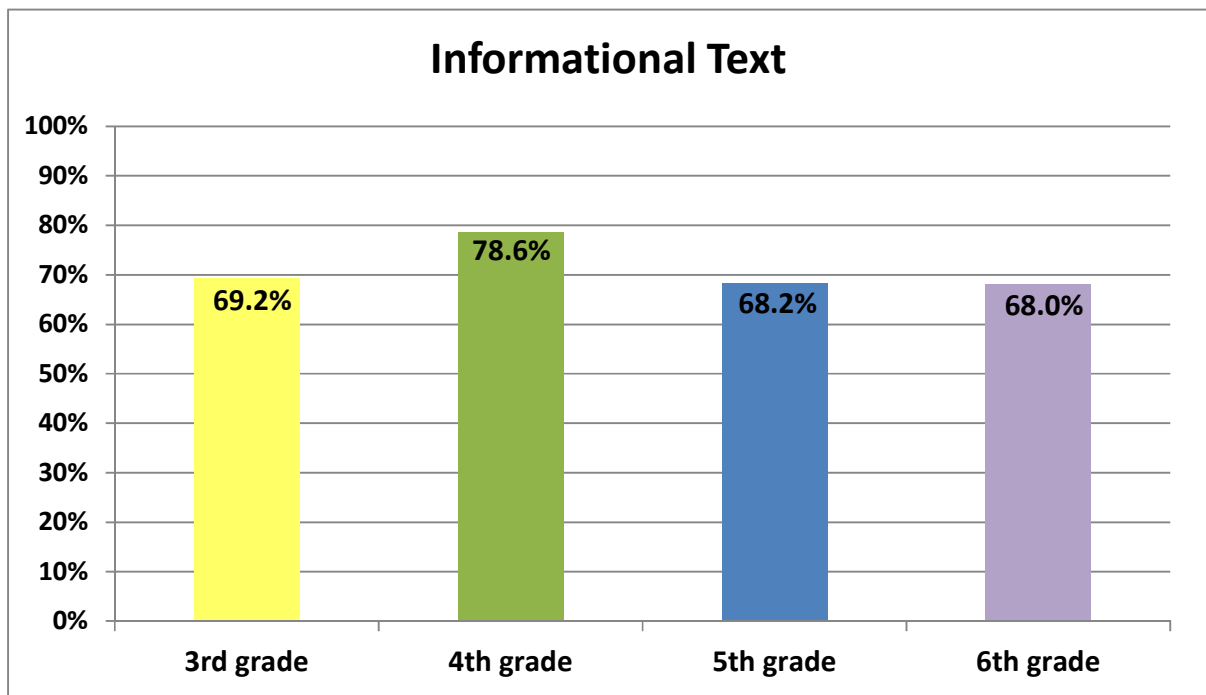
(ALL SCHOOLS)

| Reading Goal  | 2012 Current Level of Performance<br><small>(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</small> | 2013 Expected Level of Performance<br><small>(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</small> |
|---|---|---|
| <b>1. Increase accuracy percentage on the FCAT 2.0 in the informational text strand for grades 3, 5, and 6. Maintain accuracy percentage for fourth grade.</b>  |   |   |
| <b>Anticipated Barrier(s):</b> <ol style="list-style-type: none"> <li>1. Lack of resources for informational text.</li> <li>2. Underutilization of informational text across content areas.</li> <li>3. Lack of professional development regarding best practices for instructional delivery with informational text.</li> </ol>  |   |   |
| <b>Strategy(s):</b> <ol style="list-style-type: none"> <li>1. Reading Coach will research and suggest informational text resources to be purchased and implemented in the classroom.</li> <li>2. Teacher Data Team Meetings will focus on implementing cross-curricular informational text within reading instruction.</li> <li>3. Walk to Intervention groups will focus on informational text.</li> <li>4. Contact district resources to provide professional development on utilizing informational text.</li> <li>5. Fourth grade teachers will share best practices that were implemented last year in regards to informational text.</li> </ol> |   |   |
| <b>FCAT 2.0</b><br>Students scoring at Achievement Level 3<br><br><b>Barrier(s): Focus on explicit instruction maintaining student engagement.</b><br><br><b>Strategy(s):</b> <ol style="list-style-type: none"> <li>1. Implement cooperative learning.</li> <li>2. Provide professional development on high quality questioning and implement strategies into instruction.</li> <li>3. Provide selective enrichment opportunities.</li> <li>4. During SMART time (walk to intervention), students will be grouped according to strengths and needs in order to individualize instruction.</li> </ol>   | 29%<br><br>310 Students   | 31%<br><br>279 Students   |
| <b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Reading<br><br><b>Barrier(s):</b><br><br><b>Strategy(s):</b> <ol style="list-style-type: none"> <li>1.</li> </ol>  | 30%<br><br>3 Students   | 40%<br><br>4 Students   |
| <b>FCAT 2.0</b><br>Students scoring at or above Achievement Levels 4 and 5 in Reading<br><br><b>Barrier(s):Enrichment Opportunities</b><br><br><b>Strategy(s):</b> <ol style="list-style-type: none"> <li>1. Identify gifted students in grades 3-6.</li> <li>2. During SMART time (walk to intervention) have high achieving students grouped together for enrichment opportunities.</li> <li>3. Teacher Leaders will present critical thinking and high order questioning lessons and instructional strategies to all teachers.</li> </ol>  | 39%<br><br>408 Students   | 41%<br><br>370 Students   |



|  |   |  |
|--|---|--|
| <p><b>Florida Alternate Assessment:</b><br/>Students scoring at or above Level 7 in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b><br/>1.</p>  | <p>30%</p> <p>3 Students</p>  | <p>40%</p> <p>4 Students</p>   |
| <p><b>Florida Alternate Assessment:</b><br/>Percentage of students making learning Gains in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b><br/>1.</p>  | <p>60%</p> <p>6 Students</p>  | <p>80%</p> <p>7 Students</p>   |
| <p><b>FCAT 2.0</b><br/>Percentage of students in lowest 25% making learning gains in Reading</p> <p><b>Barrier(s):Monitoring of Student Progress</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>Once a month, SMART group leaders (walk to intervention) will meet in order to discuss progress monitoring data collected on students of concern. Students' progression will be analyzed and instruction adjustments will be made.</li> <li>During collaboration meetings, staff will discuss the lowest 25% population. Strengths, weaknesses, and intervention strategies will be discussed.</li> <li>During Teacher Data Team Meetings, teachers will be informed of A3 functions in order to progress monitor.</li> </ol> <p><b>Florida Alternate Assessment:</b><br/>Percentage of students in Lowest 25% making learning gains in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b><br/>1.</p> | <p>70%</p> <p>131 Students</p> <p>50%</p> <p>1 Student</p>  | <p>72%</p> <p>129 Students</p> <p>100%</p> <p>2 Students</p>   |
| <p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b></p> <p><b>Baseline data 2010-11:</b></p>   |   |  |
| <p><b>Student subgroups by ethnicity NOT making satisfactory progress in reading :</b></p> <p style="text-align: right;">White; →</p> <p style="text-align: right;">Black; →</p> <p style="text-align: right;">Hispanic; →</p> <p style="text-align: right;">Asian; →</p> <p style="text-align: right;">American Indian; →</p>   | <p>Enter numerical data for current level of performance</p> <p>75%</p> <p>44%</p> <p>65%</p> <p>75%</p> <p>N/A</p> | <p>Enter numerical data for expected level of performance</p> <p>80%</p> <p>52%</p> <p>73%</p> <p>88%</p> <p>N/A</p> |
| <p><b>English Language Learners (ELL) not making satisfactory progress in Reading</b></p> <p><b>Barrier(s): Development of rigorous instruction for ELL students.</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>All non-ESOL endorsed teachers are required to attend district provided ESOL training.</li> <li>Guidance counselor will work with ELL students on Learning Today, a computer based program.</li> </ol>   | <p>38%</p>  | <p>43%</p>   |

|  |     |     |
|--|-----|-----|
| <ol style="list-style-type: none"> <li>3. Itinerant teacher will come in once a week to work with non-English and limited English speaking students.</li> <li>4. All ELL students will participate in SMART time (walk to intervention).</li> <li>5. Classroom teachers will conduct ongoing progress monitoring to drive instruction for ELL students.</li> </ol>   |     |     |
| <p><b>Students with Disabilities (SWD)</b> not making satisfactory progress in Reading<br/> <b>Barrier(s): Different expectations for students with disabilities.</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>5. Incorporate cooperative learning.</li> <li>6. Provide professional development on high quality questioning and implement strategies into instruction.</li> <li>7. ESE teachers will be involved in Teacher Data Team Meetings.</li> <li>8. ESE Teachers will be involved in SMART time group meetings (walk to intervention).</li> <li>9. ESE teachers will be involved in collaborative groups with general education teachers.</li> </ol> | 37% | 48% |
| <p><b>Economically Disadvantaged</b> Students not making satisfactory progress in Reading<br/> <b>Barrier(s): Different expectations for economically disadvantaged students.</b></p> <p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. Incorporate cooperative learning.</li> <li>2. Provide professional development on high quality questioning and implement strategies into instruction.</li> <li>3. Small group instruction during SMART time (walk to intervention).</li> <li>4. Provide supplies to economically disadvantaged students in need.</li> </ol>   | 57% | 65% |



| Informational Text Strand Data |         |                 |                     |
|--------------------------------|---------|-----------------|---------------------|
|                                | Average | Possible points | Accuracy Percentage |
| 3rd grade                      | 5.54    | 8               | 69.25%              |
| 4th grade                      | 6.29    | 8               | 78.60%              |
| 5th grade                      | 9.55    | 14              | 68.21%              |
| 6th grade                      | 4.08    | 6               | 68.00%              |

### Reading Professional Development

| PD Content/Topic/Focus | Target Dates/Schedule      | Strategy(s) for follow-up/monitoring                   |
|------------------------|----------------------------|--|
| Informational Text     | October 2012<br>March 2013 | Teacher reflection sheets<br>Administrative Walk Thrus |

| CELLA GOAL  | Anticipated Barrier                      | Strategy   | Person/Process/Monitoring |
|---|--|--|---------------------------|
| 2012 Current Percent of Students Proficient in <b>Listening/ Speaking:</b><br><div style="border: 1px solid black; width: 60px; text-align: center; margin: 10px auto;">50%</div> | 1. Time in ESOL program<br>2. ESE status | 1. Continue to provide teachers with ESOL strategies Checklist.<br>2. Implement Learning Today Program.<br>3. Reinforce students' effort and provide recognition and praise. | Guidance Counselor        |
| 2012 Current Percent of Students Proficient in <b>Reading:</b><br><div style="border: 1px solid black; width: 60px; text-align: center; margin: 10px auto;">30%</div>             | 1. Time in ESOL program<br>2. ESE status | 1. Continue to provide teachers with ESOL strategies Checklist.<br>2. Implement Learning Today Program.<br>3. Reinforce students' effort and provide recognition and praise. | Guidance Counselor        |
| 2012 Current Percent of Students Proficient in <b>Writing:</b><br><div style="border: 1px solid black; width: 60px; text-align: center; margin: 10px auto;">40%</div>             | 1. Time in ESOL program<br>2. ESE status | 1. Continue to provide teachers with ESOL strategies Checklist.<br>2. Implement Learning Today Program.<br>3. Reinforce students' effort and provide recognition and praise. | Guidance Counselor        |

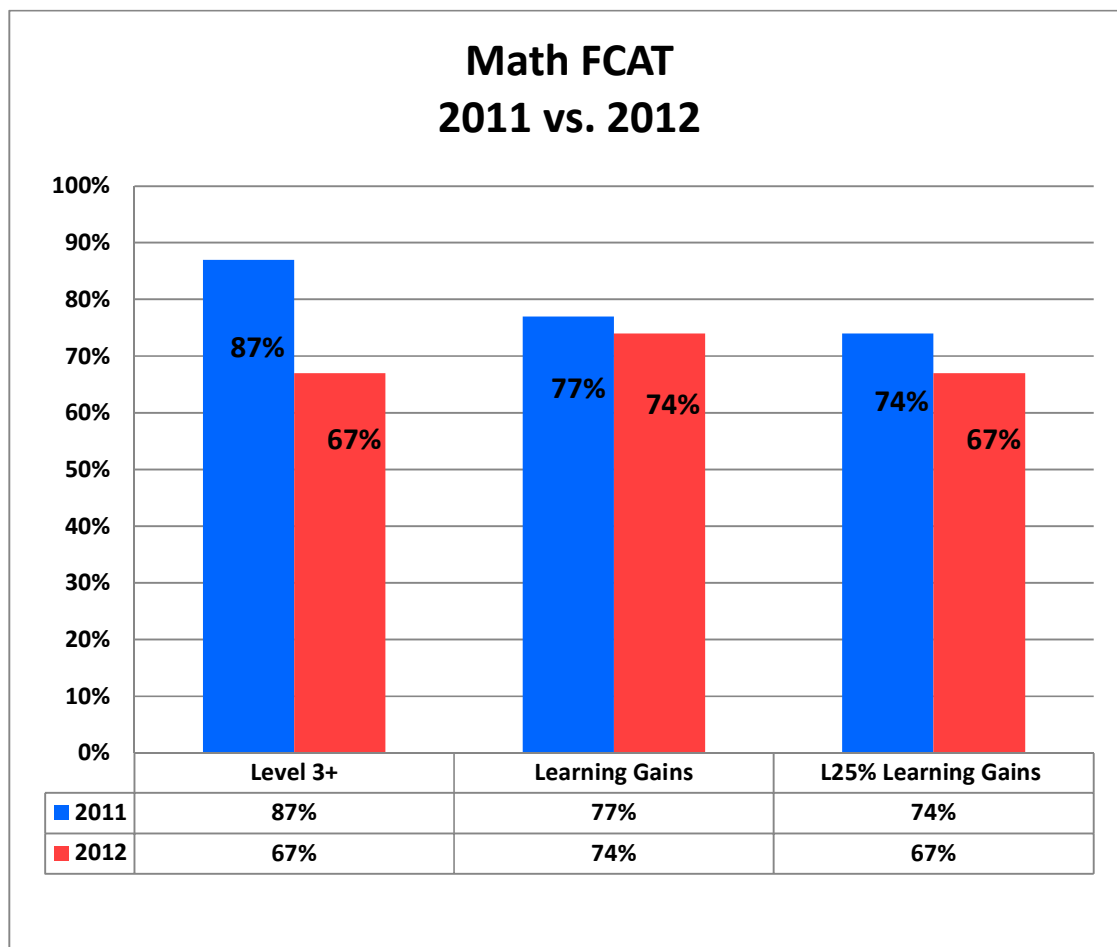
| <b>Mathematics Goal(s):</b><br><b>1. Increased small group instruction and implementation of non-linguistic representation in order to increase mathematics achievement.</b>   | <b>2012 Current Level of Performance</b><br><b>(Enter percentage information and the number of students that percentage reflects)</b> | <b>2013 Expected Level of Performance</b><br><b>(Enter percentage information and the number of students that percentage reflects)</b> |
|--|---|--|
| <b>Anticipated Barrier(s):</b><br><b>1. Resources</b><br><b>2. Professional development focusing on small group mathematics instruction.</b><br><b>3. Professional development focusing on strategies to utilize various non-linguistic representations in mathematics.</b>  |   |  |
| <b>Strategy(s):</b><br><b>1. Math contacts will research various resources available for small group mathematics instruction to be purchased and implemented in classrooms.</b><br><b>2. Master teachers will model effective small group instruction as well as strategies for implementing non-linguistic representation into mathematics instruction at faculty meetings.</b>                           |   |  |
| <b>FCAT 2.0</b><br>Students scoring at Achievement Level 3<br><b>Barrier(s): Focus on explicit instruction maintaining student engagement.</b><br><b>Strategy(s):</b><br>1. Implement cooperative learning.<br>2. Provide selective enrichment opportunities.<br>3. Implement non-linguistic representations into math instruction.<br>4. Utilize small group mathematics instruction.                     | 31%<br><br>331 Students   | 33%<br><br>299 Students  |
| <b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Mathematics<br><b>Barrier(s):</b><br><b>Strategy(s):</b><br>1.  | 60%<br><br>6 Students   | 80%<br><br>7 Students  |
| <b>FCAT 2.0</b><br>Students scoring at or above Achievement Levels 4 and 5 in Mathematics<br><b>Barrier(s): Enrichment Opportunities</b><br><b>Strategy(s):</b><br>1. Implement cooperative learning.<br>2. Identify all gifted students in grades 3-6.<br>3. Provide enrichment opportunities in mathematics during SMART time (walk to intervention) while high achieving students are grouped together. | 35%<br><br>361 Students   | 37%<br><br>334 Students  |

|   |                         |                         |
|---|-------------------------|-------------------------|
|   |                         |                         |
| <b>Florida Alternate Assessment:</b><br>Students scoring at or above Level 7 in Mathematics<br><b>Barrier(s):</b><br><b>Strategy(s):</b><br>1.  | 10%<br><br>1 Student    | 20%<br><br>2 Students   |
| <b>Florida Alternate Assessment:</b><br>Percentage of students making learning Gains in Mathematics<br><b>Barrier(s):</b><br><b>Strategy(s):</b><br>1.  | 60%<br><br>6 Students   | 80%<br><br>7 Students   |
| <b>FCAT 2.0</b><br>Percentage of students in lowest 25% making learning gains in Mathematics<br><b>Barrier(s): Monitoring of student progress</b><br><b>Strategy(s):</b> <ol style="list-style-type: none"> <li>1. Students in the lowest 25% will participate in Success Maker, a computerized intervention program. Teachers will monitor progress weekly.</li> <li>2. Lowest 25% students will be invited to the after school mathematics program.</li> <li>3. During collaboration meetings, staff will discuss the lowest 25% population. Strengths, weaknesses, and intervention strategies will be discussed.</li> </ol> | 67%<br><br>126 Students | 70%<br><br>126 Students |
| <b>Florida Alternate Assessment:</b><br>Percentage of students in Lowest 25% making learning gains in Mathematics<br><b>Barrier(s):</b><br><b>Strategy(s):</b><br>1.  | 0%<br><br>0 Students    | 50%<br><br>1 Student    |
| <b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b>  |                         |                         |
| <b>Baseline Data 2010-11:</b>   |                         |                         |
| <b>Student subgroups by ethnicity :</b>   |                         |                         |
| → White:  | 73%                     | 78%                     |
| → Black:  | 35%                     | 42%                     |
| → Hispanic:   | 59%                     | 73%                     |
| → Asian:  | 94%                     | 84%                     |
| → American Indian:  | N/A                     | N/A                     |
| <b>English Language Learners (ELL)</b> not making satisfactory progress in Mathematics  | 41%                     | 47%                     |
| <b>Students with Disabilities (SWD)</b> not making satisfactory progress in Mathematics   | 33%                     | 45%                     |

|  |     |     |
|--|-----|-----|
| <b>Economically Disadvantaged</b> 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                   |
|---|--------------------------------|--|
| Small Group Mathematics Instruction           | November 2012<br>February 2013 | Teacher reflection sheets<br>Administrative Walk Thrus |
| Non-linguistic representations in mathematics | November 2012<br>February 2013 | Teacher reflection sheets<br>Administrative Walk Thrus |



| <p style="text-align: center;"><b>Writing</b></p> <p><b>1. Increase percentage of students scoring levels 4 and above on FCAT Writing.</b></p>  | <p><b>2012 Current Level of Performance</b><br/>(Enter percentage information and the number of students that percentage reflects)</p> | <p><b>2013 Expected Level of Performance</b><br/>(Enter percentage information and the number of students that percentage reflects)</p> |
|---|--|---|
| <p><b>Anticipated Barrier(s):</b></p> <p><b>1. Increased focus on writing mechanics to include grammar and sentence structure.</b></p> <p><b>Strategy(s):</b></p> <p><b>1. Professional development in the usage of <u>Developing Sentence Imitation</u> provided by the district.</b></p> <p><b>2. Collaboration among fourth grade teachers to share best practices and utilize anchor papers for scoring purposes.</b></p> |  |   |
| <p><b>FCAT:</b> Students scoring at Achievement level 3.0 and higher in writing</p>   | <p style="text-align: center;">84%</p> <p style="text-align: center;">187 Students</p>   | <p style="text-align: center;">86%</p> <p style="text-align: center;">Students</p>  |
| <p><b>Florida Alternate Assessment:</b><br/>Students scoring at 4 or higher in writing</p>  | <p style="text-align: center;">67%</p> <p style="text-align: center;">2 Students</p>   | <p style="text-align: center;">100%</p> <p style="text-align: center;">2 Students</p>   |

| <b>Science Goal(s)<br/>(Elementary and Middle)</b><br><b>1. Increase accuracy percentage in the Nature of Science Strand on the FCAT 2.0.</b>  | <b>2012 Current Level of Performance<br/>(Enter percentage information and the number of students that percentage reflects)</b> | <b>2013 Expected Level of Performance<br/>(Enter percentage information and the number of students that percentage reflects)</b> |
|--|---|--|
| <b>Barrier(s):</b><br><b>1. Lack of collaboration time between grade levels regarding science.</b><br><b>2. Instructional strategies focusing on scientific informational text.</b><br><br><b>Strategy(s):</b><br><b>1. Provide collaboration time for vertical articulation meetings.</b><br><b>2. Provide professional development on best practices for informational text instruction.</b> |   |  |
| <b>FCAT 2.0</b> Students scoring at Achievement level 3 in Science:  | 38%<br><br>83 Students  | 41%<br><br>94 Students   |
| <b>Florida Alternate Assessment:</b><br>Students scoring at levels 4, 5, and 6 in Science  | N/A   | N/A  |
| <b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Science:  | 26%<br><br>57 Students  | 28%<br><br>68 Students   |
| <b>Florida Alternate Assessment:</b><br>Students scoring at or above Level 7 in Reading  | 100%<br><br>1 Student   | 100%<br><br>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 its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

**MTSS Leadership Team**

Ramona LeSage, Guidance Counselor  
Kathy MacDonald – Guidance Counselor  
Adrienne Schwab, Assistant Principal  
Jessica Webb, Reading Coach  
Kim Heming, 3rd Grade Teacher  
Regina Poole, 3rd Grade Teacher  
Mark Boyer, 4th Grade Teacher  
Mary Morton, 5th Grade Teacher  
Becky Kempfer – 6<sup>th</sup> Grade Teacher  
Sarah Batchledor – Resource Teacher  
Megan Gardner – Resource Teacher  
Teresa Polniak, Teacher on Assignment  
Jennifer Ringleb, School Psychologist

Members of The RtI 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 that deal directly with addressing the needs of our 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 RtI team approaches data;

assess areas of need, and determine ways to intervene and meet the needs of students. Meadowlane Intermediate obtains data for RtI purposes through a variety of sources. Tier I data is obtained by reviewing the district-required assessments in the data management system A3 and from the PMRN. The A3 program, tracks students' progress and each score is compared to the grade level or class performance. Teacher data team meetings are held bi-weekly in order to disaggregate data and direct Tier I instruction. 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, the A3 data-management system is used to compare an individual student's scores to their peers at the class and grade level average. Intervention data is determined by the amount of progress being made within a small group.

All staff will be continuously trained on the RtI process through teacher data team meetings led by the Guidance Counselor to develop school-wide consistency. Monthly MTSS/Walk to Intervention group meetings will also be held in order to provide support for Tier II and III instruction and to utilize the problem-solving process meeting academic and behavioral needs of students by grade, class, and small groups. MTSS Leadership Team members will facilitate these meetings in order to discuss the progress of students, based on assessments and intervention data to determine needs at Tier II, and III. Staff members will also receive support from the school psychologist and other coaches at the school and district on how to interpret data and assist students setting up proper interventions and progress monitoring. Various 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 best

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 changes in instruction, curriculum, and adjusting the learning environment based on data results. The leadership team meets monthly to discuss current trends in data, collected at the school, in order to assist the staff with strengthening best practices and instruction. Teacher data team meetings are held biweekly to problem-solve meeting the academic and behavioral needs of students by grade, class, and small groups. The Teacher Data Team discusses the progress of students based on assessments and intervention data to determine needs at Tier I, II, and III. The reading coach participates in teacher data meetings to assist with the development of Tier I instruction. Students who are still not responding to interventions are referred to the Individual Problem Solving Team.

**PARENT INVOLVEMENT:**

Meadowlane Intermediate had a low response rate on the 2010-2011 parent survey. During the 2011-2012 school year the parent involvement goal was to increase the return rate of parent surveys in order to provide the school with a wide variety of feedback concerning our school. The 2011-2012 survey return rate increased from 10 percent to over 50 percent. The results indicated that a majority of parents felt that they could not help at school or be involved because of work schedules. As a result, Meadowlane Intermediate has developed a new parent involvement program named "Apple Seeds". This program is designed to create a network of communication that enables the school to increase the volunteer base as well as provide opportunities for all parents to be involved in their student's education. Studies show that parental involvement positively impacts student achievement as well as attendance. Increased volunteer involvement begins in the classroom. Teachers are asked to recruit a parent to be their parent contact volunteer. This person is assigned to contact other parents within the classroom for supplies, field trips, and projects needing to be done. Working parents will still be informed and most importantly involved. Parental involvement offers a huge resource and support base to the school community, while demonstrating to the students the importance of school. By interacting with teachers, administrators, and other parents on a regular basis, parents can gain a firsthand understanding of their student's daily activities. This also creates opportunities for parents to be involved in school life that can help them communicate with their children as they learn and grow. Meadowlane Intermediate's goal for the 2012-2013 school year is to create a positive, inclusive community comprised of volunteers and increased parent involvement. Building strong relationships with parents and the community is a high priority.

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

During the 2011-2012 school year Meadowlane Intermediate had 135 students who exceeded 10 tardies. This equaled to a total of 2,841 tardies for the year. Excessive absences were also high in 2011-2012. There were 474 students who had an excess of 5 absences for the 2011-2012 school year. Promoting regular attendance and being on time for class will be a focus this year to decrease both areas by at least 10 percent. The number of students exceeding 10 tardies will reduce to approximately 120 students and excessive absences of more than 5 will decrease to approximately 425 students.

**SUSPENSION:**

Meadowlane Intermediate has a large number of fifth and sixth grade students. In the 2011—2012 school year, there were 40 formal suspensions. As of September 2012, there has only been one formal suspension. Increasing student engagement in classrooms will result in fewer disciplinary actions resulting in suspensions. The goal of the 2012-2013 school year will be to decrease the number of suspensions by 30 percent decreasing the

suspension rate to approximately 30.

**AFTER SCHOOL PROGRAM:**

Eligible students will have opportunity for additional instruction in reading, mathematics, and science. ASP for each subject will be staggered so that students in need of support in multiple areas will have the opportunity to participate. The reading ASP will be offered for 18 weeks, one day per week, after school, for one hour and fifteen minutes. Students scoring Level 1 on reading FCAT and 3rd grade students working below grade level in reading will be given priority. Students in the lowest 25% or who need additional reading support in grades 3-6 will also be a targeted group. Small-group explicit instruction will be delivered by certified teachers, focusing on students' individual areas of need. Materials used for instruction will be selected to address target areas and will include, but are not limited to, Triumphs, Voyager, Classworks, and Scholastic Skills Kits.

Mathematics ASP will be offered for 18 weeks, one day per week, for one hour and fifteen minutes after school. Third grade students working below grade level, 4th-6th grade students scoring Level 1 or 2 on FCAT, students who are in the lowest 25 percent, or those who need additional mathematics support will be given priority. Small-group explicit instruction will be delivered by certified teachers, focusing on students' individual areas of need. Materials used for instruction will be selected to address target areas of concern and will include, but are not limited to Successmaker, MacMillan/McGraw-Hill materials, Classworks, and Math Triumphs for 6th grade.

Science ASP will be offered on Thursdays for 18 weeks, 1 hour and fifteen minutes each session, from October through March. Students who are working below grade level in grade 5 in Science will be given priority. Students in grades 3, 4, and 6 who need additional support in Science will also be eligible to attend. Students will participate in explicit small-group instruction and hands-on science activities focusing on instructional priorities, scientific processes, and annually assessed benchmarks. Materials used for instruction will be selected to address areas of need and will include, but are not limited to FOSS kits, Tom Snyder Science Court software, Digging into FCAT Science, and Sciencesaurus resource books.