

School: Meadows Avenue Elementary School

Year: 2017-2018

School Local Control & Accountability Plan

School Profile

Meadows Elementary School exemplifies how a small organization can accomplish meaningful goals through teamwork. The synergy of talented and dedicated staff members, bright, involved and supportive parents, and energetic and valued children, for whom the importance of school is a focus, keeps Meadows united, resilient, and upward bound.

We are one of five elementary schools in the District, serving roughly 420 students in Kindergarten through fifth grade. Meadows has around 17 general education classrooms, one Resource Room with one part-time and one full-time RSP/Inclusion Specialist, a Reading Room with two part-time Reading Specialists, four classrooms for Extended Day Program students, a science lab, computer lab, library, "STEAM" room, and one enrichment room for art and music.

Meadows is devoted to delivering an academic program focused on the Common Core State Standards (CCSS). We are fully implementing CCSS aligned curriculum and instruction in both ELA and math. In each classroom one sees evidence of student-centered reading and writing instruction within a Balanced Literacy Framework. Our use of Cognitively Guided Instruction in math, supports student development as mathematicians, as outlined in the eight Standards for Mathematical Practice. Meadows teachers, committed to implementing workshop-model instruction, are increasing their knowledge and skills in conducting one-on-one and small-group student conferences. In reading, teachers are studying their students' reading behaviors using the Fountas and Pinnell Benchmark Assessment System (F&P, BAS). With this one-on-one, comprehensive assessment, Meadows teachers determine independent and instructional reading levels, group students for reading instruction, identify students who need intervention, and select texts that will be productive for students' instruction. In every classroom, and across all academic areas, teachers are conferring with students independently and in small groups, taking anecdotal notes and work samples and other formative and summative assessments.

These data influence Meadows's continued use of a Response to Intervention (RtI) approach, which provides for strong classroom teaching combined with defined levels of intervention at every grade level. Meadows continues to modify its RtI model in terms of: identification of students who require intervention using analyzed data from F&P, BAS; resources used to support students (books at students' instructional levels); ongoing assessments used to monitor progress and communicate with parents; and when, where, and by whom students receive intervention services. This RtI approach is an integral part of the Meadows plan to improve student achievement in reading.

Due to generous parent support, we provide an array of educational experiences at Meadows. In each classroom, students use iPads as learning tools (1:1 in grades 3-5), and in fifth grade each student is also utilizing Chromebooks. In the science lab, our Science Specialist provides students with hands-on experiences built upon the Next Generation Science Standards, which nurture an appreciation for the inquiry process. Project Lead the Way is also being implemented in certain grades. Meadows students enjoy music instruction provided weekly by our band, strings, and vocal music teachers. Art lessons lead by parent docents produce smiling artists and imaginative pieces of work that adorn classroom walls. The Library Media Specialist helps students in the growing school library as a result of the PTA Annual Book Fair. During physical education, our PE Teacher has ample equipment for student use. In addition to support of these instructional programs, PTA funds enrichment in the arts, technology support, and overall capital improvements to our buildings and gardens. We are fortunate to have fantastic parent involvement at Meadows.

Meadows enjoys a 95% approval rating from parents per our most recent School Site Council Parent Survey. This high level of positive regard is generated by recognition of our strong commitment to the achievement, personal growth, and happiness of every student; collaborative parent-staff relationships; motivated, high-performing students; an effective standards-based curriculum; and by school spirit and commonly held values.

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	72	85	75	71	78	74	71	78	74	98.6	91.8	98.7
Grade 4	89	85	81	89	83	78	89	83	78	100.0	97.6	96.3
Grade 5	87	92	88	87	91	86	87	91	86	100.0	98.9	97.7
All Grades	248	262	244	247	252	238	247	252	238	99.6	96.2	97.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2501.7	2501.9	2513.6	58	59	67.57	27	22	18.92	8	17	8.11	7	3	5.41
Grade 4	2545.0	2536.2	2524.2	58	52	50.00	27	33	24.36	9	10	16.67	6	6	8.97
Grade 5	2579.2	2581.9	2573.2	57	54	50.00	26	33	33.72	9	5	6.98	7	8	9.30
All Grades	N/A	N/A	N/A	58	55	55.46	27	29	26.05	9	10	10.50	6	6	7.98

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	54	51	59.46	37	46	31.08	10	3	9.46
Grade 4	53	49	43.59	42	47	44.87	6	4	11.54
Grade 5	47	53	54.65	41	36	34.88	11	11	10.47
All Grades	51	51	52.52	40	43	36.97	9	6	10.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	51	62.16	44	42	35.14	6	6	2.70
Grade 4	58	48	43.59	36	45	52.56	6	7	3.85
Grade 5	60	58	61.63	31	34	25.58	9	8	12.79
All Grades	57	53	55.88	36	40	37.39	7	7	6.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	52	38	54.05	44	58	43.24	4	4	2.70
Grade 4	47	42	32.05	49	52	58.97	3	6	8.97
Grade 5	37	31	45.35	59	65	48.84	5	4	5.81
All Grades	45	37	43.70	51	58	50.42	4	5	5.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	55	51.35	35	37	44.59	6	8	4.05
Grade 4	39	43	50.00	38	47	42.31	3	10	7.69
Grade 5	53	69	48.84	41	30	44.19	6	1	6.98
All Grades	50	56	50.00	38	38	43.70	5	6	6.30

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	72	85	75	71	78	74	71	78	74	98.6	91.8	98.7
Grade 4	89	85	81	89	83	78	89	83	78	100.0	97.6	96.3
Grade 5	87	92	88	87	91	86	87	91	86	100.0	98.9	97.7
All Grades	248	262	244	247	252	238	247	252	238	99.6	96.2	97.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2468.3	2501.2	2486.9	35	51	39.19	34	29	47.30	23	15	9.46	8	4	4.05
Grade 4	2533.7	2527.2	2533.6	37	41	41.03	47	29	30.77	15	24	24.36	1	6	3.85
Grade 5	2577.9	2545.6	2587.8	57	35	60.47	22	26	18.60	13	29	12.79	8	10	8.14
All Grades	N/A	N/A	N/A	44	42	47.48	34	28	31.51	16	23	15.55	6	7	5.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	65	58.11	44	29	31.08	14	5	10.81
Grade 4	58	51	56.41	35	33	25.64	7	17	17.95
Grade 5	69	34	69.77	23	49	18.60	8	16	11.63
All Grades	57	49	61.76	33	38	24.79	9	13	13.45

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	53	54.05	39	44	43.24	13	4	2.70
Grade 4	40	47	47.44	54	43	38.46	6	10	14.10
Grade 5	49	36	56.98	34	51	33.72	16	13	9.30
All Grades	46	45	52.94	43	46	38.24	11	9	8.82

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	62	52.70	52	35	41.89	6	4	5.41
Grade 4	46	52	42.31	51	39	44.87	3	10	12.82
Grade 5	48	29	54.65	43	58	37.21	9	13	8.14
All Grades	46	46	50.00	48	44	41.18	6	9	8.82

Review of Performance

Meadows Avenue Elementary School

Based on a review of performance on progress toward school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what progress from last year is the school most proud of and how does the school plan to maintain or build upon that success?

GREATEST PROGRESS

In Math, the percentage of 5th grade students who scored above the standard in all areas increased by 25% or more. In Writing, the proficiency increased from 93%, at or above the standard, to 96-97% for 3rd and 4th grade students. Also, in Listening, the percent above the standard increased by 15% for both 3rd and 5th grade students.

Based on a review of last year's school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what steps is the school planning to take to address the areas with the greatest need for improvement and any performance gaps?

GREATEST NEED

In Reading, the percent of 3rd and 4th grade students below the standard increased from 3-4% to 9-11%. Correspondingly, the percent of 4th grade students scoring above the standard decreased from 49% to 43%. In Writing, the percent of 4th grade students scoring above the standard decreased from 48% to 43%. Additionally, the percent of 5th grade students who scored below the Writing standard decreased by almost 5%. In Research and Inquiry, the percent of 5th grade students who scored below standard increased by 6% and the percent of students who scored above the standard decreased by 20%. In Math, the percent of 3rd grade students scoring below the standard in Concepts and Procedures increased by 5%. The percent of 4th grade students scoring below standard in problem solving increased by 4%.

District LCAP Goals

1. Improving student achievement through the implementation of research-based teaching and learning strategies.
2. Improve student achievement by targeting students not meeting standards.
3. Maximize safety and promote a school climate that engages and supports the needs of all students.
4. MBUSD will improve student achievement through high quality professional development for employees.
5. Students will maintain strong results in key indicators of student success.

**School Performance Goal #1:
Improving student achievement through the implementation of research-based teaching and learning strategies.**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
2, 4	1, 2, 4	<p>In 16-17, K-2 proficiency improved by 1-11 percent between Dec. - June. In 3-5 proficiency, it decreased by 9-14 percent (F&P).</p> <p>In 16-17, grade four proficiency percentages decreased in all areas of ELA except Research and Inquiry by 4-10 percent. (SBAC Writing Claim - Above Standard)</p> <p>In 16-17, in grade four the proficiency percentage increased annually by 2 percent and decreased by 8 percent in cohort proficiency. (SBAC math)</p>	<p>The percentage of student meeting or exceeding expectations on F&P benchmarks will improve by five percent from December to June assessment in grades 3-5.</p> <p>The percentage of students in the above standard SBAC writing claim will increase by five percentage points in grade 4.</p> <p>The percentage of students in grades 3 and 4 will increase annual and cohort and growth by ten percent for math in the reasoning claim.</p>	All	<p>All students will have access to a leveled library in their classrooms.</p> <p>All students will receive differentiated instruction in small groups and through one-to-one conferences.</p> <p>All students will be formally assessed using F&P twice/year.</p> <p>All teachers will receive coaching in literacy.</p> <p>Teachers will implement common assessments in math.</p> <p>Teachers are given the opportunity to observe other teachers implementing Workshop and CGI instruction within and between MB schools.</p> <p>All teachers will receive coaching in CGI mathematics.</p> <p>All teachers will participate in continued CGI training as well as math wall and conferring.</p> <p>Students will receive access to</p>	N/A	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
					additional resources such as: online components of Go Math and Everyday Math, Spelling City, Scholastic Weekly Readers, and SBAC Interim Assessments.		

**School Performance Goal #2:
Improve student achievement by targeting students not meeting standards.**

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
2, 4	1, 2, 4	<p>The percentage of students not meeting or exceeding expectations on the June 2017 F&P assessment was 24% (overall the district average was 16%).</p> <p>The SBAC overall math baseline scores show the percentage of students above standard in grade four was 10% less than the overall district average. In grade 3, the percentage of students above standard decreased by 7-9 percent annually in procedures and reasoning, respectively. In grade 4, the percentage of students above standard remained steady in their annual growth, and showed a 10-20% decrease in cohort growth, with the biggest decrease in the math reasoning claim. (SBAC Math - Above Standard)</p>	<p>Meadows will further develop our system of identifying students, assessing progress, and delivering intervention / extension through our RtI program.</p>	<p>Students achieving Below Standard</p>	<p>Identify students who require intervention using analyzed data from Fountas and Pinnell (F & P) Benchmark Assessment System.</p> <p>All students identified reading below grade level will receive targeted and systematic reading intervention.</p> <p>K-5 teachers will attend 1/2 day professional development sessions to better address the needs of students in reading.</p> <p>Teachers will analyze individual student SBAC results as additional data for RtI and participate in both grade level and school-wide intervention planning sessions.</p> <p>Teachers will take SBAC interim assessments earlier in the year to better prepare students for the format of the test questioning strategies.</p> <p>LLI program and resources used to support students</p>	<p>N/A</p>	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
					<p>receiving reading intervention.</p> <p>All students will have access to books at their independent and instructional reading levels.</p> <p>All teachers will receive coaching support to conduct strategy groups and one-to-one conferences.</p> <p>Teachers will receive coaching from Literacy TOSA.</p> <p>Teachers will analyze common assessments to assess student progress in math.</p> <p>Teachers will examine math problems and samples of student work across grade levels to promote continuity from year to year.</p> <p>Teachers will receive coaching from Math TOSA.</p> <p>Teachers will open their classroom doors to peers and will actively observe workshop instruction in reading, writing, and math in other classrooms at least once a month.</p> <p>All teachers will use ongoing progress monitoring and summative assessments to</p>		

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
					plan responsive instruction to support student growth in reading.		

School Performance Goal #3:

Maximize safety and school connectedness for all students and employees that meets the needs of the "whole child".

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
5, 6	3	<p>Increase in requests for lunch recess structured activities.</p> <p>Teacher request more support in promoting behavior plan school wide.</p> <p>Teachers and parents request that the school promote healthy lifestyles (e.g. activity, diet, attitude)</p> <p>The 2016-17 CA Healthy Kids Survey data show that 66% of fifth graders feel highly connected to their school.</p>	<p>Students in grades 4-5 will have opportunities to participate in structured, adult-led games at lunch recess.</p> <p>Students will demonstrate citizenship and traits of good character as defined and supported by Meadows Behavior Plan and the Character Counts focus.</p> <p>Students will improve their perspective taking, empathy and kindness, as well as complex problem solving skills through involvement in MindUp experiences, community and character building programs.</p> <p>Students will be included in recess activities that promote social interaction.</p>	All	<p>Adults will be trained to lead structured, competitive leagues for grades 4-5 students during lunch recess.</p> <p>All teachers will articulate Meadows expectations to be safe, kind, on task, responsible, and respectful (SKORR).</p> <p>All teachers will encourage and reward students demonstrating traits of good character (citizenship, trustworthiness, fairness, responsibility, caring, and sportsmanship).</p> <p>All fifth graders have access to participate in Student Council and the Meadows Champions of Character Program.</p> <p>All students have access to the Game Place during snack recess and lunch recess.</p> <p>Students in grades 3-5 will participate in digital citizenship lessons.</p> <p>All students will attend assemblies and spirit rallies</p>	N/A	

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
					<p>that highlight and reward good citizenship and character.</p> <p>All teachers will continue implementing MindUp curriculum.</p> <p>All staff, students, and parents on campus will participate in school-wide Mindful Mondays breathing exercises.</p> <p>All students will have access to physical education with a credentialed teacher and Meadows Run Club.</p> <p>All students will participate in classroom Brain Breaks that get students up and moving.</p> <p>All students in grades 1-5 may participate in Girl Power and Good Guys programs.</p> <p>Students in grades 4-5 may participate in Sign Language Club.</p> <p>Students will interact with "buddies" in different grades to build community and support (5th and Kinder; 4th and 2nd; 3rd and 1st)</p> <p>All teachers will abide by the MBUSD Wellness Policy (e.g.</p>		

Related State Priorities	Related District LCAP Goal	Identified Need and Metric	Description of Subgoal	Applicable Pupil Subgroup(s)	What will be different / improved for students?		Analysis of Progress
					Actions & Services	"Description of expenditures and funding source, if any"	
					food, celebrations, fundraisers).		

Stakeholder Collaboration Timeline

Meadows Avenue Elementary School 2017-2018

Event	Location	Date
CAASP data for Meadows was shared with elementary principals at monthly meeting.	District Office	9-18-17
CAASP data was shared with grade level leads at Meadows to be shared with team members.	Meadows	9-19-17
Grade levels reviewed CAASP data for areas of growth and areas of need.	Meadows	9-20-17
CAASP data was reviewed and discussed at staff meeting.	Meadows	10-3-17
Chad Mabery, Director of Data, Assessment, and Professional Development, reviewed the CAASP and other data with me to assist in analyzing.	Meadows	10-13-17
Holly Compton, Math TOSA, met with me to assist in analyzing math CAASP data.	Meadows	10-19-17
4th grade team met with Holly Compton to analyze math CAASP data.	Meadows	10-24-17
Completed School Plan with the help of Katherine Whittaker, Assistant Superintendent of Education Services.	Meadows	11-30-17
Will present to School Site Council.	Meadows	12-6-17