

School: Meadows Avenue Elementary School

Year: 2018-2019

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 429 students in Kindergarten through fifth grade. Meadows has around 18 general education classrooms, one Resource Room with two full-time RSP/Inclusion Specialist, a Reading Room with one part-time Reading Specialist, one classroom for students who are deaf and hard of hearing, 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 California State Standards (CCSS). We are fully implementing an aligned curriculum and instruction in ELA, math, and science. 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 in grade three through five, students are 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. Meadows students enjoy music and art instruction provided weekly by our band, strings, vocal music teachers, and art teacher. Art lessons are provided weekly to fourth and lead by parent docents that 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	75	70	78	74	69	78	74	69	91.8	98.7	98.6
Grade 4	85	81	82	83	78	79	83	78	79	97.6	96.3	96.3
Grade 5	92	88	83	91	86	79	91	86	79	98.9	97.7	95.2
All Grades	262	244	235	252	238	227	252	238	227	96.2	97.5	96.6

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2501.9	2513.6	2494.3	59	67.57	62.32	22	18.92	17.39	17	8.11	14.49	3	5.41	5.80
Grade 4	2536.2	2524.2	2560.7	52	50.00	69.62	33	24.36	12.66	10	16.67	13.92	6	8.97	3.80
Grade 5	2581.9	2573.2	2575.6	54	50.00	45.57	33	33.72	39.24	5	6.98	10.13	8	9.30	5.06
All Grades	N/A	N/A	N/A	55	55.46	59.03	29	26.05	23.35	10	10.50	12.78	6	7.98	4.85

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	51	59.46	60.87	46	31.08	27.54	3	9.46	11.59	
Grade 4	49	43.59	55.70	47	44.87	39.24	4	11.54	5.06	
Grade 5	53	54.65	55.70	36	34.88	37.97	11	10.47	6.33	
All Grades	51	52.52	57.27	43	36.97	35.24	6	10.50	7.49	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	62.16	52.17	42	35.14	42.03	6	2.70	5.80
Grade 4	48	43.59	65.82	45	52.56	32.91	7	3.85	1.27
Grade 5	58	61.63	59.49	34	25.58	32.91	8	12.79	7.59
All Grades	53	55.88	59.47	40	37.39	35.68	7	6.72	4.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	54.05	43.48	58	43.24	53.62	4	2.70	2.90
Grade 4	42	32.05	46.84	52	58.97	49.37	6	8.97	3.80
Grade 5	31	45.35	32.91	65	48.84	63.29	4	5.81	3.80
All Grades	37	43.70	40.97	58	50.42	55.51	5	5.88	3.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	51.35	49.28	37	44.59	42.03	8	4.05	8.70
Grade 4	43	50.00	60.76	47	42.31	32.91	10	7.69	6.33
Grade 5	69	48.84	56.96	30	44.19	37.97	1	6.98	5.06
All Grades	56	50.00	55.95	38	43.70	37.44	6	6.30	6.61

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	75	70	78	74	69	78	74	69	91.8	98.7	98.6
Grade 4	85	81	82	83	78	79	83	78	79	97.6	96.3	96.3
Grade 5	92	88	83	91	86	80	91	86	80	98.9	97.7	96.4
All Grades	262	244	235	252	238	228	252	238	228	96.2	97.5	97

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2501.2	2486.9	2470.5	51	39.19	31.88	29	47.30	39.13	15	9.46	17.39	4	4.05	11.59
Grade 4	2527.2	2533.6	2555.9	41	41.03	55.70	29	30.77	30.38	24	24.36	11.39	6	3.85	2.53
Grade 5	2545.6	2587.8	2585.9	35	60.47	57.50	26	18.60	16.25	29	12.79	22.50	10	8.14	3.75
All Grades	N/A	N/A	N/A	42	47.48	49.12	28	31.51	28.07	23	15.55	17.11	7	5.46	5.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	65	58.11	55.07	29	31.08	30.43	5	10.81	14.49
Grade 4	51	56.41	79.75	33	25.64	13.92	17	17.95	6.33
Grade 5	34	69.77	63.75	49	18.60	26.25	16	11.63	10.00
All Grades	49	61.76	66.67	38	24.79	23.25	13	13.45	10.09

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	53	54.05	43.48	44	43.24	43.48	4	2.70	13.04
Grade 4	47	47.44	53.16	43	38.46	43.04	10	14.10	3.80
Grade 5	36	56.98	55.00	51	33.72	30.00	13	9.30	15.00
All Grades	45	52.94	50.88	46	38.24	38.60	9	8.82	10.53

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	62	52.70	42.03	35	41.89	40.58	4	5.41	17.39
Grade 4	52	42.31	60.76	39	44.87	34.18	10	12.82	5.06
Grade 5	29	54.65	56.25	58	37.21	37.50	13	8.14	6.25
All Grades	46	50.00	53.51	44	41.18	37.28	9	8.82	9.21

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

Meadows teachers have been continually refining their use of Cognitively Guided Instruction to support their mathematicians. Many have received one-on-one coaching, grade-level support, and district-wide training. The Spring 2018 SBAC results reflect these efforts as students in grades 4 and 5 demonstrated growth within their cohort in the areas of procedures and reasoning, and the percent who performed above standard in problem solving remained the same or increase by 8% respectively. The greatest three-year progress in all three math claims was demonstrated in 4th grade. With continued support from the elementary math coach, grade levels will be reviewing common formative and summative assessments to better inform instruction and share practices.

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

Meadows School must continue to decrease the number of students not meeting or nearly meeting the standards. Although proficiency is above 79% and 71% in all grades in both ELA and math respectively, it is lower than the district averages. Meadows stakeholders continue to prioritize the need for more interventions.

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 in English Language Arts.**

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	<ul style="list-style-type: none"> SBAC data indicate that the 2017-2018 annual change in third grade was a decrease of roughly 10% in the listening and writing ELA claims. 70% of Meadows students met or exceeded Fountas and Pinnell reading expectations in spring of 2018. 	<ul style="list-style-type: none"> 4th grade will increase cohort proficiency rate by 10% in the listening and writing ELA claims. 75% of students will meet or exceeded F and P reading expectations in spring of 2019 and 100% of students will grow at least one full year or maintain end of grade level standard based on the Fountas and Pinnell reading assessments. 	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 reading.</p> <p>Teachers are given the opportunity to observe other teachers implementing Reading and Writing Workshop.</p> <p>All teachers in grades 3 - 5 will administer interim assessments and use data to help those not meeting standards.</p>	N/A	

**School Performance Goal #2:
Improving student achievement through the implementation of research-based teaching and learning strategies in mathematics.**

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	<ul style="list-style-type: none"> SBAC data indicate that the 2017-2018 annual change in third grade was a decrease of roughly 10% in the problem solving and reasoning math claims. The percent of students in grades 3-5 showing proficiency in overall mathematic is between 1-10% lower than the district average. 	<ul style="list-style-type: none"> In 2019, the percent of students scoring above standard, in third grade will increase by 10% in the areas of problem solving and reasoning math claims. The fourth graders scoring above standard, in the problem solving and reasoning math claims will increase by ten 10%. The overall math proficiency percentages in grades 3-5 will match the district 	All	<ul style="list-style-type: none"> Teachers will continue to receive professional development and coaching in CGI strategies. Math coach will be available for all teachers to focus on modeling strategies for students. Grade level meetings, collaboration Wednesdays and staff meetings will be available to share best practices. Students will receive additional math practice through a range of online resources. All teachers in grades 3 - 5 will administer interim 	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>average.</p> <ul style="list-style-type: none"> Meadows will further develop our system of identifying students, assessing progress, and delivering intervention / extension through our MTSS. 		<p>assessments and use data to help those not meeting standards.</p>		

**School Performance Goal #3:
Maximize safety and promote a school climate that engages and supports the needs of all students.**

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>Staff and parents express the need to promote kindness and empathy on campus.</p> <p>The 2017-18 CA Healthy Kids Survey states that 47% of 5th grade students felt that the school helps them to resolve conflicts with one another.</p> <p>The 2017-18 CA Healthy Kids Survey states that 54% of 5th grade students felt that they are taught to understand how other students think and feel.</p>	<p>There will be fewer reports of incidents showing lack of kindness and empathy on campus as recorded on the student information system and through Meadows Notices and Citations.</p> <p>The 2018-19 CA Healthy Kids Survey will show that 60% of 5th grade students feel that the school helps them to resolve conflicts with one another.</p> <p>The 2018-19 CA Healthy Kids Survey will show that 70% of 5th grade students will report being taught to understand how other students think and feel.PBIS.</p>	All	<p>Students in grade K - 3 will participate in empathy, kindness, and inclusion lessons through the Changing Perspectives curriculum.</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</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>assemblies and spirit rallies that highlight and reward good citizenship and character.</p> <p>All teachers will continue implementing MindUp curriculum.</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 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. food, celebrations, fundraisers).</p>		

School Performance Goal #4:

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"	

School Performance Goal #5:

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"	

School Performance Goal #6:

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"	

Stakeholder Collaboration Timeline
Meadows Avenue Elementary School 2018-2019

Event	Location	Date
CAASP data for Meadows was shared with elementary principals at monthly meeting.	District Office	8-18-18
CAASP data was shared with grade level leads at Meadows to be shared with team members.	Meadows	9-19-18
Grade levels reviewed CAASP data for areas of growth and areas of need.	Meadows	9-20-18
CAASP data was reviewed and discussed at staff meeting.	Meadows	10-3-18
Katherine Whittaker, Assistant Superintendent of Educational Services, reviewed the CAASP and other data with me to assist in analyzing.	Meadows	10-13-18
Holly Compton, Math TOSA, met with me to assist in analyzing math CAASP data.	Meadows	10-19-18
4th grade team met with Holly Compton to analyze math CAASP data.	Meadows	10-24-18
Completed School Plan with the help of Katherine Whittaker, Assistant Superintendent of Education Services.	Meadows	11-30-18
Will present to School Site Council.	Meadows	12-6-18