

# School: Meadowview School

2020-2022

## Purpose of School Improvement Plan:

The purpose of a school improvement plan is to guide the school with problem-solving and planning processes throughout the year/s and help identify and organize strategies and resources that will lead to increased student achievement at the school.

## Team Members

### Administration

Philip Bazile *Interim, Principal*

Dr. Adrienne Merritt, *Assistant Principal*

## Brief School Description:

Meadowview School provides academic instruction for students grades 3rd - 5th where academics is our purpose and excellence is our goal. There are four 3rd grade classrooms, five 4th and 5th grade classrooms with an Accelerated class for each grade level inclusive of the afore mentioned classes.

### Team Leaders

Angelica Faith, *3rd Grade*

Lindsey Bohlin, *4th Grade*

Steve Morton, *5th Grade*

Michelle Harris, *SpEd*

Joseph Rigg, *Phys. Ed.*

## School Vision Statement:

Meadowview School will develop self-directed learners, collaborative workers, and critical thinkers who will advocate for their future with an evolving understanding of their purpose in life.

## Mission Statement:

The mission of Meadowview School is to develop college and career bound students into lifelong learners by providing a challenging curriculum while developing the whole child.

<b>Meadowview Intermediate School - Goal #1 Reading and Language Usage</b>		
<b>School Improvement Plan Implementation of Strategy</b>		<b>Resources</b>
<p>Instructions: Develop activities for each strategy that you will implement. Activities are significant steps that a school must accomplish in the implementation of the strategy. Milestones/Activities are key actions that must take place in order to move the work. Indicate the category, and the responsible. You will update the status and next steps throughout the year as part of your continuous improvement cycle.</p>		<p>NWEA/MAP(Fall 2020, Winter 2019), IXL(2020), IAR(Spring 2018), PowerSchool SIS</p>
<b>Provide your priority description (Using a SMART GOAL format)</b>	<b>Root Cause the root causes of the situation within our sphere of control?</b>	<b>What are</b>
<p><b>Reading</b>            By June 2021, we will increase our growth in reading by 10% to meet or exceed the reading MAP growth targets for our general education students and 5% to meet or exceed for students with IEPs.</p> <p>By June 2022, we will increase our growth in reading by 15% to meet or exceed the reading MAP growth targets for our general education students and 8% to meet or exceed our reading MAP growth targets for students with IEPs.</p>	<p><b>Reading</b>            Vocabulary of students is insufficient for grade level work.            Foundational skills are lacking, creating increasing academic gaps.            Reading stamina of students is very short, creating frustration and loss of enthusiasm to read.            Outdated texts (Social Studies &amp; Science) resulting in a lack of an updated interest in informational text using an integrated curriculum.            Constricting guidelines causing narrow use of additional teacher resources to attend to students' needs.            Frequent curriculum adaptations with varying levels of professional development and experience, leading to improper implementation and unreliable data to determine effects on academic needs.</p>	<p><b>Administration</b>  <i>Philip Bazile Interim, Principal</i></p> <p>Active and domain specific vocabulary word walls.            Use of word walls and vocabulary throughout the year.            Add vocabulary games and activities to reinforce vocabulary taught.            Augment reading block from 90 to 120 minutes a day, as follows:</p> <p>15-30 minutes vocabulary            30-60 comprehension            30 minutes grammar and writing</p>
<b>If we:</b>	<b>Then...</b>	<b>Which leads to...</b>
<p>If we...            Create and implement a consistent balanced literacy cycle (Vocabulary, Reading Comprehension, and Writing/Grammar) of learning for students that will include culturally diverse and relevant literary and informational text during Guided Reading and independent practice.</p>	<p>Then....            Teachers will be able to effectively differentiate instruction while students develop text-to-text, text-to-self, text-to-world connections, thereby increasing student enthusiasm and appreciation for reading.</p>	<p>Which leads to a 10% meet or exceed growth increase in the reading MAP growth targets for our general education students and 5% meet or exceed growth for students with IEPs by June 2021.</p> <p>By June 2022, we will increase our growth in reading by 15% to meet or exceed our reading MAP growth targets for our general education students and 8% to meet or exceed our reading MAP growth targets for students with IEPs.</p>

<b>Meadowview School - Goal #2 Mathematics</b>		
<b>School Improvement Plan Implementation of Strategy</b>		<b>Resources</b>
Instructions: Develop activities for each strategy that you will implement. Activities are significant steps that a school must accomplish in the implementation of the strategy. Milestones/Activities are key actions that must take place in order to move the work. Indicate the category, and the responsible. You will update the status and next steps throughout the year as part of your continuous improvement cycle.		NWEA/MAP(Fall 2020, Winter 2019), IXL(2020), IAR(Spring 2018)
<b>Provide your priority description (Using a SMART GOAL format)</b>	<b>Root Cause are the root causes of the situation within our sphere of control?</b>	<b>What</b>
<p><b>Mathematics</b> By June 2021, we will increase our growth in math by 10% to meet or exceed our math MAP growth targets for our general education students and by 5% to meet or exceed our math MAP growth targets for students with IEPs.</p> <p>By June 2022, we will increase our growth in math by 15% to meet or exceed our math MAP growth targets for our general education students and by 8% to meet or exceed our math MAP growth targets for students with IEPs.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Number sense,</li> <li>- Informational text due to students not being able to read at the academic level.</li> <li>- Math fluency in math facts.</li> <li>- Lack of understanding regarding numbers (foundational skills)</li> <li>- Not knowing how numbers work in the world around them.</li> <li>- Number and operations (Computational)</li> <li>- Measurement and data (graphs, maps, charts, metric and standard systems of measure)</li> <li>- Vocabulary (mathematical academic vernacular)</li> <li>- Too many curriculum adaptations with a varying level of training and understanding leading to improper implementation and unreliable data to determine effects on academic needs</li> </ul>	<p><b>Administration</b> Philip Bazile <i>Interim, Principal</i></p> <p>Integrate reading, writing, and vocabulary across the curricula (science/social studies)</p> <p>Change the school environment to show physical representations of mathematical concepts.</p> <p>Increase student engagement by incorporating physical movement and game-like activities.</p> <p>Provide professional development for staff to get a better understanding of curriculum, instruction, and interventions.</p>
<b>If we:</b>	<b>Then...</b>	<b>Which leads to...</b>
<p><b>Mathematics</b> Implement visual and tangible manipulatives to our mathematics program. We can incorporate math games into the curriculum with PD for staff in implementing the game theory.</p> <p>Provide professional development for staff to get a better understanding of curriculum, instruction, and interventions in order to implement with fidelity.</p> <p>Create and implement a consistent balanced math block (Vocabulary, Number talk, Whole group lesson, Independent practice) of learning for students</p> <p>Integrate reading, writing, and vocabulary across the curricula (science/social studies)</p> <p>Change the school environment to show physical representations of mathematical concepts.</p>	<p>Our students will have an increased ability to understand mathematical concepts.</p> <p>Ensure sound academic instruction with a better understanding of how to differentiate and scaffold instruction to serve the diverse community of students.</p> <p>Provides a variety of learning strategies targeting gaps in academics and areas of concern to address student needs.</p> <p>Expand the time of instruction allowing for multiple opportunities for academic reinforcement throughout the learning day.</p> <p>Provides for spacial and visual reinforcement of academic concepts within the learning environment</p>	<p>an increase of student success on assessments which determine college and career readiness</p> <p>Elevation of student conceptualization and manipulation of numbers.</p> <p>Scholars who learn in different modalities will grasp concepts by their means of understanding.</p> <p>A full learning environment of resources addressing the needs for our scholars for success in the application of mathematics</p>

## Meadowview School - Goal #3 Social Emotional Learning

School Improvement Plan Implementation of Strategy		Resources
<p>Instructions: Develop activities for each strategy that you will implement. Activities are significant steps that a school must accomplish in the implementation of the strategy. Milestones/Activities are key actions that must take place in order to move the work. Indicate the category, and the responsible. You will update the status and next steps throughout the year as part of your continuous improvement cycle.</p>		<p>PowerSchool SIS(attendance &amp; discipline), 5 Essentials Survey, School Survey, SWIS, PBIS Supplemental Materials</p>
Provide your priority description (Using a SMART GOAL format)	Root Cause What are the root causes of the situation within our sphere of control?	Administration <i>Philip Bazile Interim, Principal</i>
<p><b><u>Social/Emotional</u></b>                      By June 2021 with the implementation of social programs and strategies, the number of referrals will reduce by 10%.</p> <p>By June 2022 with the implementation of social programs and strategies, the number of referrals will reduce by 15%.</p>	<p><b><u>Social/Emotional</u></b>                      Too much idle time during transitions due to time management. Students are standing in line, waiting too long.                      Transitional times for students are problematic due to proximity and spacing while passing.                      Lack of sportsmanship - students taunt others when they win. Students get really mad when they lose a game.                      Students understanding how to learn/accept failure                      Ego - students brag about themselves when they win and taunt/ tease others that did not win.                      Learning about personal space/boundaries (physical and emotional) - students swinging arms and getting too close to others, invading personal space. Students touching others when they do not want to be touched.                      Students not knowing to leave others alone when they are not in a social mood.</p>	<p><b><u>Social/Emotional:</u></b>                      PE teachers will teach soft skills throughout the school day. PE will educate students on good sportsmanship, how to deal with success and failure. Classroom teachers will work with students on soft skills and addressing emotional responsibility and regulation (classroom morning circles, relaxation skills, personal space) We will begin implementation of PBIS throughout the building with continued PD for staff on PBIS and soft skills training.</p> <p>MVS will split the explore block into two parts, one in the morning and one in the afternoon to provide better allocated explore time for students.</p> <ul style="list-style-type: none"> <li>- Add structured recess to the daily schedule.</li> <li>- Add a cool down period after high energy activity.</li> <li>- Spacing while walking in line and lining up.</li> <li>- Organizing hallway passage during high traffic times.</li> </ul>
If we:	Then...	Which leads to...
<p>If we teach soft skills in PE and throughout the school along with (classroom morning circle, relaxation skills, personal space). Also, provide more times where students can socialize and learn social skills.</p> <p>If we incorporate after school activities and events to involve families and community to engage in the learning that is taking place within the school. Events such as;</p> <ul style="list-style-type: none"> <li>Curriculum Night</li> <li>Fall Fest</li> <li>Reading Night</li> <li>Science Fair</li> <li>STEM Night</li> <li>Winter Fest</li> <li>Grade Level Team Newsletter</li> <li>Field Day</li> </ul>	<p>Then we might see improvement with student behavior and coping skills after a sports activities and in day to day socialization.                      reduction of idle time during transitions.                      Smoother transitions while passing in hallways.                      Better conduct during sports when they win or lose a game.</p> <p>Students will have a better understanding how to learn from failure                      Students will be able to better self-regulate                      Student will have good understanding of boundaries.</p>	<p>Which will lead to a 10% reduction in disciplinary referrals and incidents. Students having a better experience when socializing with others. Will have a good understanding of social etiquette when interacting with other adolescents and adults.</p>