

Meadow Brook LAP Plan

School-level data

WASL Trends

4th Grade Reading

Year	School	District	State
1996-97	28.8%	36.4%	47.9%
1997-98	37.1%	37.8%	55.6%
1998-99	45.2%	48.5%	59.1%
1999-00	45.1%	48.9%	65.8%
2000-01	32.1%	38.2%	66.1%
2001-02	25.7%	35.8%	65.6%
2002-03	34.8%	39.8%	66.7%
2003-04	50.0%	52.6%	74.4%
2004-05	77.8%	70.2%	79.5%
2005-06	72.5%	72.5%	81.2%

4th Grade Math

Year	School	District	State
1996-97	9.6%	19.2%	21.4%
1997-98	16.9%	17.1%	31.2%
1998-99	22.2%	26.0%	37.3%
1999-00	30.0%	32.3%	41.8%
2000-01	10.3%	17.6%	43.4%

2001-02	12.9%	22.1%	51.8%
2002-03	22.7%	29.5%	55.2%
2003-04	42.9%	40.0%	59.9%
2004-05	48.9%	46.4%	60.8%
2005-06	55.9%	55.9%	58.9%

4th Grade Writing

Year	School	District	State
1996-97	16.4%	25.3%	42.8%
1997-98	18.0%	17.1%	36.7%
1998-99	22.2%	26.0%	32.6%
1999-00	21.1%	25.5%	39.4%
2000-01	14.1%	23.5%	43.3%
2001-02	14.3%	24.2%	49.5%
2002-03	33.3%	40.9%	53.6%
2003-04	25.0%	31.6%	55.8%
2004-05	28.9%	35.7%	57.7%
2005-06	29.9%	29.9%	60.4%

4th Grade WASL 2005/2006

Reading - Grade 4
Percent

Math - Grade 4
Percent

Meeting Standard	72.5%
Level 4 (exceeds standard)	24.6%
Level 3 (met standard)	47.8%
MO (met standard)	0.0%
Not Meeting Standard	27.5%
Level 2 (below standard)	21.7%
Level 1 (well below standard)	5.8%
No Score	0.0%
Unexcused Absence, Refusal	0.0%
Other*	0.0%
Total	100%
Meeting Standard excluding No Score	72.5%

Meeting Standard	55.9%
Level 4 (exceeds standard)	19.1%
Level 3 (met standard)	36.8%
MO (met standard)	0.0%
Not Meeting Standard	44.1%
Level 2 (below standard)	29.4%
Level 1 (well below standard)	14.7%
No Score	0.0%
Unexcused Absence, Refusal	0.0%
Other*	0.0%
Total	100%
Meeting Standard excluding No Score	55.9%

Writing - Grade 4	
	Percent
Meeting Standard	29.9%
Level 4 (exceeds standard)	1.3%
Level 3 (met standard)	28.6%
MO (met standard)	0.0%
Not Meeting Standard	70.1%
Level 2 (below standard)	35.1%
Level 1 (well below standard)	35.1%
No Score	0.0%
Unexcused Absence, Refusal	0.0%
Other*	0.0%
Total	100%

Meeting Standard excluding No Score	29.9%
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Process of identification for underachievers

Students are selected at grade level meetings, held after the fall testing period. Selection for services is based on MAP quartile data. Students falling in the 2nd quartile on MAP data will be considered for services. Teacher recommendation, WASL scores, STAR test results, and classroom performance will also be included in the decision making process. Parents/guardians are notified when their student qualifies and are given the option to consent to having their student involved in LAP services.

Students will be exited from the program based on MAP scores, teacher recommendation, classroom performance, and WASL scores. A student may be exited at any time based on these criteria. A grade level meeting will take place to exit students and discuss replacement students. Students who are determined to be no longer eligible for services will be notified by parent letter.

How are accelerated student learning plans developed?

Student learning plans will be developed by all stake holders, classroom teacher, title teacher, student, and parent. The plan will include achievement goals for the student, roles of student, parent, and teacher, a communication procedure regarding student accomplishment, and a plan for review and adjustment of the process. This plan will be written after the fall testing period and reviewed at each conference.

How are state and local assessments used to inform instruction?

The district has elected to use the Measure of Academic Progress and STAR tests to track and analyze student achievement, and to inform instruction at the individual, group, and whole class levels. These assessment tools will be used for collecting ongoing data identifying gaps & weaknesses and to drive instruction. The STAR assessment will also be used to assist in identifying student reading and math levels. These levels are used for instruction, individual selection of reading books from the library, and placement in the accelerated math program.

WASL, MAP, STAR, and classroom based assessments will be used to identify student needs in correlation with GLE alignment. Students noted to not be achieving in a GLE area will be given extra instruction in order to meet performance standards. If the student continues to not meet standard, placement for LAP services will be considered, as noted in the plan for student identification.

How are focused and intentional strategies defined and implemented?

The purpose of Meadow Brook Intermediate is to help children acquire the knowledge and skills they need for lifelong learning and prepare them to become responsible citizens.

The planning process and Schoolwide Improvement Plan (SWIP) has helped to facilitate systemic change in the entire educational program of this high-poverty school. With the involvement of staff an ownership has been created to implement activities fostering an increase in academic achievement of educationally disadvantaged students. Sensitivity to student needs has been raised throughout the school improvement process. We seek to provide better services for all students.

Resources provided with school-wide planning will allow identified students access to supplemental, high quality teaching, successful opportunities for learning, and an increase in effective partnering with parents.

This plan will focus on developing a comprehensive professional development plan. Professional development will include training, collaboration time, and creation of professional learning teams. Through thoughtful discussions of data driven decision making, programs will be designed specifically for student needs.

Staff leaders seek to implement a mentor/modeling support system for the classroom teacher in the areas of reading and math. These collaborative times will lead to dialogue about best practice and the implementation of new strategies.

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Reading teachers are utilizing the GLEs to align the newly purchased materials – with focus on designing a balanced literacy program which includes instructional strategies for the following: phonemic awareness, phonics/word attack skills, vocabulary, fluency and comprehension.

Teachers will continue to develop a plan for appropriate placement of students by reviewing multiple measures based on reading/language needs. Flexible grouping of students will be based on reading/language learning gaps.

Teachers will continue to develop and refine transitioning of students from grade level to grade level, and building to building. Special attention will be given to developing an understanding of the ELL population and being sensitive to their needs. Restructuring will occur with schedules to meet the needs of students.

Grade level teachers will work together to curriculum map the year for language arts. Math has been mapped and aligned according to the GLEs. They will design content based assessment tools to test mastery of GLE content, in both reading and math. Students will be re-taught if mastery is not reached, then reassessed to ensure learning has taken place.

Teachers will be trained on strategies to support ELL and low achieving students. These scaffolding strategies will be used to support students in the content areas.

An extended day will be continued for a group of identified students needing extra assistance in reading and math. This opportunity gives students some quality time outside the regular classroom to master skills.

How are highly-qualified instructional staff supported in the program?

Meadow Brook staff has access to an instructional coach. This service is designed to help teachers plan instruction, evaluate instructional effectiveness and student concerns, and provide embedded professional development on a whole staff and individual basis.

Each team has one common planning time, per week, set aside for collaboration on lesson planning, student concerns, and the business of teaching.

Staff members have instructional aides available during their core reading time and at one additional time per day. This time is provided to lower group size and assist struggling students.

How are other federal, state, and school resources coordinated in school improvement plan?

The district has not yet provided the fiscal information to support this plan. However, the district sums does not reflect the break out by budget category.

Funding Source	Amount	How Funds Support SWP
State BEA		
State LAP		
Local Levy		
Fed. Dept. of Ed		
Title IA		
Title IC		
Title IIA		
Title IIB		
Title III		

Title IVA		
Title IVB		
Title V		
Other		

How is the program evaluation conducted to determine the direction for the following school year?

A staff meeting will be held annually to allow staff input in the decision making processes of the LAP program. Staff will discuss student identification processes and how services will be provided. The student identification process will take into account the 3-Tier Model, TSAP process, and best practices in providing supplemental services. This time will also be used to make decisions on how to supplement instruction given the current staff, aide time, and extended learning opportunities made available by the district.