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School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Meadowlawn Middle School will provide a quality education in an inclusive environment that promotes life-long learning and prepares students for college, career and life.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Melissa Athanson

Position Title

Principal

Job Duties and Responsibilities

The role of the principal is that of an Instructional Leader. Within this realm, my duties are to ensure that all students are placed in the correct courses, with opportunities for advanced and honors classes available to all that are interested. Through this role I ensure that students are being taught the benchmarks and standards with the appropriate amount of rigor. I oversee the hiring and retention of all staff. Professional Development, coaching, job imbedded collaboration and mentoring of staff are components of the role of Principal.

Additionally, I oversee the key operations of the facility and make sure that we are providing students with a safe and secure learning environment. Lastly, the role of utilizing financial resources in a responsible manner is a critical component of the position.

Leadership Team Member #2

Employee's Name

Alfredo Blanco

Position Title

Assistant Principal Curriculum

Job Duties and Responsibilities

The APC has been tasked with creating the master schedule for our school. Through this process he coordinates with our families, students and feeder schools to ensure that registration and course selection information is disseminated properly. He works closely with our counselors to make sure that they are reviewing and placing students in the proper courses.

Additional duties include overseeing our ELP program, summer program, as well as our instructional materials. Lastly, he oversees the implementation and monitoring of all students for academic and behavior concerns within the 8th grade.

His content area of focus is Mathematics and creating our Career Academy Program.

Leadership Team Member #3

Employee's Name

Kelly Hicks

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Hicks oversees both Science and Social studies for her area of content focus. She works with these departments to ensure that our curriculum is being taught to the depth of the standard. She facilitates common planning and professional development for these areas.

Additional duties include overseeing our assessments. She is responsible for creating a testing schedule that complies with all district and state guidelines and timelines. She disperses this information to all key stakeholders.

Mrs. Hicks is responsible for our school safety monitoring and facilitating of our drills.

Lastly, she monitors and works closely regarding our academic and behavior concerns for all 7th grade students.

Leadership Team Member #4

Employee's Name

Nicole Rottler - Wysong

Position Title

Assistant Principal

Job Duties and Responsibilities

Mrs. Wysong's key duties are to oversee our building facilities. These include any activities, field trips and special events. She is also the coordinator for our PBIS program schoolwide.

Her area of content focus is Reading and Language Arts. This also includes our World Language and ESOL departments.

Mrs. Wysong is our 6th grade administrator, and she is responsible for all behavior and academic concerns within this grade level.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Prior to creating the SIP our administrative team meet with our content department heads and review our current SIP and progress of those goals. This information is shared with our teachers through department meetings and faculty meetings throughout the year. Feedback from staff is given to department heads who then relay the information to our administration team. Information and feedback is gathered from our families through our SAC meetings. Collectively, a team is created from these groups to sit and create our goals and action steps for the upcoming year.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

SIP goals are monitored on a routine basis for each department and area of focus. Within content areas we assess ourselves to the SIP after each major assessment (PM1 & PM2) as well as after completing district designed progress monitoring assessments. Remediation plans are created and implemented. Information on our progress is shared with the faculty and stakeholders through faculty meetings and SAC meetings.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	56.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: D 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	32			34	49	49	27	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	48						34		
ELA Learning Gains Lowest 25%	53						30		
Math Achievement *	45			39	58	56	31	30	36
Math Learning Gains	60						41		
Math Learning Gains Lowest 25%	63						39		
Science Achievement *	39			39	48	49	29	52	53
Social Studies Achievement *	57			55	69	68	46	52	58
Graduation Rate								45	49
Middle School Acceleration	55			75	77	73	59	44	49
College and Career Readiness								66	70
ELP Progress	47			34	38	40	24	72	76

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	499
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
50%	44%	36%	35%		54%	40%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	5	
English Language Learners	47%	No		
Asian Students	67%	No		
Black/African American Students	41%	No		
Hispanic Students	50%	No		
Multiracial Students	41%	No		
White Students	53%	No		
Economically Disadvantaged Students	45%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	18%	Yes	4	2
English Language Learners	34%	Yes	2	
Asian Students	62%	No		
Black/African American Students	30%	Yes	4	2
Hispanic Students	34%	Yes	2	
Multiracial Students	54%	No		
White Students	50%	No		
Economically Disadvantaged Students	44%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	26%	Yes	3	1
English Language Learners	27%	Yes	1	1
Native American Students				
Asian Students	51%	No		
Black/African American Students	28%	Yes	3	1
Hispanic Students	33%	Yes	1	
Multiracial Students	39%	Yes	1	
Pacific Islander Students				
White Students	37%	Yes	1	
Economically Disadvantaged Students	34%	Yes	1	

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	32%		48%	53%	45%	60%	63%	39%	57%	55%			47%
Students With Disabilities	7%		37%	50%	15%	49%	57%	17%	24%				
English Language Learners	20%		47%	60%	43%	66%	66%	24%	54%	42%			47%
Asian Students	50%		65%		72%	78%		62%	81%	60%			
Black/African American Students	18%		37%	45%	37%	64%	61%	26%	38%	45%			
Hispanic Students	27%		47%	61%	42%	58%	67%	33%	64%	53%			49%
Multiracial Students	37%		41%		37%	44%		42%	46%				
White Students	39%		54%	51%	49%	60%	62%	45%	59%	59%			50%
Economically Disadvantaged Students	28%		45%	52%	40%	59%	60%	29%	50%	42%			49%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	34%				39%			39%	55%	75%			34%
Students With Disabilities	17%				16%			22%	26%				8%
English Language Learners	23%				30%			31%	62%				24%
Asian Students	51%				68%			60%	70%				
Black/African American Students	31%				27%			24%	37%				
Hispanic Students	30%				35%			36%	47%				24%
Multiracial Students	39%				48%			53%	77%				
White Students	35%				41%			45%	65%	65%			
Economically Disadvantaged Students	33%				36%			38%	50%	78%			26%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	27%		34%	30%	31%	41%	39%	29%	46%	59%			24%
Students With Disabilities	19%		26%	18%	24%	40%	35%	22%	34%				14%
English Language Learners	16%		27%	23%	20%	38%	34%	3%	22%	58%			24%
Native American Students													
Asian Students	45%		40%		52%	60%		41%	59%	61%			
Black/African American Students	19%		32%	34%	21%	30%	35%	16%	40%	27%			
Hispanic Students	28%		32%	26%	27%	35%	36%	11%	40%	70%			23%
Multiracial Students	28%		47%		34%	37%	40%	33%	57%				
Pacific Islander Students													
White Students	28%		33%	27%	35%	46%	38%	38%	48%	59%			20%
Economically Disadvantaged Students	21%		29%	32%	27%	40%	41%	20%	42%	61%			22%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Our core instruction within our 6th, 7th and 8th grade math classes are our greatest areas of strength. We have continued to increase in proficiency of these students from a 31% proficiency rate in the 21/22 school year to 46% proficient for the 23/24 school year. Across all three grade levels we are seeing high gains in all students (over 60%) as well as our L25 students. The highest gains are in our 6th grade math students. Our math teachers used a variety of rotations / center style instruction model multiple days/week. In addition, use of real world application and frequent assessments allowed teachers to immediately address areas of deficiency.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest area for growth is in our ELA proficiency. We remained flat in our overall proficiency of students but did see growth in overall gains and in L25 gains. Our lack of growth can be attributed to teacher vacancies and retention of highly qualified teachers.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest decline was with our Algebra students. We went from a proficiency rate of 84% the previous year to 53% for this current year. Multiple factors contributed to the decline. These include a new teacher to Algebra, 25 students that received a 3 on their 7th grade regular FAST assessment that were placed in Algebra even though they did not have exposure to the 8th grade standards and daily attendance problems with students in attending our tutoring programs.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our area of greatest gap when compared to the district and the state is in our ELA proficiency. This past school year we had three vacancies in our ELA and Reading classes. These positions were filled

by a long-term substitute teacher until a certified teacher for each classroom could be secured.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance

ELA proficiency

Math proficiency

Algebra Proficiency

Student Discipline

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA proficiency

Math Proficiency

Student Attendance

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall percentage of proficient students in ELA is 32%. This is the same level of proficiency as the previous year. Within this area of focus we saw large gains in overall performance of our students (48%) and in our L25 (52%) students. Students' proficiency in reading and writing impacts all areas within a school. In order to achieve higher proficiencies in other areas we must improve in ELA.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students demonstrating proficiency in ELA will increase from 32% to 40% as measured by the FAST assessment in May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will track performance throughout the year on both formative and summative assessments. Data will be monitored on PM1, PM2, PM3 as well as reading diagnostics, cycle assessments and classroom assessments.

Person responsible for monitoring outcome

Nicole Wysong and Melissa Athanson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Intentionally design lessons that are rigorous and student centered to meet the needs of all learners.

Rationale:

Lessons need to be created that are engaging and differentiated. When engaging lessons are presented, students' participation, involvement and retention of concepts increases.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning

Person Monitoring:

Athanson, Wysong

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators will collaborate with ELA teachers during their planning time to discuss lesson plans. We will monitor the implementation of the "gold documents" and district modules. Data will be reviewed routinely through work samples and assessments to determine if remediation is needed.

Action Step #2

Student Engagement

Person Monitoring:

Athanson, Wysong

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will create rigorous lessons that provide students an opportunity to work in collaborative structures, small group rotations and interactive lessons. Professional development and learning walks will be used to support the teachers.

Action Step #3

Differentiated instruction

Person Monitoring:

Athanson, Wysong

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaboration between our ELA teachers and our ESE / ESOL teachers will occur during planning to ensure that we are meeting the needs of all of our learners. Greater emphasis will be in assessing students through different formats, greater use of visuals and in responses.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will utilize a systematic approach within our math classes that are data driven. This approach will allow for a continuous cycle of teach, monitor, remediate, assess. We have made great strides in our gains in all levels of math by using student centered instruction and small group instruction. This practice needs to continue to be utilized across all levels in math.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our proficiency level of our students will increase from 46% to 52% overall. This will be measured by the FAST assessment in May 2025. Our Algebra students will increase in their proficiency from 54% to 75% as measured by the EOC in May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will be assessed throughout the year through formative and summative assessments. PM1, PM2, assessments will be used to determine progress in conjunction with unit assessments from McGraw Hill. Use of IXL on a weekly basis will provide specific data to benchmarks and allow for scaffolding of instruction. Additionally, administrative walk throughs and coaching feedback cycles will be part of the monitoring process.

Person responsible for monitoring outcome

Alfredo Blanco

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Collaborative structures, student centered learning and small group instruction will be incorporated into teacher's lesson plans and daily routine to increase student engagement.

Rationale:

Creating small group centers allows for differentiation and scaffolding of the lessons to meet the needs of all learners.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional planning

Person Monitoring:

Alfredo Blanco

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During common planning the administrator will meet with the grade level teachers to review and ensure that lesson plans are rigorous, data driven and allow for opportunities for remediation.

Action Step #2

Student Engagement

Person Monitoring:

Alfredo Blanco

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrator and teachers engage in creating, observing and supporting the implementation of lesson plans that are student centered. These plans will focus on target / task alignment, real world applications and cognitively engaging opportunities.

Action Step #3

Differentiated Instruction

Person Monitoring:

Alfredo Blanco

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaboration between our math teachers and our ESE / ESOL teachers will occur during planning to ensure that we are meeting the needs of all of our learners. Greater emphasis will be in assessing students through different formats, greater use of visuals and in responses.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our science scores have remained consistent over the past two years with a proficiency rate of 39%. Our students that are in Science 3 Advanced are showing a proficiency of 27% overall with larger

proficiency in our Physical Science Honors courses. The data indicates that our students that are struggling with proficiency in ELA are also experiencing a deficit in this content area as well.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our current level of performance is 39% in Science Achievement as evidenced by the 23/24 spring assessment. Our goal for our school is to achieve a proficiency level of 45% as measured by the Spring Assessment in Science in May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Students will be assessed throughout the year through formative and summative assessments. Students will take the cycle assessments and district created unit assessments. These data points will be tracked and monitored for proficiency of standards / benchmarks. Additionally administrative walk throughs and coaching feedback cycles will be part of the monitoring process.

Person responsible for monitoring outcome

Kelly Hicks

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Reading with a Purpose strategy uses a three-step approach to reading passages and gathering information to apply to text-based questions (IDEAS). Reading comprehension is a critical component of science in conjunction with making sure lessons are planned and in alignment with state standards.

Rationale:

Our students will benefit from a consistent, school wide use of the same reading strategy seen in all content areas. Science text is informational and requires students to have a firm grasp of vocabulary in order to understand the content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning

Person Monitoring:

Kelly Hicks

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During common planning the administrator will meet with the grade level teachers to review and ensure that lesson plans are rigorous, data driven and allow for opportunities for remediation.

Action Step #2

Student Engagement

Person Monitoring:

Kelly Hicks

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrator and teachers engage in creating, observing and supporting the implementation of lesson plans that are student centered. These plans will focus on target / task alignment, real world applications and cognitively engaging opportunities.

Action Step #3

Differentiated Instruction

Person Monitoring:

Kelly Hicks

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaboration between our Science teachers and our ESE / ESOL teachers will occur during planning to ensure that we are meeting the needs of all of our learners. Greater emphasis will be in assessing students through different formats, greater use of visuals and in responses.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Comprehension of social studies content has increased since last year. Our students in Civics increased in overall proficiency from the previous year. The 7th grade civics students scored significantly higher (72%) than our 8th grade students. Proficiency for these students was roughly between 35-50%. Overall we need to increase students reading comprehension of content area specific test.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our students will demonstrate an overall proficiency of 63% as measured by the EOC Civics assessment in May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student comprehension will be measured monthly progress monitoring through formative and summative assessments. Students and teachers will track progress on a monthly basis. Targeted remediation and small group instruction will be provided.

Person responsible for monitoring outcome

Kelly Hicks, Melissa Athanson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Explicit and systematic instruction with a focus on differentiated and scaffolded instruction to meet the needs of all learners.

Rationale:

Explicit instruction will provide our students will practice for learning new concepts, modeling of concepts and an opportunity for productive struggle with our students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning

Person Monitoring:

Kelly Hicks, Melissa Athanson

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

During common planning the administrator will meet with the grade level teachers to review and ensure that lesson plans are rigorous, data driven and allow for opportunities for remediation.

Action Step #2

Student Engagement

Person Monitoring:

Kelly Hicks, Melissa Athanson

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administrators and teachers engage in creating, observing and supporting the implementation of lesson plans that are student centered. These plans will focus on target / task alignment, real world applications and cognitively engaging opportunities.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our student average daily attendance is 88% for the 23/24 school year. A great number of students historically are missing greater than 20% of the school year. If students are not present in school than they are unable to receive instruction in order to become proficient in the different content areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our average student daily attendance will increase from 88% to 91% by May 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student attendance is monitored bi-weekly through our Child Study Team. The team will coordinate with families to help minimize barriers to the students missing school.

Person responsible for monitoring outcome

Nicole Wysong, Kelly Hicks, Alfredo Blanco

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Child study team monitors student attendance. Through this team there is frequent communication from school to families. Outside agencies can become involved within this process.

Rationale:

Communication with families and students in setting expectations is critical to student success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Daily monitoring

Person Monitoring:

Wysong, Hicks, Blanco

By When/Frequency:

daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade level clerks have been made aware of students that have a history of high absences. It is the expectation that the clerks will reach out to the families of these identified students if they are absent. This monitoring will occur daily.

Action Step #2

Attendance Incentive

Person Monitoring:

Wysong, Hicks, Blanco

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance plans will be created for our students with excessive absences. We will create incentives to encourage attendance. Rewards and success on the plan will be monitored weekly.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

<https://www.pcsb.org/meadowlawn-ms>

Information is shared through SAC / PTO meetings as well as back to school nights and on our website.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Parent and community involvement is a critical component of student success. We strive to increase our parent involvement in our SAC committee as well as create and sustain a PTO / PTA this upcoming school year. Additionally, we intend to increase our community involvement through mentoring, lunch bunch and business partnerships.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

Our key areas of focus include use of literacy strategies across all content areas, ensuring that curriculum is taught at the appropriate level of the standards, creating relevant and meaningful

lessons and embedding student agency. In order to accomplish these goals, we will provide professional development for our teachers to create lessons that are engaging. We will utilize our coaches and staff developers to work with our teachers to gain knowledge in these areas as well as to work with our students in small group settings.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

By creating small group settings and using differentiated instruction our staff will meet the needs of all learners. This includes monitoring of all subgroups to ensure the appropriate progress towards proficiency.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

Our school has a full time Social Worker, School Psychologist, Behavior Specialist and Grade Level Counselors. These individuals are responsible for working with students that are struggling and can benefit from mental health services. They work in conjunction with parents, outside agencies and other supports to meet the individual needs.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Our grade level counselors facilitate a career planning program with all of our students. This is completed throughout the year and creates an education map / plan that follows the students as they enter each subsequent school year.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

Our MTSS team meets bi-weekly to address academic and behavior concerns. Through these meetings students are addressed, tiered based on need and staff are assigned to monitor and follow up with progress and interventions.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Use of data is common practice. Data, how to use it as an instructional tool, is a part of our monthly PD sessions by content and whole school areas. Through content areas it is drilled down and tracked by teacher and class. Student evidence is reviewed weekly through common planning to determine

the effectiveness of implementation of lesson plans.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00