MEADOWLAWN MIDDLE SCHOOL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To provide purposeful educational experiences in an inclusive environment that promotes life-long learning while preparing scholars for college, career and life.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

Trever Forbes

forbesn@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The principal is instructional and operational leader of the school community and serves as the catalyst for improving scholar outcomes. Through the hiring, development, support, supervision and retention of high-quality instructional and support staff, the Principal sets and models expectations for a culture of rigorous learning, belonging and engagement.

The principal understands and maximizes the collaborative efforts of their staff, scholars, families, and broader community to create a culture of excellence on their campus.

In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and scholar outcomes by prioritizing instruction while effectively balancing the operational,

safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name
Kim Brown

brownkiml@pcsb.org

Position Title
Assistant Principal for Curriculum

Job Duties and Responsibilities

The APC coordinates with staff, school counselors, scholars, families and feeder schools to identify appropriate course progression and placement for all scholars. This individual utilizes multiple data points to develop the school-wide Master Schedule for all students, utilizing student driven systems for course registration and selection. The APC will be responsible for the school's Extended Learning Program, Tutoring, Targeted Learning, 6th grade teaming, ELA and Reading content areas. The APC will work directly with teachers to inform and strengthen instructional practices that will yield higher scholar outcomes. The APC will lead and facilitate content-focused PLCs and professional learning opportunities; work directly with targeted scholars to improve standards proficiency.

Leadership Team Member #3

Employee's Name
Kelly Hicks

hickskel@pcsb.org

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will be responsible School Safety, Safety Drills, Facilities, Athletics, District / State Assessments, as well as oversee 8th grade and the Science content area. The Assistant Principal will work directly with teachers to inform and strengthen instructional practices that will yield higher scholar outcomes. They will lead and facilitate content-focused PLCs and professional learning opportunities; work directly with targeted scholars to improve standards proficiency.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The Meadowlawn Middle School SBLT, comprised of school administration, department heads, behavior specialist, school counselors, and others meet to discuss and provide input used in the development of the SIP. School administration met with individual staff, district academic coaches, and leadership to garner input on goals / actions steps for the upcoming school year. Likewise, input was gathered from scholars, families, and community members through surveys.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The administrative team, teachers, families, and school partners (SAC), will monitor our SIP on a quarterly basis, reviewing action steps and end of year goals to evaluate if progress is being made towards end of year goals. Likewise, the team will utilize common assessments and PM1 / PM2 data to check for progress.

Through weekly to bi-weekly, CST/MTSS meetings, attendance rates, behavior incidents, etc. will be monitored and evaluated against related SIP goals. Throughout the school year, meetings within departments, school-wide, and SAC will guide thinking, evaluation, and possible amendments to the SIP.

C. Demographic Data

2025-26 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**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: C** **2023-24: C** **2022-23: C** **2021-22: D** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							184	180	201	565
Absent 10% or more school days							54	65	72	191
One or more suspensions							9	60	46	115
Course failure in English Language Arts (ELA)							5	3	18	26
Course failure in Math							1	5	18	24
Level 1 on statewide ELA assessment							40	54	61	155
Level 1 on statewide Math assessment							34	30	62	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 2025-26

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							17	66	73	156

Current Year 2025-26

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								6	1	7
Students retained two or more times							6	6		12

Prior Year (2024-25) 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 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-6.053, 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

Prior Year (2024-25) 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 (2024-25) 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

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	44	60	58	32	55	53	34	49	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	51	59	59	48	58	56			
ELA Lowest 25th Percentile	49	52	52	53	53	50			
Math Achievement*	47	65	63	45	61	60	39	58	56
Math Learning Gains	47	60	62	60	61	62			
Math Lowest 25th Percentile	63	59	57	63	59	60			
Science Achievement	50	59	54	39	52	51	39	48	49
Social Studies Achievement*	58	79	73	57	75	70	55	69	68
Graduation Rate									
Middle School Acceleration	68	84	77	55	80	74	75	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	43	49	53	47	44	49	34	38	40

*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 (FPPI) 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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	520
Total Components for the FPPI	10
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***	**2018-19**
52%	50%	44%	36%	35%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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	39%	Yes	6	
English Language Learners	48%	No		
Asian Students	75%	No		
Black/African American Students	42%	No		
Hispanic Students	48%	No		
Multiracial Students	51%	No		
White Students	57%	No		
Economically Disadvantaged Students	51%	No		

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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%		51%	49%	47%	47%	63%	50%	58%	68%			43%
Students With Disabilities	17%		37%	40%	22%	43%	55%	26%	39%	70%			
English Language Learners	31%		43%	41%	48%	47%	57%	43%	58%	67%			43%
Asian Students	67%		65%	81%		64%		87%		85%			
Black/African American Students	32%		51%	51%	28%	40%	62%	22%	48%	40%			
Hispanic Students	38%		52%	48%	44%	50%	59%	33%	55%	56%			43%
Multiracial Students	41%		33%		56%	56%		53%	64%				
White Students	53%		51%	46%	55%	45%	62%	61%	62%	76%			
Economically Disadvantaged Students	42%		50%	48%	45%	48%	65%	48%	58%	67%			39%

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%		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%

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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	48%	61%	-13%	60%	-12%
ELA	7	42%	59%	-17%	57%	-15%
ELA	8	42%	59%	-17%	55%	-13%
Math	6	63%	63%	0%	60%	3%
Math	7	13%	33%	-20%	50%	-37%
Math	8	35%	64%	-29%	57%	-22%
Science	8	49%	58%	-9%	49%	0%
Civics		59%	78%	-19%	71%	-12%
Algebra		68%	59%	9%	54%	14%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 current level of performance is 40% of our students are proficient on the 2025 FAST ELA PM 3. This level of proficiency in ELA is our most improved. We increased proficiency from 31% (23-24) to 44% (24-25), a 13% increase. Across all three grade levels we saw gains. Learning gains jumped from 48% to 51% (24-25). Our 7th grade students showed the highest gains, with 6th and 8th grade students not far behind. ELA instruction focused on exposing scholars daily to FAST style questions through intentional use of data analysis to drive instruction.

What is assessment data telling us regarding scholar deficiency areas and how do we effectively plan to address these areas?

Work in PLCs was purposeful, ensuring plans aligned to the standards.

Lowest Performance

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

While we showed a 13% increase in ELA proficiency (31% to 44%), our lowest performance area remains ELA proficiency. Likewise, L25 ELA learning gains showed a 4% decrease compared to the previous year. One contributing factor was having a long-term sub in two of our ELA classrooms (both 8th grade). Another contributing factor was a lack of focus and intentional planning for providing students opportunities to think and/or engage deeply with content.

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 occurred in 2025 FAST Math PM 3 learning gains. Learning gains deceased from 60% (23-24) to 47% (24-25), a 13% decrease. One contributing factor was the loss of two math teachers (both 8th grade) and filling those roles with long-term subs. Another contributing factor was a lack of purposeful monitoring for student understanding and shifting instruction to address misunderstandings.

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.

When compared to state proficiency averages, FAST PM 3 ELA proficiency (44%) and Civics EOC proficiency (58%), both show a gap of 13%. A contributing factor for ELA was likely two teacher vacancies (8th grade) filled by long-term subs. A contributing factor for Civics was a lack of differentiated instruction that targeted gaps in student knowledge around concepts / ideas that scholars had previous exposure to but needed to have explicit connection made to new content.

EWS Areas of Concern

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

EWS areas of concern are Attendance and Student Discipline.

Highest Priorities

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

1. ELA proficiency (L25 Learning Gains)
2. Civics proficiency (8th Grade)
3. Math proficiency (Algebra and Learning Gains)
4. Black student proficiency
5. ESE proficiency

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

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 overall percentage of proficient scholars in ELA is 44%. This is a 12% increase from the previous school year. Within ELA, Learning Gains increased 4% (48% to 51%). However, L25 Learning Gains decreased 5% (52%-47%).

Student proficiency in reading and writing is foundational to success across all subject areas. Low proficiency rates and a decline in learning gains indicate that many students are not meeting grade-level expectations in ELA and are not consistently being challenged to engage with the full rigor of the standards.

To address this, we will focus on strengthening ELA instruction through targeted professional development, the use of high-impact instructional strategies, and regular progress monitoring. A key component of this work will be having teachers engage in the tasks and assessments themselves before delivering instruction. By doing the work of the student first, teachers will gain deeper insight into the cognitive demands of the tasks, enabling them to anticipate misconceptions and provide immediate, specific, and actionable feedback that accelerates student learning.

Measurable Outcome

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 school goal is to increase the percentage of scholars proficient in ELA, from 44% (24-25) to 53% as measured by 2026 Spring (May) FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor progress in ELA to ensure our desired outcome by having students and staff track

performance throughout the school year using both formative and summative assessments. Data will be monitored using Progress Monitoring Assessments (PM1, PM2, PM3), Module Assessments, and classroom assessments. We will utilize an ongoing cycle of improvement that employs data to plan, do, check, and adjust as needed to meet the needs of the student and increase student achievement. After analyzing data, we will discuss the trends and begin identifying barriers that may be preventing us from making progress toward our goal. We will then move on to problem solving and make adjustments to the plan as needed. This cycle will continue throughout the school year and involve all stakeholders. We will monitor staff growth and improvement of practice through classroom observations and when evidence of implementation is presented during PLCs.

Person responsible for monitoring outcome
Kim Brown

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Strengthen staff capacity to effectively organize students for meaningful interaction with content, implement rigorous, student-centered instruction, and design engaging, differentiated lessons that address diverse learning needs. These efforts will focus on closing the achievement gap across all student subgroups through targeted professional development and collaborative work within Professional Learning Communities (PLCs). Student achievement will be closely monitored through benchmark assessments and data discussions ("data chats"), which will be reviewed, reflected upon, and used to inform instructional improvements at all levels—including individual teachers, collaborative teams, school leadership, and district stakeholders.

Rationale:
By focusing our school improvement efforts on increasing student engagement in rigorous, standards-based instruction and effectively implementing data-driven, individualized supports for struggling students, we aim to raise student proficiency to at least 53%. According to research by Marzano, these elements are critical to ensuring high-quality instruction and improving student outcomes. Regular data chats will be essential for teachers to analyze student progress, identify areas of need, and adjust instruction accordingly. Additionally, data from the Instructional Support Model (ISM) indicate that effective classroom practices consistently incorporate student-centered learning environments characterized by rigor, differentiated instruction, and higher-order thinking routines.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Instructional Planning

Person Monitoring:	**By When/Frequency:**
Kim Brown	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators provide structure for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual preparation, completing student tasks (i.e. close reading texts, answering teacher-posed questions, annotating text), and lesson rehearsal including planning for scaffolds that address gaps, or potential misconceptions, in student learning. The school will monitor the impact of this action step through weekly classroom visits (walkthroughs), biweekly / monthly PLC meetings. Likewise, monitoring will be done through surveys completed by all PLC stakeholders on a quarterly basis. These surveys will target staff perception of PLC efficiency and effectiveness, allowing staff to highlight strengths and areas of growth.

Action Step #2
Student Engagement

Person Monitoring:	**By When/Frequency:**
Kim Brown	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA/Reading teachers prioritize engaging students in immense amounts of reading, discussion, and writing ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. The school will monitor the impact of this action step through weekly classroom visits (walkthroughs), biweekly / monthly PLC meetings; likewise, teacher analysis of student work samples and teacher feedback to students, this action will be monitored.

Action Step #3
Professional Development

Person Monitoring:	**By When/Frequency:**
Kim Brown	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ELA and Reading teachers receive professional development and coaching around instruction using B.E.S.T. Benchmarks and district curriculum resources to provide all students with consistent opportunities to engage in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark. The school will monitor the impact of this action step by analyzing student data strategically aligned to their specific teacher and via teacher observation walk-throughs of the teachers. AP, when able, along with teachers will attend module rollouts and other PD opportunities.

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

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 overall percentage of proficient students in Math is 47%. This is a 2% increase from the previous school year. Within Math, Learning Gains decreased 13% (60% to 47%). L25 Learning Gains remained constant at 63%.

A significant emphasis will be placed on increasing Learning Gains for all scholars. Priority will be given to intentionally building opportunities for students to think about content and problem solving into lesson plans.

Measurable Outcome

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 school goal is to increase the percentage of scholars proficient in Math, from 47% (24-25) to 52% as measured by 2026 Spring (May) FAST.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor progress in Math to ensure our desired outcome by having students and staff track performance throughout the school year using both formative and summative assessments. Data will be monitored using Progress Monitoring Assessments (PM1, PM2, PM3), Unit Assessments, and Classroom Assessments. Weekly integration of IXL, aligned to benchmarks, will provide data to inform instructional adjustments. Common planning and PLC work will drive our continuous improvement model with an emphasis on data analysis being used to plan, do, check, and adjust instruction to meet the needs of all scholars and increase student achievement, specifically learning gains with all scholars. Administrative classroom visits (walkthroughs) and coaching feedback will be utilized to support efforts of monitoring and implementation.

Person responsible for monitoring outcome
Trever Forbes

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Strengthen staff capacity to effectively plan for scholars to meaningfully interact with content,

implement rigorous, student-centered instruction, and design engaging, differentiated lessons that address diverse learning needs. These efforts will focus on closing the achievement gap across all student subgroups through targeted professional development and collaborative work within Professional Learning Communities (PLCs). Student achievement will be closely monitored through benchmark assessments and data discussions ("data chats"), which will be reviewed, reflected upon, and used to inform instructional improvements at all levels—including individual teachers, collaborative teams, school leadership, and district stakeholders.

Rationale:

By centering our school improvement efforts on increasing student engagement in rigorous, standards-based instruction and effectively implementing data-driven, individualized supports for struggling students, we aim to raise student proficiency to at least 52%. Research by Marzano highlights these strategies as essential for delivering high-quality instruction and improving student outcomes. Regular data chats will be integral for teachers to analyze student progress, identify specific areas of need, and make informed instructional adjustments. Additionally, data from the Instructional Support Model (ISM) emphasize that effective classroom practices consistently foster student-centered learning environments characterized by rigor, differentiated instruction, and the integration of higher-order thinking routines. To further support these goals, teachers will design small-group centers that enable differentiation and scaffolding of lessons, ensuring instruction is responsive to the diverse 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:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:	**By When/Frequency:**
Trever Forbes	Ongoing

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

Mathematics teachers participate in professional learning opportunities around implementation of the B.E.S.T. Standards, the Mathematical Thinking & Reasoning Standards, and Benchmark Achievement Level Descriptors. The school will monitor the impact of this action through instructional leadership classroom visits (walkthroughs), collaborative planning, and PLCs. Principal, as needed, will join Math PD opportunities within The Zone and across the district.

Action Step #2

Instructional Planning

Person Monitoring:	**By When/Frequency:**
Trever Forbes	Weekly

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

Teachers will engage in planning meetings and Professional Learning Communities (PLCs) inclusive

of 'data chats' to review student data, identify and plan for cognitively engaging learning activities, including opportunities to think and problem solve. Data from PM1, PM2 assessments, IXL, and/or teacher and district developed assessments will drive formal and informal assessments. The school will monitor the impact of this action step via surveys completed by all PLC stakeholders on a quarterly basis. These surveys will target staff perception of PLC efficiency and effectiveness, allowing staff to highlight strengths and areas of growth.

Action Step #3
Student Engagement

Person Monitoring:	**By When/Frequency:**
Trever Forbes	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administrators and teachers engage in mathematics-focused learning walks/discussions with a focus on teacher clarity (setting the purpose for learning with an emphasis on objectives/goals within the lesson) and embedding opportunities for students to think and problem solve. The school will monitor the impact of this action step via analyzing the completed walk through tools to address patterns that highlight strengths and/or weaknesses of the instruction, engagement level, etc.

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

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 overall percentage of proficient students in Science is 50%. This is an 11% increase from the previous school year. The past two years, Science has been an area of stagnation.
Priority will be given to intentionally building opportunities for students to think about science content and problem solving into lesson plans.
Emphasis will be given to intentional planning and a focus on aligning student tasks directly with instructional standards and learning targets (task-target alignment).

Measurable Outcome

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 school goal is to increase the percentage of scholars proficient in Science, from 50% (24-25) to 63% as measured by 2026 Science Assessment (May).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Students will be assessed throughout the year using both formative and summative assessments. Cycle assessments and district-developed unit assessments will be administered to measure proficiency on grade-level standards and benchmarks, with these data points tracked and monitored closely to inform instructional decisions. In addition, administrative walkthroughs and ongoing coaching feedback cycles will be integral components of the monitoring process, ensuring the consistent implementation of high-quality instruction and supporting continuous teacher growth.

Person responsible for monitoring outcome
Kelly Hicks

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Strengthen staff capacity to effectively organize students for meaningful interaction with content, implement rigorous, student-centered instruction, and design engaging lessons that address diverse learning needs. Student achievement will be closely monitored through benchmark assessments and data discussions ("data chats"), which will be reviewed, reflected upon, and used to inform instructional improvements at all levels—including individual teachers, collaborative teams, school leadership, and district stakeholders.

Rationale:
By focusing our school improvement efforts on increasing student engagement in rigorous, standards-based instruction and effectively implementing data-driven, individualized supports for struggling students, we aim to raise student proficiency to at least 58%. According to research by Marzano, these elements are critical to ensuring high-quality instruction and improving student outcomes. Regular data chats will be essential for teachers to analyze student progress, identify areas of need, and adjust instruction accordingly.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Instructional Planning

| **Person Monitoring:** | **By When/Frequency:** |
| Kelly Hicks | Weekly |

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

step:
The administrator will conduct regular Professional Learning Communities (PLCs) inclusive of data chats to review formative assessments and utilize the data in planning for differentiated tasks which meet the individualized needs of students. The administrator will review and ensure that lesson plans are rigorous, data driven, and allow for opportunities to remediate. The school will monitor the impact of this action step by analyzing student data strategically aligned to their specific teacher. The increase, or lack thereof, in growth will drive next steps.

Action Step #2
Student Engagement

Person Monitoring:	**By When/Frequency:**
Kelly Hicks	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Implement intentional integration of literacy and writing in science including the use of grade-appropriate complex texts utilized for close and critical reading strategies and processed using text dependent questions. The school will monitor the impact of this action step by analyzing student data strategically aligned to their specific teacher. The increase, or lack thereof, in growth will drive next steps.

Action Step #3
Instructional Planning

Person Monitoring:	**By When/Frequency:**
Kelly Hicks	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers utilize systemic documents (Red/Green Doc, Course Outline, Roadmaps, Unit Cards, Test Specs, etc.) to effectively plan for lessons that incorporate rigorous performance tasks, reading analysis, and SSA style practice questions aligned to and within the scope of the standards. The school will monitor the impact of this action step by analyzing student data strategically aligned to their specific teacher. The increase, or lack thereof, in growth will drive next steps.

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
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 overall percentage of proficient scholars in Civics is 58%. This is a 1% increase from the previous school year.

7th Grade = 95% proficient

8th Grade = 37% proficient

Student proficiency in Civics will be an area of focus as the gap that exists between our 7th and 8th

grade scholars must be addressed. Improving the intentional use of and exposure to anchor charts, as well as continuous experience and exposure to content specific vocabulary will build scholar comprehension.

Measurable Outcome

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 school goal is to increase the percentage of students proficient in Civics, from 58% (24-25) to 71% as measured by the 2026 Civics EOC (May).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students will be assessed throughout the year using both formative and summative assessments. Cycle assessments and district-developed unit assessments will be administered to measure proficiency on standards and benchmarks, with these data points tracked and monitored closely to inform instructional decisions. In addition, administrative walkthroughs and ongoing coaching feedback cycles will be integral components of the monitoring process, ensuring the consistent implementation of high-quality instruction and supporting continuous teacher growth.

Person responsible for monitoring outcome

Trever Forbes

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Strengthen staff capacity to effectively organize students for meaningful interaction with content, implement rigorous, student-centered instruction, and design engaging lessons that address diverse learning needs. Student achievement will be closely monitored through unit/benchmark assessments and data discussions ("data chats"), which will be reviewed, reflected upon, and used to inform instructional improvements at all levels—including individual teachers, collaborative teams, school leadership, and district stakeholders.

Rationale:
By focusing our school improvement efforts on increasing student engagement in rigorous, standards-based instruction and effectively implementing data-driven, individualized supports for struggling students, we aim to raise student proficiency to at least 71%. According to research by Marzano, these elements are critical to ensuring high-quality instruction and improving student outcomes. Regular data chats will be essential for teachers to analyze student progress, identify areas of need, and adjust instruction accordingly.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
Instructional Planning

Person Monitoring:	**By When/Frequency:**
Trever Forbes	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Civics teachers will utilize (as needed and necessary) district developed teacher guides, instructional guides, and student G4CE to collaboratively plan and carry out lessons, intended to expose scholars to complex thinking around Civics content and specific vocabulary. Effective planning for use of interactive notebooks and anchor charts will be expected. Likewise, use of a common instrument for scholars to track and reflect on their data, including a space for scholar reflection and "next steps" will be implemented. Planning for spiraled review of critical content / benchmarks to ensure continuous review of and experience / exposure with critical content is being addressed; spiraling is assessed through district unit assessments. The school will monitor the impact of this action step by analyzing student data, having data chats, common planning, and PLC meetings. Likewise, instructional leadership classroom visits (walkthroughs) will guide next steps.

Action Step #2
Professional Development

Person Monitoring:	**By When/Frequency:**
Trever Forbes	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Civics teachers participate in professional learning around instruction of the Civics benchmarks, assessments, post-assessment data analysis, and planning for review and reteaching (DaRT Quarterly PD). Principal, when able and needed, will join Civics teachers during their PD opportunities and engage in planning processes.

Area of Focus #5

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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 overall percentage of black scholars demonstrating proficiency on PM3 FAST Assessments in ELA and Math lags behind that of non-black students. While our black scholars continue to stay above 41% collectively, this will be a crucial focus area for Meadowlawn Middle School as we continue to intentionally target and bridge the gap between our black and non-black scholars. Comparatively, non-black students are demonstrating a greater proficiency in ELA between 6%-35%. Likewise, in Math, non-black students are demonstrating a greater proficiency between 16%-53%

Student proficiency in reading and writing is foundational to success across all subject areas. Historically disproportionate proficiency rates between black and non-black scholars indicates many are not meeting grade-level expectations in ELA/Math and are not being consistently challenged to engage with the full rigor of the standards.

To address this, we will focus on strengthening ELA and Math instruction through targeted professional development, the use of high-impact instructional strategies, and regular progress monitoring. A key component of this work will be having teachers engage in the tasks and assessments themselves before delivering instruction. By doing the work of the student first, teachers will gain deeper insight into the cognitive demands of the tasks, enabling them to anticipate misconceptions and provide immediate, specific, and actionable feedback that accelerates student learning.

Measurable Outcome
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 school goal is to increase the percentage of proficient black scholars, in ELA, from 32% (24-25) to 41% as measured by 2026 PM3 FAST (May).
Our school goal is to increase the percentage of proficient black scholars, in Math, from 28% (24-25) to 33% as measured by 2026 PM3 FAST (May).

Monitoring
Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor bridging the gap progress in ELA and Math to ensure our desired outcomes by having students and staff track performance throughout the school year using both formative and summative assessments. Data will be monitored using Progress Monitoring Assessments (PM1, PM2, PM3), Module Assessments, and classroom assessments. We will utilize an ongoing cycle of improvement that employs data to plan, do, check, and adjust as needed to meet the needs of the student and increase student achievement. After analyzing data, we will discuss the trends and begin identifying barriers that may be preventing us from making progress toward our bridging the gap goal. We will then move on to problem solving and make adjustments to the plan as needed. This cycle will

continue throughout the school year and involve all stakeholders. We will monitor staff growth and improvement of practice through classroom observations and when evidence of implementation is presented during PLCs.

Person responsible for monitoring outcome
Trever Forbes, Kelly Hicks, Kim Brown

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
We will aim to strengthen staff capacity to effectively organize students for meaningful interaction with content, implement rigorous, student-centered instruction, and design engaging, differentiated lessons that address diverse learners and learning needs. These efforts will focus on closing the achievement gap across all student subgroups through targeted professional development and collaborative work within Professional Learning Communities (PLCs) where lessons are designed with each scholar in mind. Student achievement will be closely monitored through benchmark assessments and data discussions ("data chats"), which will be reviewed, reflected upon, and used to inform instructional improvements at all levels—including individual teachers, collaborative teams, school leadership, and district stakeholders.

Rationale:
By focusing our school improvement efforts on increasing student engagement in rigorous, standards-based instruction and effectively implementing data-driven, individualized supports for struggling students, we aim to raise reduce the proficiency gap between black and non-black students in both ELA and Math. According to research by Marzano, these elements are critical to ensuring high-quality instruction and improving student outcomes. Regular data chats will be essential for teachers to analyze student progress, identify areas of need, and adjust instruction accordingly. Additionally, data from the Instructional Support Model (ISM) indicate that effective classroom practices consistently incorporate student-centered learning environments characterized by rigor, differentiated instruction, and higher-order thinking routines.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Creating Belonging

Person Monitoring:	**By When/Frequency:**
Trever Forbes, Kelly Hicks, Kim Brown	Monthly

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

Through a systemic approach to PBIS (centered around our Guidelines for Success), we aim to build intentional practices around celebrating scholars and staff. Likewise, expected practices will be immediate and often recognition and celebration of scholar's meeting behavior and academic expectations. Meadowlawn staff will take a proactive approach to creating belonging, understanding it starts with the adults - we will model how to communicate, react, and respond appropriately with one another, scholars, and families/guardians. Response strategies will include: Calling scholars by name, think-time, inclusive of all (response system), providing meaningful and specific feedback around efforts, energy, and growth (academic and behavior).

Action Step #2
Opportunities to Think and Problem-Solving

Person Monitoring:	**By When/Frequency:**
Trever Forbes, Kelly Hicks, Kim Brown	Monthly

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

Classroom planning and instruction will include high-yield strategies such as cooperative learning, academic discourse and discussion, reading/writing across content areas, and explicit vocabulary instruction. Likewise, imbedding intentional opportunities for students to be released into learning requiring them to think deeply about and/or problem solve around content will be expected within common planning sessions, etc.

Action Step #3
Checks for Understanding

Person Monitoring:	**By When/Frequency:**
Trever Forbes, Kelly Hicks, Kim Brown	Monthly

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

Teachers will embed, within lessons, checks for understanding. There will be moments for pause; whether through questioning, quick-write, thumbs up, or other formative means, chunking of lessons will be utilized to monitor student progress and understanding. When misconceptions/misunderstandings are present, teachers will provide targeted feedback to individual scholars.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

As Meadowlawn undergoes exciting leadership changes, we are committed to fostering a positive shift in our school's culture and climate. Our primary focus is to create a welcoming, supportive

environment for staff, students, and families.

To achieve this, we will implement restorative practices, adopt a teaming model, and strengthen our PBIS (Positive Behavioral Interventions and Supports) framework. These strategies are designed to build stronger relationships, enhance collaboration, and promote mutual respect across our school community.

By prioritizing a positive culture, we aim to boost morale and engagement for both students and staff. As a result, we anticipate a renewed sense of enthusiasm for learning and teaching—making Meadowlawn a place where everyone feels valued, supported, and excited to come each day.

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.

For the 24-25 school year, our school-wide behavior data reflected 1182 referrals written. We anticipate a 10% reduction in referrals as a result of our focus in this area. For the 2025-2026 school year, we will have less than 1064 referrals written.

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.

To ensure the success of our cultural shift, Meadowlawn will monitor progress on a during SBLT, MTSS meetings and on a quarterly basis when planning for student celebrations around school-wide discipline. Each quarter, school administration and the PBIS team will review student referral data, disaggregate the data by key indicators, and identify trends or areas needing attention.
Based on these findings, we will determine targeted, actionable next steps to support continued growth. Quarterly adjustments will be made to our practices and interventions to ensure they remain responsive and effective.

Additionally, behavior coaching and support will be provided to staff as needed, ensuring that everyone feels confident and equipped to contribute to our positive school culture.

Person responsible for monitoring outcome
Trever Forbes, Kim Brown & Kelly Hicks

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
We will utilize tools provided by both the district and the state to monitor and strengthen the implementation of Positive Behavioral Supports (PBIS) schoolwide. These tools include the FLPBIS Tier 1 Walkthrough with Restorative Practice Components, the Benchmark of Quality (BoQ), the Tiered Fidelity Inventory (TFI), and self-assessments aligned with the Multi-Tiered System of Supports (MTSS). These resources will guide us in evaluating our progress, identifying areas for improvement, and ensuring fidelity in implementation. Additionally, we will continue to leverage all district-supported resources related to the teaming model to support a cohesive and sustainable schoolwide approach.

Rationale:
These strategies have proven to be effective in many schools. PBIS is a system that has been adopted by the district and is used in all Pinellas County schools. Data has shown that when used with fidelity it will be effective.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Staffing

| **Person Monitoring:** | **By When/Frequency:** |
| Trevor Forbes | Ongoing |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
MTSS behavior coach and other RTL Team will be assigned to employ behavior coaching cycles for struggling teachers. Assistance will be provided for who class assistance, small group help, or individual student guidance. The school will monitor behavior data frequently to ensure this action step is having the desired impact.

Action Step #2
Resources

| **Person Monitoring:** | **By When/Frequency:** |
| Kim Brown | Ongoing |

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A dedicated Intervention Center will be established to support students in need of behavioral and social-emotional intervention. Staff assigned to the center will receive training in restorative practices and in the effective operation of the center. This space will function as both a restorative environment and a social skills learning hub, where students will receive targeted instruction on the behaviors and skills necessary for success in the school setting. The school will closely monitor behavior data to assess the effectiveness of the Intervention Center. These data-informed insights will guide ongoing decisions and adjustments, ensuring that the center is meeting student needs and contributing

positively to the overall school culture.

Action Step #3
Ready to Learn

Person Monitoring:	**By When/Frequency:**
Trever Forbes, Kelly Hicks, Kim Brown	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A Ready to Learn process will be implemented to support teachers and protect the learning environment. While each teacher's classroom management plan will set the tone and culture of their classroom, the RTL Team will be available to push-in or pull-out scholars who may cause a disruption to the learning environment. The aim of RTL is to provide scholars an opportunity to reset and refocus in a safe space (Intervention Center) with the goal of returning to instruction as quickly as possible. The RTL process will be systemic and utilized building wide so as to create predictability and consistency for scholars across all classrooms.

Area of Focus #2

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 90% for the 24-25 school year. This is a 2% increase from the previous school year. Student absenteeism leads to missed instruction and thus gaps in learning and overall proficiency in all 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 daily attendance will increase from 90% (24-25) to 92% by May 2026.

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

Trever Forbes, Kelly Hicks, Kim Brown

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
The Child Study Team monitors scholar attendance. Through CST frequent communication is maintained between school and families. As needed, outside agencies become involved to support families and the process to get scholars in school or attending with greater frequency.

Rationale:
Communication with families and scholars in setting expectations for regular scholar attendance is critical to scholar 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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Intentional Monitoring

Person Monitoring:	**By When/Frequency:**
Trever Forbes, Kelly Hicks, Kim Brown	Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School Counselors and/or grade level clerks are made aware of students that have a history of high absences. These individuals make contact with families of these identified scholars and document the contact in FOCUS. The aim of these calls is to elicit information (possible barriers, etc.) and problem solve around them. These calls are made daily for habitual absenteeism and regular communication through letters sent via mail.

Action Step #2
Attendance Incentive

Person Monitoring:	**By When/Frequency:**
Trever Forbes, Kelly Hicks, Kim Brown	Monthly

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 scholars with excessive absences. We will create incentives to encourage and reward consistent or improved attendance. Attendance incentive / rewards will be afforded all scholars.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

https://www.pcsb.org/meadowlawn-ms: SIPs and PFEP, as well as SAC meeting agendas/minutes will be housed on our school website and parent station.

Weekly updates will communicate happenings at Meadowlawn Middle School – Principal will use SMORE as the platform for communication/newsletter.

Back-to-School / Title I Night: Title I School and Family Overview is sent home as part of the communication given to students during the first weeks of school. This includes information on where to access, SIP and PFEP.

Principal will communicate, per Semester, a State of the School presentation outlining, mission/vision, fiscal, personnel, learning of scholars and staff, etc. and how these areas support scholar success and achievement towards school improvement goals.

Social Media Posts

SAC Meetings: We present highlights of the SIP, Title I Schoolwide Plan, and Family Engagement Plan and provide updates of implementation throughout the year.

Translation and interpretation services (including ASL) will be provided upon request for meetings and materials.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Meadowlawn Middle School will build positive relationships with parents and community by:
1. Providing intentional, school-wide quarterly parent nights.
2. Incorporating Fall/Spring Festivals to get families on campus.
3. Family engagement opportunities throughout the school year.
4. Welcoming parent and community volunteers.
5. Timely and practical information disseminated to families consistently.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our key areas of focus include the implementation of a Ready to Learn process intended to protect the learning environment.
Likewise, we will intentionally plan opportunities for students to think critically and deeply about all areas of content and learning.
We will utilize our coaches and staff developers to work with our teachers and our scholars to strengthen student experiences and learning on campus.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Meadowlawn Middle School believes in involving parents in all aspects of its Title I programs; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC). The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the

development and decision-making process of all Title I activities related to the school. Parents will receive individualized scholar reports about the performance of their child(ren) on the State assessments; timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who has not completed the criteria for state level certification; timely notice information regarding their right to request information on the professional qualifications of the scholar's classroom teachers and paraprofessionals. An annual evaluation will be conducted using surveys completed by stakeholders.

ESOL: Meadowlawn Middle School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. In this, we will utilize bilingual associates to push into classrooms and provide appropriate scholar supports. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE): Meadowlawn Middle School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning Dept. and Transformation Zone Coaches): Meadowlawn Middle School will take advantage of any support provided by the district in regards professional learning and coaching.

Community Partners: Meadowlawn Middle School will, with support of student services personnel, identify and utilize community partners that aim to provide wrap around services for scholars and families (Clothes for Kids, Feed Tampa Bay, etc.).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Meadowlawn Middle School has a full time Social Worker, School Psychologist, Behavior Specialist and Grade Level Counselors. These individuals are responsible for working with scholars that are struggling and can benefit from mental health services. They work in conjunction with parents, outside agencies and other supports to meet 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our MTSS team meets bi-weekly to address academic and behavior concerns. Through these meetings student needs are addressed, tiered based on need and staff are assigned to monitor and follow up with progress and interventions.
Likewise, a system change is being implemented through Ready to Learn.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Our overall percentage of black scholars demonstrating proficiency on PM3 FAST Assessments in ELA and Math lags behind that of non-black students. While our black scholars continue to stay above 41% collectively, this will be a crucial focus area for Meadowlawn Middle School as we continue to intentionally target and bridge the gap between our black and non-black scholars. Comparatively, non-black students are demonstrating a greater proficiency in ELA between 6%-35%. Likewise, in Math, non-black students are demonstrating a greater proficiency between 16%-53%

Student proficiency in reading and writing is foundational to success across all subject areas. Historically disproportionate proficiency rates between black and non-black scholars indicates many are not meeting grade-level expectations in ELA/Math and are not being consistently challenged to engage with the full rigor of the standards.

To address this, we will focus on strengthening ELA and Math instruction through targeted professional development, the use of high-impact instructional strategies, and regular progress monitoring. A key component of this work will be having teachers engage in the tasks and assessments themselves before delivering instruction. By doing the work of the student first, teachers will gain deeper insight into the cognitive demands of the tasks, enabling them to anticipate misconceptions and provide immediate, specific, and actionable feedback that accelerates student learning.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

We will aim to strengthen staff capacity to effectively organize students for meaningful interaction with content, implement rigorous, student-centered instruction, and design engaging, differentiated lessons that address diverse learners and learning needs. These efforts will focus on closing the achievement gap across all student subgroups through targeted professional development and collaborative work within Professional Learning Communities (PLCs) where lessons are designed with each scholar in mind. Student achievement will be closely monitored through benchmark assessments and data discussions ("data chats"), which will be reviewed, reflected upon, and used to inform instructional improvements at all levels—including individual teachers, collaborative teams,

school leadership, and district stakeholders.

By focusing our school improvement efforts on increasing student engagement in rigorous, standards-based instruction and effectively implementing data-driven, individualized supports for struggling students, we aim to raise reduce the proficiency gap between black and non-black students in both ELA and Math. According to research by Marzano, these elements are critical to ensuring high-quality instruction and improving student outcomes. Regular data chats will be essential for teachers to analyze student progress, identify areas of need, and adjust instruction accordingly. Additionally, data from the Instructional Support Model (ISM) indicate that effective classroom practices consistently incorporate student-centered learning environments characterized by rigor, differentiated instruction, and higher-order thinking routines.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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