Meadowlawn Middle School

2022-23 Schoolwide Improvement Plan

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Meadowlawn Middle School

6050 16TH ST N, St Petersburg, FL 33703

http://www.meadowlawn-ms.pinellas.k12.fl.us

Demographics

Principal: Melissa Athanson

Start Date for this Principal: 7/5/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: D (37%) 2020-21: (33%) 2018-19: B (54%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

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.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Athanson, Melissa	Principal	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. I oversee the hiring of all staff and make sure that they are provided ample professional development in instructional practices. Additionally, I oversee the key operations of the facility and make sure that we are providing students with a safe and secure learning environment.
Blanco, Alfredo	Assistant Principal	Mr. Blanco is the Assistant Principal of Curriculum. He oversees the scheduling of all students and ensures that all students meet the requirements for promotion to the subsequent grade level. He creates and oversees recruiting teachers for ELP, course recovery and summer bridge. His content areas of supervision include Mathematics and Social Studies.
Hicks, Kelly	Assistant Principal	Mrs. Hicks is our administrator over athletics and facilities. Her focus is to ensure a safe and secure campus. She will monitor all school functions, field trips and transportation. Additionally she will create a school crisis plan and create a schedule for all safety drills. Mrs. Hicks will be the instructional leader over Science and Elective courses.
Nicholson, Katherine	Assistant Principal	Mrs. Nicholson is the Assistant Principal over assessment. She will make sure that all student take the appropriate assessment for the state. She will ensure that all testing is in compliance and follows the guidelines of the state. She is also the administrator that is over our PBIS program and MTSS. Mrs. Nicholson will be the administrator over ELA & Reading.

Demographic Information

Principal start date
Tuesday 7/5/2022, Melissa Athanson

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

847

Identify the number of instructional staff who left the school during the 2021-22 school year.

19

Identify the number of instructional staff who joined the school during the 2022-23 school year.

12

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/5/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	280	350	300	0	0	0	0	930
Attendance below 90 percent	0	0	0	0	0	0	58	80	59	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	8	7	7	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	67	85	68	0	0	0	0	220
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	75	84	84	55	0	0	0	298
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	209	265	209	0	0	0	0	683

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	280	350	300	0	0	0	0	930
Attendance below 90 percent	0	0	0	0	0	0	58	80	59	0	0	0	0	197
One or more suspensions	0	0	0	0	0	0	8	7	7	0	0	0	0	22
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	67	85	68	0	0	0	0	220
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	75	84	84	55	0	0	0	298
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	209	265	209	0	0	0	0	683

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	27%			30%			44%	52%	54%
ELA Learning Gains	34%			31%			51%	55%	54%
ELA Lowest 25th Percentile	30%			31%			48%	47%	47%
Math Achievement	31%			29%			47%	55%	58%
Math Learning Gains	41%			25%			58%	52%	57%
Math Lowest 25th Percentile	39%			26%			56%	46%	51%
Science Achievement	29%			33%			40%	51%	51%
Social Studies Achievement	46%			39%			67%	68%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	51%	-8%	54%	-11%
Cohort Comparison						
07	2022					
	2019	38%	51%	-13%	52%	-14%
Cohort Comparison		-43%				
08	2022					
	2019	41%	55%	-14%	56%	-15%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	38%	44%	-6%	55%	-17%
Cohort Comparison						
07	2022					
	2019	45%	60%	-15%	54%	-9%
Cohort Comparison		-38%				
08	2022					
	2019	25%	31%	-6%	46%	-21%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	37%	51%	-14%	48%	-11%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	68%	-1%	71%	-4%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	55%	18%	61%	12%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	30	29	20	26	27	28	20			
ELL	17	29	35	17	25	38	20	39			
ASN	39	36		40	31		63	53	67		
BLK	18	24	27	14	18	17	16	18	38		
HSP	29	36	44	24	27	28	26	40	26		
MUL	26	22		24	19			40			
WHT	34	33	30	36	28	34	39	47	62		
FRL	25	30	30	23	22	22	28	29	44		

| | 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	46	45	35	53	54	22	43			
ELL	24	44	52	34	65	62	16	59	70		
ASN	51	52	53	62	66	63	38	78	89		
BLK	29	44	42	31	50	47	20	41	56		
HSP	35	49	55	39	54	57	24	71	67		
MUL	52	59		53	58		60				
WHT	52	55	48	54	62	59	53	72	74		
FRL	38	48	44	41	56	55	33	62	67		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	24
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	51
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students are not demonstrating proficiency across all grade levels and subgroups and the proficiency appears to be declining. There is a significant discrepancy between black and white subgroups with overall proficiency. The learning gains within the ELA subgroup is not significant but is within Math, Science and Social Studies proficiency.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Both Math computation and Reading / Literacy are areas of critical need.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A new principal and two new administrators have been appointed to Meadowlawn for the 2022-2023 school year. Leadership and vision are essential to drive a school forward. Experience in PBIS, Instructional practices and behavior management are key areas of strength.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Civics EOC scores improved by 10%. This demonstrates that reading comprehension is not a deficit in 7th grade as it is noted in other content areas.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Strong teacher classroom management a focus on standards and benchmarks being the driving force of the instruction.

What strategies will need to be implemented in order to accelerate learning?

Schoolwide literacy and reading strategies will be implemented for common language and consistency of implementation. The feeling is that if the same strategies are used throughout all content areas then students will be better prepared to demonstrated understanding of content.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD will be offered throughout the school year on Literacy Strategies - TREES, schoolwide reading strategies - marking the text, marginal notes, Focused note taking, AVID strategies. School wide use of PBIS will increase student engagement and participation which should increase retention of content knowledge.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Tier 2 intervention - additional planning time to focus on how to best create lessons that focus on benchmarks, standards and in differentiating the instruction to meet the needs of all learners.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our overall percentage of student proficiency across the school and subgroups is 27%. This is significantly below district and state averages. 34% of our students made gains in ELA and 30% of our L25 students made gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of students proficiency in ELA will increase from 27% to 45%. This will be assessed by FAST assessments by May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be assessed throughout the year through formative and summative assessments. PM1, PM2, Write Score and Reading Diagnostic assessments will be used to determine progress. Additionally administrative walk throughs and coaching feedback cycles will be part of the monitoring process.
Person responsible for monitoring outcome:	Katherine Nicholson (nicholsonk@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	S1: Schoolwide literacy strategies (AVID, Trees, FNT will be utilized across all content areas to create a common language and common practice. S2: Reading with a Purpose strategy uses a three step approach to reading passages and gathering information to apply to text based questions. This process will be implemented across all content areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	TREES is a research based strategy that utilizes a graphic organizer for creating an outline of the writing process. These strategies are utilized throughout the district and teachers will receive professional development both at the school and district level.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

S1:PD will be implemented weekly to all core instructional staff during Tier 3 planning. PD will focus specifically on incorporating writing strategies on a regular basis to teachers lessons.

Person Responsible	Katherine Nicholson (nicholsonk@pcsb.org)

S1: PLC's will focus on collaborative lesson planning and making sure that instructional delivery is targeted and focused on the benchmark. Teachers will use Study Sync as their tool for guiding instruction.

Person Responsible	Katherine Nicholson (nicholsonk@pcsb.org)

S2: PD will be provided to all content teachers during Tier 3 planning using a variety of text. Use of multiple text and how to cite / compare evidence will be an integral component of lessons.

Person Responsible	Katherine Nicholson (nicholsonk@pcsb.org)

S1 & S2: Data analysis will occur following progress monitoring assessments. Differentiated instruction, scaffolding and remediation strategies will be formulated based on the outcomes.

Person Responsible   Katherine Nicholson (nicholsonk@pcsb.org)

S1: Goal setting will occur in all ELA / Reading classes with data chats with the students. Students will be expected to progress monitor their use and progression on designated monthly areas of focus.

Person Responsible   Katherine Nicholson (nicholsonk@pcsb.org)

S1: PD opportunities will be provided for instructional staff and administrators to attend conferences to gain greater insight into instructional and engagement strategies.

Person Responsible   Katherine Nicholson (nicholsonk@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Create a systematic approach that utilizes data to asses, monitor and remediate / enrich the content knowledge of our learners and guide delivery of instruction. This approach will allow for scaffolding of content from foundational skills to complex tasks.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The overall proficiency rate of our students in Math will increase from 31% to 45% as measured by the FAST assessment by May 0f 2023. The overall proficiency of our Algebra students will increase from 67% proficiency to 80% as measured by the Algebra EOC, May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 (blancoal@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	S1: Lesson plans will be created with a focus of task / target alignment with a daily monitoring piece. Lessons will utilize a variety of modalities and a collaborative approach to increase engagement, demonstrate applications of knowledge and daily review drills to meet the needs of all learners. S2: Reading with a Purpose strategy uses a three step approach to reading passages and gathering information to apply to word problem style questions. Reading comprehension is a critical component of math. Our students will benefit from a consistent, school wide use of the same reading strategy seen in all content areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to ensure that our students are receiving the appropriate content we must be purposeful in our planning to deliver the instruction. Teachers will utilize district pacing guides, aligned curriculum, MTR's and resource tools.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

S1:PD will be implemented weekly to all core instructional staff during Tier 3 planning. Focus schoolwide will be use of reading strategies; for math- how to identify key ideas within word problems.

Person Responsible   Alfredo Blanco (blancoal@pcsb.org)

S1: PLC's will focus on lesson planning and making sure that instructional delivery is targeted and focused on the benchmark and to the depth of the standard.

Person Responsible   Alfredo Blanco (blancoal@pcsb.org)

S1 & S2: Data analysis will occur following progress monitoring assessments. Differentiated instruction, scaffolding and remediation strategies will be formulated based on the outcomes.

Person Responsible   Alfredo Blanco (blancoal@pcsb.org)

S1: Teachers will attend collaborative planning PLC on a monthly basis to receive additional content specific PD.

Person Responsible   Alfredo Blanco (blancoal@pcsb.org)

S1 & S2: Goal setting and data chats will occur weekly. Students will be responsible for tracking their progression on specific areas of focus.

Person Responsible   Alfredo Blanco (blancoal@pcsb.org)

S1: PD opportunities will be provided for instructional staff and administrators to attend conferences to gain greater insight into instructional and engagement strategies.

Person Responsible   Alfredo Blanco (blancoal@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The science scores of our students fall significantly behind that of the district average of 45%. Our students demonstrate a proficiency of 29%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our students will demonstrate an increase in proficiency from 29% to 45% as measured on the 8th grade science assessment by May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Students will be assessed throughout the year through formative and summative assessments. This will include the use of gap analysis testing three times during the school year. Additionally administrative walk throughs and coaching feedback cycles will be part of the monitoring process.
Person responsible for monitoring outcome:	Kelly Hicks (hickskel@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	S1: Lesson plans will be created with a focus of task / target alignment with a daily monitoring piece. Lessons will utilize hands on approach to increase engagement, demonstrate applications of knowledge and utilize a variety of modalities to meet the needs of all learners. S2: Reading with a Purpose strategy uses a three step approach to reading passages and gathering information to apply to text based questions. Reading comprehension is a critical component of science. Our students will benefit from a consistent, school wide use of the same reading strategy seen in all content areas.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In order to ensure that our students are receiving the appropriate content we must be purposeful in our planning to deliver the instruction. Teachers will utilize district pacing guides and resource tools.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

S1:PD will be implemented weekly to all core instructional staff during Tier 3 planning. Specific focus will be on use of reading strategies that include use of root words, identifying unknown words and context clues to determine meaning.

Person Responsible	Kelly Hicks (hickskel@pcsb.org)

S1: PLC's will focus on lesson planning and making sure that instructional delivery is targeted and focused on the benchmark. Lessons will be taught to the depth and rigor of the standard.

Person Responsible	Kelly Hicks (hickskel@pcsb.org)

S2: PD will be provided to all content teachers during Tier 3 planning using a variety of text. Use of multiple text to cite and compare findings along with writing will be incorporated on a weekly basis to increase skill set.

Person Responsible   Kelly Hicks (hickskel@pcsb.org)

S1 & S2: Data analysis will occur following progress monitoring assessments. Differentiated instruction, scaffolding and remediation strategies will be formulated based on the outcomes.

Person Responsible   Kelly Hicks (hickskel@pcsb.org)

S1: Goal setting and data chats will occur on a routine basis. Students will monitor and track their progress on specific areas of focus.

Person Responsible   Kelly Hicks (hickskel@pcsb.org)

S1: PD opportunities will be provided for instructional staff and administrators to attend conferences to gain greater insight into instructional and engagement strategies.

Person Responsible   Kelly Hicks (hickskel@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Civics EOC scores indicate that this content area where our students scored the highest. A proficiency rating of 46% is still below the district average of 66% and therefor is an area of focus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our students will increase proficiency on their Civics EOC from 46% to 55% by May 2023. Our US History students will increase in proficiency from 45% to 55% and our World History students will increase in proficiency from 27% to 37% as measured by progress monitoring assessment, May 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will be assessed throughout the year through formative and summative assessments. This will include the use of progress monitoring assessments three times during the school year. Additionally administrative walk throughs and coaching feedback cycles will be part of the monitoring process.
Person responsible for monitoring outcome:	Alfredo Blanco (blancoal@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	S1: Lesson plans will be created with a focus of task / target alignment with a daily monitoring piece. Lessons will a variety of text (DBQ's) and a collaborative approach to increase engagement, demonstrate applications of knowledge and utilize a variety of modalities to meet the needs of all learners. S2: Reading with a Purpose strategy uses a three step approach to reading passages and gathering information to apply to text based questions. Reading comprehension is a critical component of social studies. Our students will benefit from a consistent, school wide use of the same reading strategy seen in all content areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to ensure that our students are receiving the appropriate content we must be purposeful in our planning to deliver the instruction. Teachers will utilize district pacing guides and resource tools.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

S1:PD will be implemented weekly to all core instructional staff during Tier 3 planning. Specific PD will be delivered in reading strategies including marking the test, main idea, context clues and paraphrasing content.

Person Responsible	Alfredo Blanco (blancoal@pcsb.org)

S1: PLC's will focus on lesson planning and making sure that instructional delivery is targeted and focused on the benchmark. Teachers will collaboratively plan and create lessons that teach to the depth and rigor of the standard.

Person Responsible	Alfredo Blanco (blancoal@pcsb.org)

S2: PD will be provided to all content teachers during Tier 3 planning using a variety of text. Multiple text will be utilized and students will need to identify key evidence through DBQ's.

Person Responsible Alfredo Blanco (blancoal@pcsb.org)

S1 & S2: Data analysis will occur following progress monitoring assessments. Differentiated instruction, scaffolding and remediation strategies will be formulated based on the outcomes.

Person Responsible Alfredo Blanco (blancoal@pcsb.org)

S1: Goal setting and data chats will occur on a routine basis. Students will monitor and track their progression on specific areas of focus.

Person Responsible Alfredo Blanco (blancoal@pcsb.org)

S1: PD opportunities will be provided for instructional staff and administrators to attend conferences to gain greater insight into instructional and engagement strategies.

Person Responsible Alfredo Blanco (blancoal@pcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The number of industry certifications that were earned last year was 59. This number is significantly below the average of middle schools within the district. Industry certifications play a key role in acceleration points.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our students will increase the pass rate of industry certifications from 59 to 200 by May 2023. A systematic approach on delivering instruction whose focus is on stressing the importance and use of computer skills will increase the students engagement and desire to earn these certifications.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Industry certifications will be monitored monthly through reports from the teachers. A recognition system will be implemented on a quarterly basis to encourage and reinforce students.
Person responsible for monitoring outcome:	Kelly Hicks (hickskel@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	S1: Lesson plans will be created with a focus of task / target alignment with a daily monitoring piece. Lessons will use real world approach and applications in how these skills will benefit them throughout their life. This increase engagement, demonstrate applications of knowledge and utilize a variety of modalities to meet the needs of all learners.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	In order to ensure that our students are receiving the appropriate content we must be purposeful in our planning to deliver the instruction. Teachers will utilize district pacing guides and resource tools.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

S1: PD opportunities will be provided for instructional staff and administrators to attend conferences to gain greater insight into instructional and engagement strategies. This will provide additional opportunities to grow industry certifications and explore options for our scholars.

Person Responsible	Alfredo Blanco (blancoal@pcsb.org)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In reviewing the subgroup data we were below the 41% threshold for all subgroups except our Asian students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All subgroup students will demonstrate proficiency on state assessments with a minimum of 41% by May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Summative and Formative assessment will be reviewed following any diagnostic or progress monitoring assessment. Data driven conversations will occur as will goal setting within content area classrooms.
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	S1: Reading with a purpose uses a three step approach to reading passages and gathering information to apply to text based questions. Within this approach will be decoding, use of context clues, main idea and theme will aide in comprehension.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Reading comprehension is a critical component of all content areas. Our students will benefit from a consistent, school wide use of the same reading strategy. Using scaffolding techniques and differentiated instruction within this process will assist these two subgroups.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

S1: Professional Development in reading intervention strategies. This will occur weekly during our PLC Tier 3 planning. Teachers will learn how to use these strategies in all content areas as well as strategies to work with our ELL and SWD students.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

S1: Professional Development in conducting data chats with goal setting both from a teacher perspective and a student perspective. This will occur weekly during our PLC Tier 3 intervention time.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

S1: Book study on meeting the needs of diverse learners and utilizing classroom strategies that are equitable.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

S1: Flexible seating and manipulatives will be used to provide opportunities for movement and differentiated instruction.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

#7. Positive Culture and Environment specifically relating to Positive Behavior Interventions	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our schoolwide data shows that there are a number of students that are receiving referrals. For the 21/22 school year students earned a total of 1779 referrals. A systemic process for teaching and reviewing guidelines for success, implementing positive recognition systems and events and creating a disciplinary system that is consistent and implemented with fidelity needs to be put in place.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Overall student referrals will decrease by 20% by May 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Discipline referrals are addressed weekly in administration meeting, monthly in MTSS and quarterly in SBLT.
Person responsible for monitoring outcome:	Melissa Athanson (athansonm@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	A plan that implements PBIS has been created by a committee from MMS. Interventions and incentives are based on different levels: immediate, weekly, monthly and quarterly. Students will be recognized for areas of focus (attendance, readiness to learn, participation, etc).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	By creating a school environment that is focusing on a proactive & positive approach we are recognizing and encouraging appropriate behaviors. The modeling of these behaviors will have a positive impact on the students and should decrease the evidence of negative behaviors.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A PBIS committee will be formulated and meet on a monthly basis.

Person Responsible	Katherine Nicholson (nicholsonk@pcsb.org)

Data will be reviewed in MTSS meeting biweekly, grade level meeting monthly and quarterly in SBLT to determine areas of focus and effectiveness of plan.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Students will be surveyed and take an active part in selecting rewards.

Person Responsible	Melissa Athanson (athansonm@pcsb.org)

Quarterly recognition events will be held to encourage family involvement.

Person Responsible   Melissa Athanson (athansonm@pcsb.org)

Staff recognition will occur on a monthly basis to increase retention of staff and to acknowledge those who are implementing the PBIS system.

Person Responsible   Melissa Athanson (athansonm@pcsb.org)

Immediate reinforcers such as an activity area will be created to reinforce appropriate behavior and allow for an outlet for physical activity. This area will be utilized throughout the school day as a positive behavior incentive as well as academic success.

Person Responsible   Melissa Athanson (athansonm@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

n/a

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

A PBIS Committee comprised of faculty was formed to address three areas of concern: decreasing incidents of student behavior, increasing student incentives and recognition opportunities and staff recognition opportunities (retention purposes). We created Guidelines for Success that will focus on the 3 A's: Attendance, Attitude and Achievement. Our focus is in being proactive through teaching, reviewing and revisiting school-wide expectations to students. This will occur during the first week of school and then continue on a weekly basis during 1st period on Monday's. The SEL lessons on Monday will tie in to specific targets that address observed behaviors but also act as a means for teaching desired outcomes. Incentives include token economy with weekly reinforcers, quarterly recognition assemblies for academic and behavior success and large scale earned activities such as a dance will be utilized to increase appropriate observed behaviors. Within this process, parents and key community stakeholders will be a an integral part of the

recognition assemblies. Staff recognition will occur on a monthly basis through different avenues (faculty meeting, thank you gifts, etc). These efforts should increase attendance, attitude and achievement.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The key stakeholders in promoting a positive culture are the administrative staff. PBIS will be address monthly in a committee meeting & information from that meeting will carry over to our Grade Level PLC. Additionally, PTA / SAC and other community partners can contribute to this positive culture. Parents and students will also be an active participant and be surveyed on their thoughts and ideas that can help build this culture.