

Pinellas County Schools

Meadowlawn Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	28
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	30

Meadowlawn Middle School

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Athanson, Melissa	Principal	<p>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 and retention of all staff. Professional Development, coaching, job imbedded collaboration and mentoring of staff are components of the role of Principal.</p> <p>Additionally, I oversee the key operations of the facility and make sure that we are providing students with a safe and secure learning environment. Lastly, the role of utilizing financial resources in a responsible manner is a critical component of the position.</p>
Blanco, Alfredo	Assistant Principal	<p>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. Additionally, Mr. Blanco is our administrator that is over our Leader In Me Academy.</p>
Hicks, Kelly	Assistant Principal	<p>Mrs. Hicks is our administrator over athletics and facilities. Her focus is to ensure a safe and secure campus. She monitors all school function requests, field trips and transportation. Additionally, she creates and oversees the school crisis plan. She creates, schedules all safety drills. Mrs. Hicks will be the instructional leader over Science and Elective courses.</p>
Nicholson, Katherine	Assistant Principal	<p>Mrs. Nicholson is the Assistant Principal over assessment. Her key function is to ensure that all students participate in the required assessments as denoted by the state and district. She will ensure that all testing is in compliance and follows the guidelines of the state. Mrs. Nicholson is the administrator that is over our PBIS program, MTSS, and the administrator over ELA & Reading.</p>

Stakeholder Involvement and SIP Development

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

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

Our administration team, instructional staff developers, coaches and department heads collaborate throughout the year on the development of the SIP. During April we revisit the goals set and determine if instructional practices need to be adjusted. Surveys and feedback are received from teachers and SAC committee members.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is our driving force throughout the year. A one - page document is utilized as a reference/ cornerstone for making sure we are on track and focused throughout the year. Each department meets monthly to determine progress of their goal, identifies areas for improvement, adjusts implementation of instruction / behavior modification and determines next steps. This is reviewed by administration monthly.

Demographic Data

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: D 2019-20: B 2018-19: B 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	92	59	74	225	
One or more suspensions	0	0	0	0	0	0	11	68	54	133	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	6	3	11	
Course failure in Math	0	0	0	0	0	0	7	9	3	19	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	107	130	118	355	
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	81	89	249	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	64	67	94	225

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	7	10	1	18	
Students retained two or more times	0	0	0	0	0	0	4	6	12	22	

Prior Year (2022-23) As Initially 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 days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	0	0	0	0	0	0	92	59	74	225
One or more suspensions	0	0	0	0	0	0	11	68	54	133
Course failure in ELA	0	0	0	0	0	0	2	6	3	11
Course failure in Math	0	0	0	0	0	0	7	9	3	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	107	130	118	355
Level 1 on statewide Math assessment	0	0	0	0	0	0	79	81	89	249
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	64	67	94	225

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	64	67	94	225
Students retained two or more times	0	0	0	0	0	0	4	6	12	22

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27			30			44		
ELA Learning Gains	34			31			51		
ELA Lowest 25th Percentile	30			31			48		
Math Achievement*	31			29			47		
Math Learning Gains	41			25			58		
Math Lowest 25th Percentile	39			26			56		
Science Achievement*	29			33			40		
Social Studies Achievement*	46			39			67		
Middle School Acceleration	59			53			72		
Graduation Rate									
College and Career Acceleration									
ELP Progress	24			54			58		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	10
Percent Tested	95
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	1
ELL	27	Yes	1	1
AMI				
ASN	51			
BLK	28	Yes	3	1
HSP	33	Yes	1	
MUL	39	Yes	1	
PAC				
WHT	37	Yes	1	
FRL	34	Yes	1	

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	27	34	30	31	41	39	29	46	59			24
SWD	19	26	18	24	40	35	22	34				14
ELL	16	27	23	20	38	34	3	22	58			24
AMI												
ASN	45	40		52	60		41	59	61			
BLK	19	32	34	21	30	35	16	40	27			
HSP	28	32	26	27	35	36	11	40	70			23
MUL	28	47		34	37	40	33	57				
PAC												
WHT	28	33	27	35	46	38	38	48	59			20
FRL	21	29	32	27	40	41	20	42	61			22

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	31	31	29	25	26	33	39	53			54
SWD	19	30	29	20	26	27	28	20				
ELL	17	29	35	17	25	38	20	39				54
AMI												
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			57
MUL	26	22		24	19			40				
PAC												
WHT	34	33	30	36	28	34	39	47	62			60
FRL	25	30	30	23	22	22	28	29	44			52

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	44	51	48	47	58	56	40	67	72			58
SWD	32	46	45	35	53	54	22	43				27
ELL	24	44	52	34	65	62	16	59	70			58
AMI												
ASN	51	52	53	62	66	63	38	78	89			50
BLK	29	44	42	31	50	47	20	41	56			
HSP	35	49	55	39	54	57	24	71	67			63
MUL	52	59		53	58		60					
PAC												
WHT	52	55	48	54	62	59	53	72	74			57
FRL	38	48	44	41	56	55	33	62	67			53

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

Our data in ELA across the board is our lowest performance area. We have an overall proficiency of 32% which is an increase of 5% from the previous year but still below district and state averages. Data trend indicates that we have made improvement over the past two years of assessments. Contributing factors include students not having a solid foundation in reading comprehension or in writing skills. These deficits are being addressed through our ELA curriculum and through school wide literacy strategies.

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

We have made gains in all content areas since the previous year. Every assessment area increased by 10% points or greater with the exception of ELA that increased 5%.

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

Our data in ELA holds the biggest gap between district and school. We have an overall proficiency of 32% which is an increase of 5% from the previous year but still below district and state averages. Our district average for ELA was 47%. Data trend indicates that we have made improvement over the past two years of assessments. Contributing factors include students not having a solid foundation in reading comprehension or in writing skills. These deficits are being addressed through our ELA curriculum and through school wide literacy strategies.

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

Our greatest increase in data is within our Acceleration cell. In 2021-2022 school year we had a score of 59% and this year we earned a score of 85%. Our school focused on tracking the data of students in our Algebra course. Data was tracked on every assessment and specific remediation was provided to students based on deficits. We offered additional supports through tutoring at various times throughout the school year.

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

An area for improvement is in attendance of our students. We have several students that are absent excessively. This impact the students in their ability to learn information.

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

1. Reading Comprehension skills of all learners. This will have an impact on all content areas.
2. Literacy / Writing skills. As a school one of our key focuses will be on incorporating writing in all areas daily.
3. Math computation. Deficits in foundational skill impact the student's ability to understand and solve complex equations.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our overall percentage of students achieving proficiency was 32% for this past school year. This is a gain of 5% from the previous year. Our goal for the 23/24 school year is to increase proficiency in ELA to 42% and to have a minimum of 50% of all students making learning 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 proficient in ELA will increase from 32% to 42%. This will be assessed through the FAST assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Katherine Nicholson (nicholsonk@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Schoolwide literacy strategies will be implemented across all content areas. These will include but not be limited to: TREES (writing), IDEAS (comprehension) Focused Note Taking (application).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By using a consistent system in all content areas with common language there will be an increase in comprehension and proficiency due to the exposure to the strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Writing across all content areas. Writing Wednesdays will be implemented, and students are expected to respond to prompts or questions.

Person Responsible: Katherine Nicholson (nicholsonk@pcsb.org)

Implementation of reading comprehension strategy (IDEAS) will be used in all content areas. This process focuses on understanding the text, identifying key concepts / vocabulary and making connections either through writing or visual representation.

Person Responsible: Katherine Nicholson (nicholsonk@pcsb.org)

Collaborative planning will occur weekly with administrator and coach for ELA / Reading.

Person Responsible: Katherine Nicholson (nicholsonk@pcsb.org)

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have made gains this year in science proficiency but we are still behind the district and state average of 47%. Our proficiency increased 10% from last year of 29% to 39% proficient.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our students in science will increase their proficiency in science from 39% to 45% proficient by May 2024.

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

Person responsible for monitoring outcome:

Kelly Hicks (hickskel@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Science teachers will receive professional development on use of WICOR and reading strategies to use within their classrooms.

Person Responsible: Kelly Hicks (hickskel@pcsb.org)

Collaborative planning will be implemented weekly. Grade level teams will meet with their administrator and ISD to ensure that the instruction provided is at the depth of the standard. Additionally, that differentiation is occurring to meet the needs of all learners.

Person Responsible: Kelly Hicks (hickskel@pcsb.org)

Student data will be tracked; remediation of missed benchmarks will be addressed through ELP, small group instruction and rotations within the classroom.

Person Responsible: Kelly Hicks (hickskel@pcsb.org)

Use of instructional materials such as IXL will be provided for remediation and enrichment purposes within classrooms. Computer based programing will be used as a rotation within classrooms and allow for targeted small group instruction.

Person Responsible: Kelly Hicks (hickskel@pcsb.org)

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Create a systematic approach that utilizes data to assess, 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 42% to 52% as measured by the FAST assessment by May of 2024. The overall proficiency of our Algebra students will increase from 84% proficiency to 88% as measured by the Algebra EOC, May 2024.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

S1: Use of Graphic organizers such as "CUBES" and/or Three-Reads to assist students in understanding word problems and complex equations.

S2: WICOR strategies utilized throughout math classrooms. Collaboration, inquiry and rigor are key components for students to utilize to achieve mastery in mathematics.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

WICOR strategies encompass all facets for a successful classroom. They utilize engaging classrooms that incorporate writing, inquiry, rigor, organization and collaboration. These strategies promote student leadership and student agency of learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Collaborative planning will occur with administrator and coach to ensure that use of WICOR is being incorporated in math. Focus will make sure that there is target / task alignment.

Person Responsible: Alfredo Blanco (blancoal@pcsb.org)

Use of graphic organizers / CUBES and/or Three-Reads to understand how to solve math problems. These strategies will help with both word problems and other equations by having students identify key components of the question.

Person Responsible: Alfredo Blanco (blancoal@pcsb.org)

Teacher use of MTR (Mathematical thinking and reasoning) when planning and in delivery of instruction

Person Responsible: Alfredo Blanco (blancoal@pcsb.org)

Professional development will be offered to teachers to improve their skills in understanding how to differentiate and scaffold instruction to meet the needs of all learners.

Person Responsible: Alfredo Blanco (blancoal@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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Comprehension of social studies content has increased since last year. Our students in Civics made a 10% gain in this content area. The 7th grade civics students scored significantly higher than our 8th grade students. Proficiency for these students was roughly 37% Overall we need to increase students reading comprehension of content area specific test.

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 increased proficiency in all social studies content. In Civics we will improve from a proficiency of 55% to 65%. In all other social studies content, we will see an increase of 10% .

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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

Person responsible for monitoring outcome:

Alfredo Blanco (blancoal@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Explicit and systematic instruction with a focus on differentiated and scaffolded instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Professional development of teaching practices such as target / task alignment, differentiated & scaffolding instruction will be provided to teachers by administrators, instructional coach and district PD.

Person Responsible: Alfredo Blanco (blancoal@pcsb.org)

Collaborative planning within content area to ensure targeted focus on standards / benchmarks. This will ensure the depth of the standard will be taught.

Person Responsible: Alfredo Blanco (blancoal@pcsb.org)

Strengthen student inquiry skills through the implementation of monitoring of routine use of higher - level thinking through questioning, class discussions, problem solving activities and through collaborative groups.

Person Responsible: Alfredo Blanco (blancoal@pcsb.org)

#5. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have made great strides in reducing referrals during the 2022-2023 school year. We want to target specific behaviors that we want to reduce this school year. The two areas of greatest need are in defiance and disruption. Combined these two categories comprise approximately 550 of our 1079 referrals for the year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will decrease overall school referrals by 10% with a specific reduction of 10% in defiance and disruption.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Disciplinary referrals will be monitored through MTSS team. Trends in data, location, students and classrooms will be monitored and interventions determined through MTSS & leadership meetings.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will implement an online PBIS system to encourage and reinforce school wide expectations.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Being proactive and reinforcing expected behaviors will have a greater impact on changing desired behavior rather than punitive interventions.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Professional Development will be provided on how / why we use PBIS.

Person Responsible: Melissa Athanson (athansonm@pcsb.org)

Professional Development on "Teach like a champion" will be provided to teachers throughout 1st semester. This PD will provide teachers with necessary training to create engaging classrooms and how to build relationships with students.

Person Responsible: Melissa Athanson (athansonm@pcsb.org)

Behavior Intervention Team will be created to respond to requests for assistance with students. This team will work with teachers to allow students to de-escalate or get the necessary support so they can be successful within the class.

Person Responsible: Melissa Athanson (athansonm@pcsb.org)

Monthly incentives will be utilized to target specific behaviors. These incentives will be recognized through our online PBIS program and in turn, students will increase their engagement within the school community and within classrooms.

Person Responsible: Melissa Athanson (athansonm@pcsb.org)

Data tracking of school wide behaviors. Bi-weekly our MTSS team will meet and review schoolwide data, grade level and individual student performance. Interventions will be implemented based on the presenting behaviors. Parent engagement will be included in recognition of students achieving goals.

Person Responsible: Melissa Athanson (athansonm@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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Across the board our subgroups are not demonstrating proficiency. As a school we need to implement differentiated instruction, small group support, remediation support before, during and after school as well as technology to allow for rotations within the classroom.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our subgroups will increase in overall proficiency from 22% in ELA to 32% and from 34% in math to 44%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student data will be tracked by the coaches / teachers for that content area. Baseline data in conjunction with various classroom and progress monitoring assessments will be a part of the monitoring of proficiency. This will allow for targeted deficits to be addressed.

Person responsible for monitoring outcome:

Melissa Athanson (athansonm@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Interventions include:

- 1: Content area staff developers to work with teachers to ensure standards and benchmarks are unpacked & instruction is taught at the level of rigor. They will also assist with helping create engaging and differentiated lessons.
- 2: Technology & technology resources: IXL will be used for various content areas. This program allows for remediation and review of content information in multiple ways. The greater the exposure the greater the retention of the content.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing small group remediation intervention allows for targeted instruction. This will allow for greater reinforcement of areas of deficit. Use of technology programs in conjunction will support rotations / remediation within classrooms.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

No action steps were entered for this area of focus

#7. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Deepen understanding of standards and benchmarks for ELA, Reading, Science, Social Studies and Math as a nonnegotiable for improving student outcomes. Additionally, school faculty will need professional development in PBIS and school climate / equity. These areas will help staff work and support the needs of all learners.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will increase in their proficiency within their content areas by 10% as a direct result of content being taught the required standards and at the correct level of rigor the standard calls for.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Common Planning and Coaching logs will be utilized to monitor teacher planning. Walk through feedback and observations will be monitored. Student data will be tracked through formative / summative assessments.

Person responsible for monitoring outcome:

Melissa Athanson (athansonm@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As teachers become skilled in the strategy, they will see changes in the students' abilities to process and understand concepts and identify critical concepts. Use of common planning with administrator, coach and intervention specialist (as available) will occur weekly. Additionally, teachers of core content will professional development through Tier 3 time.

Coaches and administrators will also attend professional development conferences so they can then teach our staff in strategies that will help increase student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By providing teachers with professional development, instructional strategies and classroom management within their content area / small group will provide the ability of the coach / administrator to use the coaching cycle to increase teacher knowledge. By training our coaches and administrators we can help our staff deepen their understanding of instructional practices, strategies and tools to use within their classrooms. This will include utilizing PBIS to build classroom cultures that promote engaging and meaningful environments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Provide professional development on instructional practices, vertical progression and unpacking of standards for all key stakeholders.

Person Responsible: Melissa Athanson (athansonm@pcsb.org)

Utilize state and district resources to understand the expected outcomes of their students.

Person Responsible: Melissa Athanson (athansonm@pcsb.org)

Utilize Common planning and Tier three time to collaborate and plan with their colleagues.

Person Responsible: Melissa Athanson (athansonm@pcsb.org)

Attend conferences in the areas of Standards, PBIS, Equity and all instructional practices.

Person Responsible: Melissa Athanson (athansonm@pcsb.org)

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model, allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

Funding received through Title 1 and UNSIG has been allocated to hire coaches and instructional staff. Through these funds we will have Instructional Coaches for Literacy, Math, Social Studies, MTSS, and intervention specialist in reading, math and science. Additional funds are allocated to increase the student experience through field trips and hands on activities. Funding is used to increase manipulatives and hands on supplies in all content areas. Lastly, funding is set aside for collaboration of staff outside of the school day as well as other professional development opportunities.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Information will be shared to stakeholders through school website, parent information meetings and direct messaging.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

A series of family engagement events are planned for the school year. These include the following: open house, Title 1 information meetings, SAC, PTA, principal forums and community meetings.

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. (ESSA 1114(b)(7)(ii))

Our key areas of focus include use of literacy strategies across all content areas, ensuring that curriculum is taught at the appropriate level of the standards, creating relevant and meaningful lessons and embedding student agency. In order to accomplish these goals we will provide professional development for our teachers, utilize the Leader in Me program with our students and staff and create lessons that are engaging. We will utilize our coaches and staff developers to work with our teachers to gain knowledge in these areas as well as to work with our students in small group settings.

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

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

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

n/a

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. (ESSA 1114(b)(7)(iii)(II))

n/a

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

n/a

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. (ESSA 1114(b)(7)(iii)(IV))

n/a

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

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				\$11,693.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2321 - Meadowlawn Middle School	UniSIG		\$5,093.00
			Notes: Instruction, basic/travel: Students will attend field trips to see plays. This student experience will help students by seeing literary works put into action. Play options are offered at both the St. Petersburg, Florida Duke Energy Center for the Arts (through Chamber Theatre) and Tampa, Florida Straz theater. The plays offered align with 8th grade content and include options such as Shakespeare. We estimate approximately 150 tickets will be needed per field trip for our 8th grade students. Estimated admission costs for Straz performances = \$1,800 (\$12 x 150) and for Duke Energy Center \$3,292.50 (\$21.95 x 150). Transportation costs are a separate budget line.			
			2321 - Meadowlawn Middle School	UniSIG		\$3,000.00
			Notes: Instruction, basic/supplies: Classroom supplies such as: paper, pencils, sheet protectors, copies for marking the text and annotating, composition books for journaling, etc.			
			2321 - Meadowlawn Middle School	UniSIG		\$3,600.00
			Notes: Student transportation services/other purchased services: Estimated costs for Straz performances in Tampa = \$1,800 (\$600/bus x 3 buses) and for Duke Energy Center in St. Petersburg = \$1,800 (\$600/bus x 3 buses).			
2	III.B.	Area of Focus: Instructional Practice: Science				\$105,429.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

			2321 - Meadowlawn Middle School	UniSIG	0.86	\$53,745.00
			<i>Notes: Instructional staff training services/other certified: Base salary for an instructional staff developer (ISD) focusing on science. This position will work with teachers on understanding and unpacking the standards, creating lessons that ensure target / task alignment, using hands-on learning techniques and concepts that are relevant and meaningful to improving student achievement.</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$8,749.00
			<i>Notes: Instruction, basic/classroom teacher: The science ISD position will teach one class of sixth grade science. The ISD's class will present instructional practices in a model/ demonstration classroom setting for observation by all science instructors.</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$7,293.00
			<i>Notes: Instructional staff training services/retirement. Science ISD retirement contribution (13.57%)</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$4,112.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): Science ISD FICA taxes (7.65%).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$11,390.00
			<i>Notes: Instructional staff training services/group insurance. Science ISD group insurance (average \$13,245).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$1,187.00
			<i>Notes: Instruction, basic/retirement: Science ISD retirement contribution (13.57%).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$670.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): Science ISD FICA taxes (7.65%).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$1,855.00
			<i>Notes: Instruction, basic/group insurance. Science ISD group insurance (average \$13,245).</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$5,228.00
			<i>Notes: Instruction, basic/travel: Field Trips will be attended by our science scholars to enhance the classroom learning experience. Field Trips will be attended by each grade level. These can include trips to: Tampa Bay Watch and the Clearwater Marine Aquarium (offering programs directly tied to all grade level content areas). Estimated costs for Tampa Bay Watch = \$750 (3 program days @ \$250/day for each grade level [50 students per day]). Estimated costs for Clearwater Aquarium = \$4,478 (3 program days @ \$1,492.50/day [150 tickets x \$9.95 per day]). Transportation costs are a separate budget line.</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$4,000.00
			<i>Notes: Instruction, basic/supplies: Supplies for science labs: Lab equipment needed to support hands on learning activities to include but not limited to test tubes, microscopes, dissection animals and instruments, models, slopes/weights.</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$7,200.00

			<i>Notes: Student transportation services/other purchased services: Estimated costs for Tampa Bay Watch \$1,800 (one bus per program day x 3 days x \$600) and Clearwater Aquarium = \$5,400 (three buses per program day x 3 days x 3 buses x \$600).</i>			
3	III.B.	Area of Focus: Instructional Practice: Math				\$84,222.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$46,741.00
			<i>Notes: Instructional staff training services/other certified: Base salary for an instructional staff developer (ISD) focusing on math. This position will focus on supporting students and teachers. The math ISD will be working on creating small group instructions, rotations, and remediation pull out sessions with the struggling math students.</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$7,609.00
			<i>Notes: Instruction, basic/classroom teacher: The math ISD position will teach one class of sixth grade science. The ISD's class will present instructional practices in a model/ demonstration classroom setting for observation by all math instructors.</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$6,343.00
			<i>Notes: Instructional staff training services/retirement. Math ISD retirement contribution (13.57%).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$3,576.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): Math ISD FICA taxes (7.65%).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$11,390.00
			<i>Notes: Instructional staff training services/group insurance. Math ISD group insurance (average \$13,245).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$1,033.00
			<i>Notes: Instruction, basic/retirement: Math ISD retirement contribution (13.57%).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$582.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): Math ISD FICA taxes (7.65%).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$1,855.00
			<i>Notes: Instruction, basic/group insurance. Math ISD group insurance (average \$13,245).</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$5,093.00
			<i>Notes: Instruction, basic/supplies: Math supplies to include items such as classroom sets of scientific calculators, math manipulatives, white boards, chart paper, dry erase markers, paper, pencils, graph paper and copies.</i>			
4	III.B.	Area of Focus: Instructional Practice: Social Studies				\$89,932.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$52,285.00
			<i>Notes: Instructional staff training services/other certified: Base salary for a coach/ instructional staff developer (ISD) focusing on social studies. This position works with our</i>			

			<i>teachers on instructional delivery, target/task alignment, and engagement strategies. The coach/ISD supports grades six through eight.</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$8,512.00
			<i>Notes: Instruction, basic/classroom teacher: The social studies coach/ISD position will teach one class of sixth grade social studies. The ISD's class will present instructional practices in a model/demonstration classroom setting for observation by all social studies instructors.</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$7,095.00
			<i>Notes: Instructional staff training services/retirement. Social studies ISD retirement contribution (13.57%)</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$4,000.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): Social studies ISD FICA taxes (7.65%).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.86	\$13,961.00
			<i>Notes: Instructional staff training services/group insurance. Social studies ISD group insurance (average \$13,245).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$1,155.00
			<i>Notes: Instruction, basic/retirement: Social studies ISD retirement contribution (13.57%)</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$651.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): Social studies ISD FICA taxes (7.65%).</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$2,273.00
			<i>Notes: Instruction, basic/group insurance. Social studies ISD group insurance (average \$13,245).</i>			
5	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$12,243.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2321 - Meadowlawn Middle School	UniSIG		\$5,000.00
			<i>Notes: Instruction, basic/supplies: To support and expand our PBIS program, the school will include kinesthetic learning. This activity includes creating an incentive area that allows students to use kinesthetic activities to reinforce learning. The kinesthetic learning style involves whole-body movement and tactile engagement. Kinesthetic learners process information best when they are physically engaged during the learning process; they often prefer a learning through doing approach. Additional PBIS activities will include semester incentives such as participation in field day events. This activity includes purchasing the equipment and supplies needed to host the field day events and establish the kinesthetic learning environment.</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$3,500.00
			<i>Notes: Instruction, basic/supplies: Team building equipment and supplies will be utilized to help students understand the importance of working together as a team. This includes but is not limited to a variety of balls, cones, hula hoops, etc.</i>			
			2321 - Meadowlawn Middle School	UniSIG	0.0	\$3,087.00

			Notes: Parental involvement/other support personnel: The family and community liaison (F&CL) position will focus one hour of their day on activities for bridging the communication between the family, community and school. typical duties will include assisting with the development of specific objectives for volunteer/community involvement activities; organizing a publicity plan to keep schools and the community informed, and providing the communication link between the principal, teachers, parents, students, office staff, aides and volunteers. Additionally, the F&CL in the coordination of business and community partnerships.			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$419.00
			Notes: Parental involvement/retirement: F&CL retirement contribution (13.57%).			
			2321 - Meadowlawn Middle School	UniSIG	0.14	\$237.00
			Notes: Parental involvement/Federal Insurance Contributions Act (FICA): F&CL FICA taxes (7.65%).			
6	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$40,267.47
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2321 - Meadowlawn Middle School	UniSIG		\$36,663.75
			Notes: Instruction, basic/furniture, fixtures and equipment: Purchase computers for students to utilize in pull out resource rooms. This will allow for students to receive targeted remediation that is specific to their needs with a teacher/interventionist and with accommodations that they need. Each hallway will have a designated area for remediation. This will allow us to purchase approximately 40 student digital devices.			
			2321 - Meadowlawn Middle School	UniSIG		\$3,603.72
			Notes: Instruction, basic/supplies: Office and classroom supplies consisting of items such as additional copies of materials so items can be specific to the needs of the learners. Instructional materials may be required to be translated into students' native language or enlarged print may be needed. This also includes skeleton notes for teachers to use.			
7	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				\$22,851.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			2321 - Meadowlawn Middle School	UniSIG		\$13,395.00
			Notes: Instructional staff training services/travel: Innovative Schools Summit (PBIS, Discipline, Trauma impacted students) in Nashville, TN (6/19-23/24). Estimated costs for each attendee: Registration \$545, airfare \$500, lodging \$1,375 (\$275/night x 5 nights), meals \$320 (\$64/day x 5 days), mileage/parking \$325 = \$3,065 per attendee. Estimated costs for three attendees = \$9,195. Florida Council of Teachers of Mathematics conference focuses on alignment to standards and instructional strategies. It will be held in June 2024 in Orlando, Florida. Estimated costs: registration/membership \$125, lodging \$825 (\$275/night x 3 nights), meals \$192 (\$64/day x 3 days), mileage/parking \$258 = \$1,400 per attendee. Estimated cost for three attendees = \$4,200 (\$1,400 x 3).			
			2321 - Meadowlawn Middle School	UniSIG		\$3,000.00
			Notes: Instructional and curriculum development services/professional and technical services: Leader in Me is our school wide SEL program. We will conduct an onsite training during the summer for all teachers to attend on the implementation of this program and the impact it will have on our students.			
			2321 - Meadowlawn Middle School	UniSIG		\$2,400.00

			<i>Notes: Instructional and curriculum development services/classroom teachers: We encourage our teachers to work together to create and design lessons that will maximize high yield outcomes. Collaborative hours are paid at \$20/hour x 120 hours = \$2400.</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$326.00
			<i>Notes: Instructional and curriculum development services/retirement. Collaborative planning retirement contribution (13.57%).</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$184.00
			<i>Notes: Instructional and curriculum development services/Federal Insurance Contributions Act (FICA): Collaborative planning FICA taxes (7.65%).</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$2,925.00
			<i>Notes: Instructional training services/classroom teachers: We also encourage our teachers to attend professional development outside of the school day to increase their knowledge in instructional practices. Stipends for these activities are paid at \$22.50/hour x 130 hours = \$2,925.</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$397.00
			<i>Notes: Instructional training services/retirement. Teacher stipends retirement contribution (13.57%).</i>			
			2321 - Meadowlawn Middle School	UniSIG		\$224.00
			<i>Notes: Instructional training services/Federal Insurance Contributions Act (FICA): Teacher stipend FICA taxes (7.65%).</i>			
Total:						\$383,111.25

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No