

Pinellas County Schools

Meadowlawn Middle School



2018-19 School 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>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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 an academic environment that engages, motivates, and inspires students to reach 100% student success.

Provide the school's vision statement

Meadowlawn Middle School will employ Restorative Practices in guiding teachers and students in the use of social and learning to improve each student's ability to become productive members of their community and reach high academic success.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Zitelli, Diane	Assistant Principal
Therrien, Kristy	Assistant Principal
Parris, Ursula	Principal
Dolan (Moulton), Diana	Instructional Coach
Garner, Mara	Teacher, K-12
Scott, Jessica	Teacher, K-12
Dyer, Sandra	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Early Warning Systems

Current Year

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
Attendance below 90 percent	0	0	0	0	0	0	70	73	40	0	0	0	0	183
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	144	175	153	0	0	0	0	472

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	23	20	12	0	0	0	0	55

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	9	14	7	0	0	0	0	30
Retained Students: Previous Year(s)	0	0	0	0	0	0	15	7	6	0	0	0	0	28

Date this data was collected

Thursday 8/16/2018

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Prior Year - Updated

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	
Attendance below 90 percent	0	0	0	0	0	0	126	133	155	0	0	0	0	414
One or more suspensions	0	0	0	0	0	0	121	114	106	0	0	0	0	341
Course failure in ELA or Math	0	0	0	0	0	0	10	22	12	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	0	0	0	131	162	148	0	0	0	0	441

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	53	99	127	0	0	0	0	279

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

L25 Gains in ELA was the component that performed the lowest. This is not a trend. Last year, this area was one of our highest performing areas last year.

Which data component showed the greatest decline from prior year?

L25 Gains in ELA was the component that showed the greatest decline. It went from 45% in 2017 to 30% in 2018.

Which data component had the biggest gap when compared to the state average?

Math Achievement had the biggest gap when compared to the state. The gap was 26 points. MMS- 32% vs. State- 58%

Which data component showed the most improvement? Is this a trend?

Acceleration Success and Science both showed the most improvement with a gain of 2 points from 2017 to 2018. This is a trend for Acceleration Success, as it has made gains the last three years in a row.

Describe the actions or changes that led to the improvement in this area

Increased focus on industry certifications. In addition, making sure all Level 3 8th graders were enrolled in an Algebra 1 course with support.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	37%	50%	53%	36%	51%	52%
ELA Learning Gains	39%	50%	54%	43%	51%	54%
ELA Lowest 25th Percentile	30%	42%	47%	35%	40%	44%
Math Achievement	32%	54%	58%	34%	54%	56%
Math Learning Gains	36%	54%	57%	37%	52%	57%
Math Lowest 25th Percentile	33%	48%	51%	33%	44%	50%
Science Achievement	41%	52%	52%	39%	51%	50%
Social Studies Achievement	56%	65%	72%	59%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	70 ()	73 ()	40 ()	183 (0)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
One or more suspensions	0 (0)	0 (0)	2 (0)	2 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	144 (0)	175 (0)	153 (0)	472 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

Subgroup Data

2018 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 2016-17	C & C Accel 2016-17
WHT	44	41	30	40	42	35	49	65	60		
BLK	21	31	29	13	25	30	11	36			
HSP	33	41	33	25	31	37	48	52	48		
ASN	49	46	15	50	43		50	65	76		
MUL	33	41	50	23	21	7	18				
SWD	25	36	33	23	30	26	34	31			
FRL	33	36	28	27	33	34	34	52	52		
ELL	16	33	35	13	34	50	15	43			

2017 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 2015-16	C & C Accel 2015-16
WHT	45	46	36	41	40	32	49	63	58		
BLK	13	29	26	11	26	30	6	31	33		
HSP	31	51	45	33	36	36	42	72	48		
ASN	50	50		52	47		58	72	68		
MUL	36	33		30	40	40	47	56			
SWD	8	20	21	10	24	26	27	22			
FRL	31	40	35	28	34	32	34	56	51		
ELL	12	41	45	17	31	35	13	42			

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	At my school we have a shared mission and vision for standards-based planning with clear expectations established by leadership.
Rationale	1. Identify the leadership team

Intended Outcome	School-wide awareness of Standards Based Planning Protocol
Point Person	Ursula Parris (parrisu@pcsb.org)

Action Step	
Description	Identify clear expectations for all standards-based planning sessions consistent across all content areas
Person Responsible	Ursula Parris (parrisu@pcsb.org)

Plan to Monitor Effectiveness	
Description	Weekly communication with leadership team members. Each member will provide a weekly report of professional learning collaborations that were facilitated in each content area.
Person Responsible	Ursula Parris (parrisu@pcsb.org)

Activity #2	
Title	2. Identify clear expectations for all standards-based planning sessions consistent across all content areas
Rationale	Planning protocol implemented school wide that will promote instructional practices in the classroom which will result in academic achievement.
Intended Outcome	Increased Proficiency in Reading (50%)and Math (50%)for all grade levels; and increased academic growth for bottom quartile students in Reading (50%)and Math(50%)
Point Person	Ursula Parris (parrisu@pcsb.org)

Action Step	
Description	<ol style="list-style-type: none"> 1. Define who qualifies as a “member of the school based leadership team” 2. Identify/Create a standardized protocol that guides all standards-based planning sessions. 3. Review student work/data during all standards-based planning sessions. 4. Weekly review of iReady Student Data points 5. Student Data chats immediately following iReady data review.
Person Responsible	Ursula Parris (parrisu@pcsb.org)

Plan to Monitor Effectiveness	
Description	Classroom walkthroughs will be conducted weekly by our Instructional Leadership Team
Person Responsible	Ursula Parris (parrisu@pcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Parents will be invited to attend several events throughout the year that engage them with Meadowlawn Staff. They will also have the opportunity to attend Saturday Academy trainings on restorative practices and other items related to helping their scholars be successful as well as to volunteer on campus and become part of the school family.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The MTSS team, as well as guidance and administration, identify students who need additional support including Check and Connect, one-to-one mentoring, peer-to-peer tutoring. We also have mentors for all our Take Stock in Children scholars. Scholars in 8th grade will be receiving SEL lessons through their World History class once a month. All second period classes will have community building and strengthening restorative circles every Monday and Friday beginning September 27th.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 6th grade students are given two orientations including school tours. They are also given the chance to come in the Saturday before school starts to walk their schedule and become more familiar with the layout for their classes. All 6th grade students meet in the gym on the first two days of school and are met there by their first period teachers and walked to class. They are also walked to lunch by their teachers the first few days of school. These students are released from class two minutes early for the first week, giving them a chance to navigate the school without all the additional students in the hallways, as well as giving them extra time to get to each class. Outgoing 8th grade students are encouraged to shadow at high schools with programs that are of interest to them. The high schools are invited on campus to talk with interested students. The students are also met with by their counselor and talked to about all their options as well as how to sign up for the programs. Every 8th grader also meets with their counselor once their high schools become fixed to discuss their ninth grade schedule.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school has college pennants, logos, and other college related information up throughout the school. One day a week all staff are encouraged to wear their own college gear. Each staff also has a sign made for their door with information about the colleges they attended. The AVID teacher, Miss Scott, plans to take her students on two field trips to local colleges this year. All 8th grade students are encouraged to shadow and learn more about the district's high school career programs. They all also complete the career cruising program with their guidance counselor.

Part V: Budget

Total:	\$494,118.75
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