Meadowlawn Middle School

2019-20 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

Demographics

Principal: Ursula Parris

Start Date for this Principal: 6/27/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: D 2016-17: C 2015-16: C 2014-15: C 2013-14: D
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&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.](http://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
Parris, Ursula	Principal
Principal	
Therrien, Kristy	Assistant Principal
Assistant Principal	
Blanco, Alfredo	Assistant Principal
Assistant Principal	
Gordon, Kevin	Assistant Principal
Assistant Principal	
Sinclair, Marlena	Instructional Coach
Instructional Coach	
Donnelly, Leah	Instructional Coach
Instructional Coach	
Courts, Katrina	Instructional Coach
Instructional Coach	
Ford, Robin	Instructional Coach
Instructional Coach	

Early Warning Systems

Current Year

The number of students by 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	301	341	343	0	0	0	0	985
Attendance below 90 percent	0	0	0	0	0	0	71	61	63	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	39	66	105	0	0	0	0	210
Course failure in ELA or Math	0	0	0	0	0	0	15	92	46	0	0	0	0	153
Level 1 on statewide assessment	0	0	0	0	0	0	73	103	118	0	0	0	0	294

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	204	226	230	0	0	0	0	660

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	1	14	10	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	5	0	0	0	0	5

FTE units allocated to school (total number of teacher units)
58

Date this data was collected or last updated
Thursday 6/27/2019

Prior Year - As Reported

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		
Level 1 on statewide assessment	0	0	0	0	0	0	144	175	153	0	0	0	0	472

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	23	20	12	0	0	0	0	55

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	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 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	23	20	12	0	0	0	0	55

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	44%	52%	54%	37%	50%	53%
ELA Learning Gains	51%	55%	54%	39%	50%	54%
ELA Lowest 25th Percentile	48%	47%	47%	30%	42%	47%
Math Achievement	47%	55%	58%	32%	54%	58%
Math Learning Gains	58%	52%	57%	36%	54%	57%
Math Lowest 25th Percentile	56%	46%	51%	33%	48%	51%
Science Achievement	40%	51%	51%	41%	52%	52%
Social Studies Achievement	67%	68%	72%	56%	65%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Number of students enrolled	301 (0)	341 (0)	343 (0)	985 (0)
Attendance below 90 percent	71 (70)	61 (73)	63 (40)	195 (183)
One or more suspensions	39 (0)	66 (0)	105 (2)	210 (2)
Course failure in ELA or Math	15 (0)	92 (0)	46 (0)	153 (0)
Level 1 on statewide assessment	73 (144)	103 (175)	118 (153)	294 (472)

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

NOTE: 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.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	43%	51%	-8%	54%	-11%
	2018	33%	49%	-16%	52%	-19%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	38%	51%	-13%	52%	-14%
	2018	33%	48%	-15%	51%	-18%
Same Grade Comparison		5%				
Cohort Comparison		5%				
08	2019	41%	55%	-14%	56%	-15%
	2018	40%	55%	-15%	58%	-18%
Same Grade Comparison		1%				
Cohort Comparison		8%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	38%	44%	-6%	55%	-17%
	2018	23%	45%	-22%	52%	-29%
Same Grade Comparison		15%				
Cohort Comparison						
07	2019	45%	60%	-15%	54%	-9%
	2018	36%	59%	-23%	54%	-18%
Same Grade Comparison		9%				
Cohort Comparison		22%				
08	2019	25%	31%	-6%	46%	-21%
	2018	11%	31%	-20%	45%	-34%
Same Grade Comparison		14%				
Cohort Comparison		-11%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	37%	51%	-14%	48%	-11%
	2018	40%	53%	-13%	50%	-10%
Same Grade Comparison		-3%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	67%	68%	-1%	71%	-4%
2018	57%	66%	-9%	71%	-14%
Compare		10%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	73%	55%	18%	61%	12%
2018	69%	57%	12%	62%	7%
Compare		4%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	56%	44%	57%	43%
2018	0%	56%	-56%	56%	-56%
Compare		100%			

Subgroup Data

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 2016-17**	**C & C Accel 2016-17**
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		

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

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	60
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 lowest performance group was our Science with a 40% proficiency. The contributing factor was lack of continuous standards based coaching support for teachers for the duration of the school year.

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

The greatest decline was science by a 1% decrease. All other data groups increased. The factor contributing to this decline was inconsistent use of the coaching model with science teachers.

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

The area with the greatest gap was ELA proficiency. We increased our proficiency by 7% but completed the year 10% below the state. Although we were able to reduce the academic gap between our data and the state from 17% to 10% the implementation of our instructional strategies did not fully the gap.

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

Our Math gains of our Lowest 25th percentile scholars was our most improved area with an increase of 23%.
We had targeted instructional support and coaching centered around task to standard alignment and implementation of identified focus groups with scholars by administration and instructional leadership team. Additional resources were provided through professional development from Achievement Network, Common Core Standards and Standards Institute.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our area of concern is our attendance rate of those scholars absent 10% or more.

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

1. Increased effective collaboration during Professional Learning Communities.
2. Improved family and school partnerships.
3. Increase implementation on Data Chats.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increased effective collaboration during Professional Learning Communities.
Rationale	Develop an In-depth understanding of the content standards. Increase the comfort with unpacking of the standards. Address preexisting cultural bias. Fidelity of the execution.
State the measureable outcome the school plans to achieve	Utilizing Professional Learning Communities protocol that documents collaboration and use of the student work protocol.
Person responsible for monitoring outcome	Ursula Parris (parrisu@pcsb.org)
Evidence-based Strategy	Utilizing the Professional Learning Community delivery model that address high quality instruction, student work analysis, formative assessments, and student performance data.
Rationale for Evidence-based Strategy	To increase scholars proficiency to include all subgroups.
Action Step	
Description	1. Scheduled weekly Professional Learning Communities facilitated by administrations and/or instructional coaches. 2. Utilizing student work protocol to plan for differentiated and improve teacher instructional practices. 3. Evidence of Professional Learning Community collaboration during instructional rounds. 4. 5.
Person Responsible	Ursula Parris (parrisu@pcsb.org)

#2	
Title	Implementation of Standards based focus groups.
Rationale	The purpose of the focus group is to bridge the academic gap of our subgroups (Black, Exceptional Student Education, English Language Learners), increase proficiency of 7th grade scholars enrolled in Civics and 8th grade scholars enrolled in science. Also we will provide more opportunities for scholars to earn Industry Certification and high school credit by enrolling in High School credit courses.
State the measureable outcome the school plans to achieve	As a result of the standard based focus groups the number of scholars scoring proficient on the Civics End of Course Assessment (EOC) and the Science Florida Standards Assessments (FSA) will increase from 67% to 75% (Civics) and increase from 40% to 60% (Science). In addition, the implementation of our Science, Technology, Engineering, Math Academy (STEM) additional scholars will be identify for enrollment in technology course that will result in Adobe and Microsoft Industry Certifications. Consequently, our acceleration component of the school grade will improve from 72% to 85%.
Person responsible for monitoring outcome	Ursula Parris (parrisu@pcsb.org)
Evidence-based Strategy	Identify Instructional team leaders that will connect with at-risk 7th grade scholars enrolled in civics and 8th grade scholars enrolled in science and 8th grade scholars enrolled in Digital Information Technology course (DIT).
Rationale for Evidence-based Strategy	Provide scholars with additional resources and support with curriculum and assessment that will result in academic achievement.
Action Step	
Description	1. Identify Scholars for each Focus Group. 2. Connect Instructional Leadership Team member with the Focus Group based on their area of certification. 3. Implement data chats will all scholars for the purpose of goal setting. 4. Provide routine face to face instruction with the focus group. 5. Monitor academic interim successes of scholars throughout the school year.
Person Responsible	[no one identified]

#3	
Title	Incorporate a School Site Wellness Program
Rationale	Encourage healthy eating, physical activity, and a healthy, emotionally balanced lifestyle for our scholars, staff, and Meadowlawn Community.
State the measureable outcome the school plans to achieve	Our measurable outcome will be based upon survey results receive 3X throughout the school year (October, February, and April). Surveys will include data collected from various stakeholders (Scholars, parents and families, and community members)
Person responsible for monitoring outcome	Regina Bringas (bringasr@pcsb.org)
Evidence-based Strategy	Providing information and tools to improve health literacy and public health
Rationale for Evidence-based Strategy	Healthy living promotes positive work environment and active learning for scholars, staff, parents, and the entire community.
Action Step	
Description	1. Staff will participate in athletic activity of interest which will prompt culture building. 2. PTSA will expand the snack cart offerings to include Healthy choices for scholars. Snack Cart is available after school daily. 3. Staff will have an opportunity to participate in healthy lifestyle competitions 2X per school year. Each competition is based upon healthy food choices and active exercise 4. Business partners will be provided opportunity to provide "edu-training" lunch and learn sessions for our staff 5. Wellness Champion and Wellness Team members will provide updates on our wellness initiatives during parent events and other school based activities.
Person Responsible	Regina Bringas (bringasr@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

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

Our school plans to implement school based community and family events that will bridge existing community gaps, such as campus beautification and parent academy workshops

> **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

Every scholar has the opportunity to participate in restorative circles with their second period teachers. 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 school is assigned in order to discuss their ninth grade schedule.

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

We have modified transition routines for our 6th grade scholars and increased teacher direction. Provide increased mentoring opportunities. Provide Lunch Pals and Take Stock in Children Mentors.
We have an 8th grade high school articulation events that provide a focus on high school requirements and career pathways.

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

The school has developed an Instructional Leadership team (Administrators, teachers, and instructional coaches) to determine the effectiveness of the curriculum, and instructional practices.
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, Ms. Montague, 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.

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, Ms. Montague, 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

1	III.A	**Areas of Focus: Increased effective collaboration during Professional Learning Communities.**					**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2321 - Meadowlawn Middle School	Title, I Part A		$1,500.00
			Notes: Resource books utilized by Leadership Team members that will facilitate Professional Learning Communities			
2	III.A	**Areas of Focus: Implementation of Standards based focus groups.**					**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2321 - Meadowlawn Middle School	Title, I Part A		$5,000.00
			Notes: Resource materials that will be utilized during focus group sessions-resource books, materials , and other items utilized by scholars			
3	III.A	**Areas of Focus: Incorporate a School Site Wellness Program**					**$0.00**
					Total:	**$6,500.00**