



School Improvement Plan 2017-18

Meadowlawn Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Ursula Parris	SAC Chair:
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School Vision	Meadowlawn Middle School will provide an academic environment that engages, motivates, and inspires students to reach 100% student success.
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School Mission	Meadowlawn Middle School will create a productive learning environment focused on producing self-disciplined students who will develop skills to become life-long learners.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1115	6%	19%	16%	5%	53%	1%

School Grade	2017: C	2016: C	2015: C	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	36	39	34	45	39	40	59	69	56	43		
Learning Gains All	43	42	37	50								
Learning Gains L25%	35	31	33	41								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Ursula	Parris	FT	Less than 1 year
AP	Alfredo	Blanco	FT	1-3 years
AP	Kristy	Therrien	FT	4-10 years
AP	Diane	Zitelli	FT	4-10 years
MTSS	Diana	Dolan	FT	1-3 years
AVID	Jessica	Scott	FT	4-10 years
Teacher	Robin	Brown	FT	4-10 years
Teacher	Cherylann	Patterson	FT	4-10 years
Teacher	Nick	Amheiser	FT	4-10 years
Teacher	Teal	Heeren	FT	4-10 years
Coach	Marlena	Sinclair	FT	Less than 1 year
Coach	Leah	Donnelly	FT	Less than 1 year
Counselor	Harris	Briggett	FT	4-10 years
Total Instructional Staff:			Total Support Staff:	



School Culture for Learning

Connections: **District Strategic Plan** •Goals 2, 3
Marzano Leadership •Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Our school wide expectations are the LANCER WAY which is as follows: Loyal , Attentive, Noble, Courteous, Encouraging, Respectful. When students follow the LANCER WAY they may earn Lancer Loot which are the PBS buck for our school. With Lancer Loot they may purchase items from the Loot Store as well as privileges. Appropriate behavior will be taught during the first 8 days of school with culture building. This will be done every period during those days. Each grade level will have assemblies to teach the school expectations. Teachers and staff will continue to review rules and expectations as the year goes on and in particular during the time periods where students will be out of school for lengthy times, such as Thanksgiving, winter holidays, spring break etc. Appropriate behavior will be reinforced with Lancer Loot.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Our Foundations Committee created a set of school wide expectations for behavior as well as all processes and procedures for staff and students. The Foundations Committee will train the staff on these expectations during preschool and will meet monthly to analyze the effectiveness of the expectations as well as the fidelity to which they are being followed by both staff and students. The school wide behavior expectations have been posted throughout the school including hallways throughout the school including hallways, cafeteria, special rooms, restrooms, offices and classrooms. Classroom rules, routines and procedures are identified and taught on a regular basis. Office discipline forms are completed consistently and accurately across staff. Office discipline referrals are processed consistently and accurately across administration. We will know that expectations are being taught in classrooms because we will see a decline in office discipline referrals. We will know that the expectations are being implemented equitably because we will not see a large disparity in referrals in regards to race, gender, SWD. Walkthrough data will monitor the implementation of these expectations.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

We are strengthening our AVID site team and use of AVID strategies school wide. We have increased to two sections of AVID for each grade level. This class will provide the needed support for those students who need extra help with academics. The Growth Mindset for staff and students will be our staff book study and way of work. We will hold monthly meetings in which we discuss our book study, focus on relationship building and meeting the needs of our students. Our MTSS Coach will work with staff and students struggling with either behavioral or academic areas of need. The coach will help teachers continue to build a positive culture in their classroom and improve Tier I support. The MTSS team will determine the needs of specific students and teachers and will integrate academic and behavioral supports and interventions to continue with a positive culture and growth mindset for Tier II and Tier III needs. The instructional coaches will provide Tier I and Tier II support for core content classes by trainings to all and providing coaching cycles for those teachers in need.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Biweekly MTSS meetings with MTSS Coach, Social Worker, Behavior Specialist, Psychologist, Grade Level Counselors, Grade Level Administrators. During these meetings we will analyze FSA, Common Assessment, formative and summative assessment data (behavior and academic), and attendance data and determine which students are in need of more intensive supports. We will also analyze student referral data and utilize our Project Aware support to provide training and feedback. We will look at the students with high referrals as well as teachers who are writing many referrals. While looking at referral data we will work to determine if there are any trends in the data and provide interventions to students and staff based on those trends. We use the Problem Solving process with the MTSS Team and SBLT to determine and verify barriers. Again during MTSS and SBLT we problem solve around the validated barriers to determine the best interventions. Token economy system is used to meet the tier 1 needs across the campus for behavior.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

The MTSS Coach pulls and shares data with the leadership team each week 687i. This data is also shared at SBLT meetings and biweekly MTSS meetings. This data is gathered from the school dashboard, FOCUS and Data warehouse. This data is then shared via the PLC leaders to the content PLCs and discussed at our Grade Level Meetings.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

The Administrative team has planned for content area PLCs to occur each month. The agenda of these PLCs will be focused on our school wide goals which is to increase our proficiency rates by teaching the level of rigor expected in the standards. The agenda each month will include looking at lesson plans and student work samples to ensure we have taught leaning targets that truly match the level of rigor the standard is asking for and include WICOR strategies to teach and reinforce student learning. Each content PLC will include learning a new WICOR strategy as identified by the AVID site team and administration. We have also planned for monthly professional development based on the Marzano model to provide our staff with the means to plan for and deliver effective instruction. We have tasked our instructional coaches with following up our trainings by providing ongoing support to their content area teachers. The administrative team will conduct informal walk-throughs both alone and together to ensure the implementation of the skills or strategies that the teachers were trained on that month. We will provide feedback on lesson plans and continue to look over student work to ensure that all staff members are creating an environment made up of high expectations for student success.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Use Restorative Practices to increase the sense of community among students and teachers so students understand their voices will be heard and that school staff is here to support them in every way possible.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
	Admin/MTSS Coach
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

During the last three years, our teachers began using scales to break down the state standards and deliver content to students that was fully aligned with these standards. They also began creating goal sheets for students where they could track their progress towards meeting these standards. This allowed teachers to increase the rigor for those students quickly mastering standards and also offer extra aid to those students struggling to reach mastery. District and administrative walk throughs were used to measure teacher implementation and student understanding of these efforts. We have since designed a monthly PLC that will be spent planning for rigorous assignments/activities that match the rigor of the standards. We will provide ongoing feedback on lesson plans and daily instruction.

Student engagement was increased with the introduction of personalized learning into some classrooms. Teachers used this opportunity to create roadmaps that allowed for individual student voice and choice in their learning. Students were given choice in tasks that aligned with the rigor already in place. This increased student engagement as was evident by the reduction in the number of tardies in these classes as well by the walk-throughs conducted by administration. This year we will focus on using AVID strategies school wide and using lesson study/ student work samples to truly gage the effectiveness of our instruction.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

The key areas of improvement include increasing student ownership of thinking and learning, effectively using WICOR strategies in all classrooms, matching the level of rigor in our assignments with the level of rigor in the standard, and continue our use of formative assessments to guide our instruction and plan for differentiation. Our walkthrough data has indicated that we need to reach rigor through the implementation of element 21-23. These elements are rarely if ever observed. Teachers must continue to motivate students and provide avenues to success based on student need

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers provide students with copies of the scales for each standard, then ask students regularly to rate themselves on the scale and reflect on what they need to reach the standard or above.

Teachers in core classes give quarterly benchmark assessments based the standards that should have been covered as determined by the district’s pacing guide. Data from these reports is used to determine remediation needs. Teachers are trained in the use of formative assessments so they can determine student

understanding during each lesson/ unit and tailor instruction to meet any deficiency needs students may have.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Students are provided the opportunity to receive additional assistance before and after school four days a week. Students struggling to maintain good academic standing are given the chance to retake failed courses online through Apex after first semester is complete to try and attain a passing grade. All programs are supervised by certified teachers.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Each teacher will learn and use WICOR strategies in their classroom with a new strategies taught each month in the content PLC's by members of the AVID site team.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Informal administrative and teacher walkthroughs will be conducted, with feedback provided on the efficacy with which the teachers implemented each new strategy	Admin Coaches
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

We are implementing a Teacher Tuesday plan where teachers will be given a list of teachers identified as exemplifying various aspects of AVID in their classrooms. Teachers will be encouraged to visit this list of AVID teachers during their planning, either alone or as a team so they may both learn from these teachers and leave feedback for them so the AVID teachers may also improve their practice. Our AdvancED climate

survey supports our need for student ownership and increased accountability by both staff and administration in the delivery of effective instruction.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers attend weekly common planning time with others who teach the same grade level/content area. They document their meetings using the school approved lesson plans, which are uploaded to OneNote for administrative review or with meeting notes that include copies of the student work they examined and what lessons they learned from that examination.

PLC meetings are scheduled most Wednesday mornings, allowing the teachers time to meet with others of the same grade level or content area. Content PLC’s are run by department heads and the agenda is based on improving best practices identified by examining student work samples as well as learning new WICOR strategies to be implemented in the classroom. Faculty trainings allow all teachers on campus the opportunity to become trained in an area of effective planning or instruction and then to take their knowledge to their PLCs and common planning to further process and implement the information collaboratively. We will train on school wide initiatives such as Marzano, AVID Schoolwide, Growth Mindset, and use of the Microsoft Office suite.

 **Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Professional development this year has focused on increasing teacher knowledge of the Marzano way and Growth Mindset. This has given teachers a better understanding of how to plan for effective standards-based instruction as well as how to meet the needs of each student by teaching them how capable they are of learning.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Personalized Learning	Summer	PL TEAM	
AVID Institute	Summer	AVID Site Team	WICOR strategies
AVID strategies	Preschool/monthly	AVID site Team	Schoolwide use of WICOR



Family and Community Engagement

Connections: **District Strategic Plan** ●Goals 1,3,6,7
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Workshops will be offered beginning in September for parents and community members who wish to learn about the school’s personalized learning and growth mindset initiatives. Workshops will be attended by both community and school staff members to increase positive relations between school and home.

Parents will be given a 15 minute talk during the Title 1 meeting on back to school night to learn about how students can access the 365 system, as well as how to obtain low cost internet and computers to support their students’ instruction at home.

Science night in the spring will provide parents the opportunity to see the work their students have been doing and connect with many of our staff. We hold our annual Lancer Pride Day at the start of the school year to bring in all families and allow them an opportunity to walk the campus, get their schedules, locks and ask any questions they may have before the start of the school year.

We will hold an FSA night for both reading and math in the spring.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Parents are invited to a Back to School night which addresses academic tools for student success. Parents are also invited to three Bring Your Parent to School Days in which the parents get to observe and participate in their child’s classes all day. We offer trainings at this time which are optional for parents to attend. We will host an FSA parent night which will describe in detail the skills necessary for success on both the math and reading FSA. We will provide a survey at the conclusion of every training to gain parent feedback on the trainings as well as the processes we put in place

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

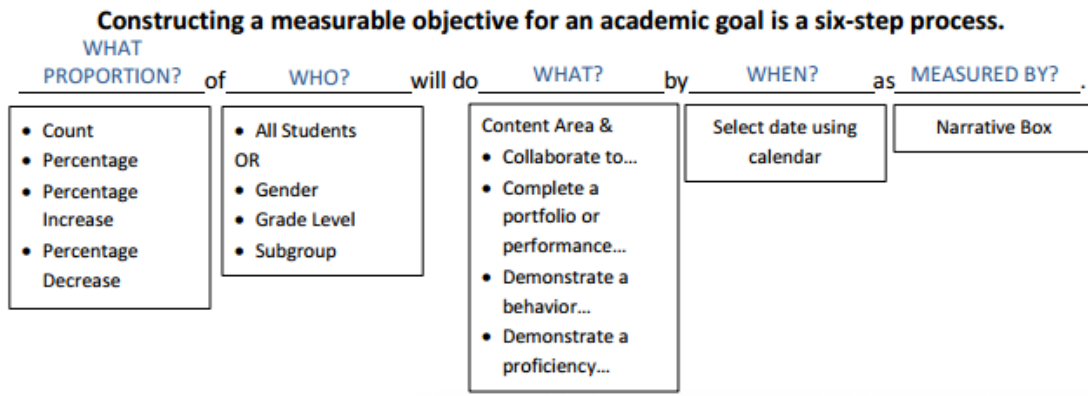
*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal



SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager:	
47% of our students will demonstrate proficiency in Reading/ ELA as measured by our FSA by the end of our 2017-2018 school year. 58% of our students will make learning gains in Reading/ ELA, with 45% of our L25 students making learning gains.		
Actions / Activities in Support of ELA Goal	Evidence to Measure Success	
Literacy Coaches are imbedded in English/language arts and reading classes for the purpose of implementing lessons inspired by the LAFs and differentiated for students based on data. Teachers will attend weekly common planning with grade level team and with literacy coach. This time will be spent looking at student work, and planning rigorous lessons that match the rigor of the reading standards. Teachers will receive Professional development around standards, assessment and instructional best practices with a focus on implementing WICOR strategies into the classroom. All content area teachers are responsible for teaching the content while integrating the literacy standards and WICOR strategies. Administration and Literacy Coach will visit classrooms and provide timely feedback regarding instructional practices, use of standards, use of WICOR strategies, and level of rigor in the classroom. Administration will monitor the participation in the school wide reading initiative that takes place during 2 nd period. The Literacy Leadership Team will meet to plan for next steps based on the walkthrough and ISM data. They will share the next steps during the content level PLCs	PLC meeting minutes and observational data collected from walkthroughs, an increase in SRI levels and proficiency rates on Write Score, Read 180 data, I Ready data. Student work samples exhibiting rigor. Lesson plans specifying differentiation and rationale for groupings.	

<p>ELA and Social studies teachers will be paired for both planning and teaching purposes such that the social studies teachers are able to support the ELA teachers' efforts to increase student achievement by utilizing the same strategies in the social studies classrooms as are used in the ELA classes. This interdisciplinary teaming will also better connect students to the content by using social studies topics in the ELA classroom</p>	<p>Observational data collected from walkthroughs, common planning notes, lesson plans, student evidence</p>
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Mathematics Goal	Goal Manager:
<p>50% of our students will demonstrate proficiency in math as measured by our FSA by the end of our 2017-2018 school year. 55% of our students will make learning gains in mathematics, with 50% of our L25 students making learning gains.</p>	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<p>Math teachers will participate in bi-weekly 40 and out trainings facilitated by Math Instructional Staff Developer to improve their instructional practice. Math teachers will use WICOR strategies to provide students with opportunities to use the language of math as they work through problems. Administration will provide timely feedback regarding use of instructional best practices and WICOR strategies. Math teachers will utilize their PLC and common planning times to plan rigorous lessons based on the standards. Math teachers will follow the pacing calendar ensuring they cover all the MAFS. They will implement formative assessments and use this data to plan differentiated lessons while maintaining the rigor of the standard. Administration will encourage teachers to allow the kids to struggle while effectively using learned strategies to problem solve. Teachers will conduct data chats with students and support students with setting and reviewing goals based on data and progress monitoring.</p>	<p>Attendance records and administrative observational data collected during walkthroughs. Math coach observations., think through math data, Cycle assessment scores</p> <p>Pinellas County Common Assessments</p>
<p>Math teachers who have signed on to implement personalized learning into their classrooms will create roadmaps which detail the skills students will work to master such that they can meet the high level of rigor expected in the standards. Teachers will work with students to set goals and manage their time to ensure students complete each roadmap in a timely manner so that all needed standards are mastered before the FSA. Students will be given options in how to master each skill, which include working directly with the teacher, and formatively assessed to be sure they demonstrate mastery of one before moving on to the next skill. Teachers will provide feedback on each skills check so students are aware of their strengths and any holes in their knowledge or skills base as they progress. Students who do not master a skill will be taught new ways to learn that better meet the their needs such that they can retry the skills check and ensure no</p>	<p>observational data collected during walkthroughs</p> <p>Review of roadmaps before implementation to ensure they meet the cognitive demands of the standards covered</p> <p>Weekly after school training sessions to improve implementation</p>

holes in their learning are created by moving on without the necessary skills to hit mastery of each standard. They will not be required to work on skills they already have mastery of so their time can be spent focused on constantly increasing their knowledge and skills base.	
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Science Goal	Goal Manager:
50% of our students will demonstrate proficiency in science students as measured by FCAT by the end of the 2017-2018 school year	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Science teachers will increase the planning and delivery of student centered activities with a focus on using WICOR strategies to facilitate student collaboration. They will utilize data both formal and informal to plan for differentiated instruction. Science teachers will plan for collaborative structures to increase the student ownership of learning.	
Science teachers will increase their instructional rigor through the planning of rigorous assignments that match the rigor of the standards. Teachers will present and review the standard during their lessons and effectively utilize the scales to monitor student progress toward this goal. Teachers will work together to plan lessons. They will participate in professional development and implement learned skills and WICOR strategies in their classrooms. Science teachers will implement the 10/70/20 on a daily basis. They will implement student led learning environments.	

Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: School wide Reading Program	Goal Manager:
Motivate students to read and create of culture around literacy.	
Actions / Activities in Support of Goal	Evidence to Measure Success
All students will participate in a silent reading program during the first ten minutes of second period. They will be allowed to choose any school-appropriate reading material they like. If they	Walkthrough during 2 nd period

are struggling with the material either due to the difficulty of the reading or the interest level of the student, the teacher, reading coach, or media specialist will work with the student to find appropriate material that engages the student in reading.	Discussions with students and teachers regarding the book

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Personalized Learning (PL)	Goal Manager:
Personalized learning program will increase student performance in the content area taught by personalized learning teacher to at least 50% based on district benchmark assessments and end of year state tests such as the FSA. Teachers who choose to implement PL into their classrooms will work to create a highly structured learning environment which allows students to explore the standards as well as who they are as learners.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Weekly before school collaboration sessions to reflect on the process and review student work/lesson plans	Agendas from meetings, teacher reflective improvement of documents
Regular informal walk-throughs conducted by peers and administrators	Teacher lesson plans, student work, administrative walk-throughs.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: AVID Schoolwide	Goal Manager:
Meadowlawn teachers and staff will work to create a schoolwide AVID culture focused on the use of WICOR strategies in all classrooms	
Actions / Activities in Support of Goal	Evidence to Measure Success
AVID WICOR strategies will be part of all content PLC's based on observations made by administration at the beginning of the school year and the recommendations of the AVID site team. These strategies will then be implemented into all courses on campus. Administration will monitor for effective implementation and provide feedback for improvement before the next month's strategy is rolled out.	
The school's AVID site team will work to embed AVID strategies into all PD for staff so as to model those strategies that can then be implemented directly with students.	

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager:
Increase responsible student behavior in our black students by decreasing the number of referrals for our black students by 20%.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success

<p>The MTSS Coach will track referral data for class disruption by student as well as by teacher. This will happen biweekly. After the data is pulled the data will be shared and analyzed in the weekly administrative meeting as well as the biweekly SBLT and MTSS meetings. During these meetings we will analyze and use the problem solving process to seek solutions to the behaviors. The behavior specialist will work with the student services team to determine which students would need an individualized plan or behavior contract. The MTSS Coach, Behavior Specialist and Content area coaches will work with the administrative team to determine which instructors need support with classroom management. The SBLT will work with the staff to determine a universal understanding of class disruption and disrespect. The MTSS Coach, Behavior Specialist, and Prevention Specialist will work with the administrative team to provide Cultural Competency PD.</p> <p>Teachers will work to build a positive culture in their classrooms. Preschool training will provide resources and lessons for teachers to use to help build culture in the classroom. Teacher and staff will use PBS dollars “Lancer Loot” to encourage positive behaviors in students.</p>	<p>There will be a decrease in our black referrals</p>
<p>Mentors will be provided for Black boys who are struggling in academics and/or behaviors. All black boys will meet</p>	<p>There will be a decrease in black referrals and an increase in test scores</p>

Subgroup Goal (ELL)	Goal Manager:
Place goal statement here.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success

Subgroup Goal (ESE)	Goal Manager:
Place goal statement here.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	Grade Select	Grade Select	School Totals	
								#	%*

Students scoring at FSA Level 1 (ELA or Math)	132	147	135					414	37%
Students with excessive absences / below 90 %									
Students with excessive behavior / discipline**									
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators									

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal		Please ensure that your goal is written as a SMART goal.
Increase overall average daily attendance percentage by 4% to reach an overall ADA of 95% or higher		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
The MTSS Coach will pull weekly attendance data (Average Daily Attendance) by grade level. The Child Study Team will analyze and use the Problem Solving Process to provide necessary interventions for students who are chronically truant. The Child Study Team will analyze and use the Problem Solving Process to provide necessary interventions for students who are chronically truant. Teachers will call students who miss multiple days of school	There will be an increase in the ADA	
Students with perfect attendance will be rewarded each quarter.	The % of students missing 10% or more of the school year will decrease	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Increase student engagement and appropriate behavior by decreasing the number of referrals for class disruption and defiance by 10% as measured by discipline data through the increase in PBS as our primary mode of school management.		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success	
Teachers will work to build a positive culture in their classrooms. Preschool training will provide resources and lessons for teachers to use to help build culture in the		

<p>classroom. Teacher and staff will use PBS dollars “Lancer Loot” to encourage positive behaviors in students.</p>	
<p>The MTSS Coach will track referral data for class disruption by student as well as by teacher. This will happen biweekly. After the data is pulled the data will be shared and analyzed in the weekly administrative meeting as well as the biweekly SBLT and MTSS meetings. During these meetings we will analyze and work use the problem solving process to seek solutions to the behaviors. The behavior specialist will work with the student services team to determine which students would need an individualized plan or behavior contract. The MTSS Coach, Behavior Specialist and Content area coaches will work with the administrative team to determine which instructors need classroom management support. The SBLT will work with the staff to determine a universal understanding of class disruption.</p>	

<p>Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.</p> <p>Specify</p>	
<p>Place goal statement here (only if needed).</p>	
<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</p>

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

<p>Describe your academic intervention supports here.</p>

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
<ul style="list-style-type: none"> Remediation is available to students who have an “F” in a course at the midpoint of any grading period and to students who earned a Level 1 or 2 FSA or EOC score. The purpose of this remediation is to provide the student with extra help to earn a passing grade in the regular course and/or to improve achievement levels in state assessed subject areas. 	

Actions / Activities in Support of Goal	Evidence to Measure Success

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)		% with advanced degrees	
% receiving effective rating or higher		% first-year teachers	
% highly qualified (HQT)*		% with 1-5 years of experience	
% certified in-field**		% with 6-14 years of experience	
% ESOL endorsed		% with 15 or more years of experience	

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Ursala Parris
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Please state the days / intervals that your team meets below.

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Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan. Attached budget if preferred.

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