

Pinellas County Schools

MEADOWLAWN MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To provide purposeful educational experiences in an inclusive environment that promotes life-long learning while preparing scholars for college, career and life.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Trever Forbes

forbesn@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

The principal is instructional and operational leader of the school community and serves as the catalyst for improving scholar outcomes. Through the hiring, development, support, supervision and retention of high-quality instructional and support staff, the Principal sets and models expectations for a culture of rigorous learning, belonging and engagement.

The principal understands and maximizes the collaborative efforts of their staff, scholars, families, and broader community to create a culture of excellence on their campus.

In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and scholar outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.

Leadership Team Member #2

Employee's Name

Kim Brown

brownkiml@pcsb.org

Position Title

Assistant Principal for Curriculum

Job Duties and Responsibilities

The APC coordinates with staff, school counselors, scholars, families and feeder schools to identify appropriate course progression and placement for all scholars. This individual utilizes multiple data points to develop the school-wide Master Schedule for all students, utilizing student driven systems for course registration and selection. The APC will be responsible for the school's Extended Learning Program, Tutoring, Targeted Learning, 6th grade teaming, ELA and Reading content areas. The APC will work directly with teachers to inform and strengthen instructional practices that will yield higher scholar outcomes. The APC will lead and facilitate content-focused PLCs and professional learning opportunities; work directly with targeted scholars to improve standards proficiency.

Leadership Team Member #3

Employee's Name

Kelly Hicks

hickskel@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will be responsible School Safety, Safety Drills, Facilities, Athletics, District / State Assessments, as well as oversee 8th grade and the Science content area. The Assistant Principal will work directly with teachers to inform and strengthen instructional practices that will yield higher scholar outcomes. They will lead and facilitate content-focused PLCs and professional learning opportunities; work directly with targeted scholars to improve standards proficiency.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The Meadowlawn Middle School SBLT, comprised of school administration, department heads, behavior specialist, school counselors, and others meet to discuss and provide input used in the development of the SIP. School administration met with individual staff, district academic coaches, and leadership to garner input on goals / actions steps for the upcoming school year. Likewise, input was gathered from scholars, families, and community members through surveys.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The administrative team, teachers, families, and school partners (SAC), will monitor our SIP on a quarterly basis, reviewing action steps and end of year goals to evaluate if progress is being made towards end of year goals. Likewise, the team will utilize common assessments and PM1 / PM2 data to check for progress.

Through weekly to bi-weekly, CST/MTSS meetings, attendance rates, behavior incidents, etc. will be monitored and evaluated against related SIP goals. Throughout the school year, meetings within departments, school-wide, and SAC will guide thinking, evaluation, and possible amendments to the SIP.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: C 2023-24: C 2022-23: C 2021-22: D

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment							233	178	177	588
Absent 10% or more school days							66	53	68	187
One or more suspensions							14	44	49	107
Course failure in English Language Arts (ELA)							5	11	11	27
Course failure in Math							6	1	10	17
Level 1 on statewide ELA assessment							40	49	47	136
Level 1 on statewide Math assessment							44	28	44	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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							41	31	51	123

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2			2
Students retained two or more times							5	7		12

Prior Year (2025-26) As Last 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	
School Enrollment							184	180	201	565
Absent 10% or more school days							54	65	72	191
One or more suspensions							9	60	46	115
Course failure in English Language Arts (ELA)							5	3	18	26
Course failure in Math							1	5	18	24
Level 1 on statewide ELA assessment							40	54	61	155
Level 1 on statewide Math assessment							34	30	62	126
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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							17	66	73	156

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								6	1	7
Students retained two or more times							6	6		12

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	63	62	44	60	58	32	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	48	60	61	51	59	59	48	58	56
ELA Lowest 25th Percentile	48	51	53	49	52	52	53	53	50
Math Achievement*	45	65	65	47	65	63	45	61	60
Math Learning Gains	47	57	62	47	60	62	60	61	62
Math Lowest 25th Percentile	58	52	57	63	59	57	63	59	60
Science Achievement	47	60	57	50	59	54	39	52	51
Social Studies Achievement*	69	81	77	58	79	73	57	75	70
Graduation Rate									
Middle School Acceleration	69	84	82	68	84	77	55	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	49

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	53%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	476
Total Components for the FPPI	9
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
53%	52%	50%	44%	36%	35%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	38%	Yes	7	
English Language Learners	40%	Yes	1	
Asian Students	75%	No		
Black/African American Students	47%	No		
Hispanic Students	47%	No		
Multiracial Students	51%	No		
White Students	59%	No		
Economically Disadvantaged Students	50%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	45%		48%	48%	45%	47%	58%	47%	69%	69%			
Students With Disabilities	27%		47%	42%	28%	44%	53%	21%	40%				
English Language Learners	34%		47%	39%	32%	42%	38%	29%	60%				
Asian Students	71%		61%		78%	77%		71%		92%			
Black/African American Students	35%		39%	48%	38%	48%	58%	36%	61%	62%			
Hispanic Students	40%		47%	44%	40%	41%	36%	46%	63%	67%			
Multiracial Students	48%		56%		41%	56%		55%					
White Students	52%		53%	51%	49%	46%	79%	52%	79%	69%			
Economically Disadvantaged Students	41%		45%	45%	39%	47%	61%	41%	69%	59%			
10/2026													

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%		51%	49%	47%	47%	63%	50%	58%	68%			43%
Students With Disabilities	17%		37%	40%	22%	43%	55%	26%	39%	70%			
English Language Learners	31%		43%	41%	48%	47%	57%	43%	58%	67%			43%
Asian Students	67%		65%		81%	64%		87%		85%			
Black/African American Students	32%		51%	51%	28%	40%	62%	22%	48%	40%			
Hispanic Students	38%		52%	48%	44%	50%	59%	33%	55%	56%			43%
Multiracial Students	41%		33%		56%	56%		53%	64%				
White Students	53%		51%	46%	55%	45%	62%	61%	62%	76%			
Economically Disadvantaged Students	42%		50%	48%	45%	48%	65%	48%	58%	67%			39%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	32%		48%	53%	45%	60%	63%	39%	57%	55%			47%
Students With Disabilities	7%		37%	50%	15%	49%	57%	17%	24%				
English Language Learners	20%		47%	60%	43%	66%	66%	24%	54%	42%			47%
Asian Students	50%		65%		72%	78%		62%	81%	60%			
Black/African American Students	18%		37%	45%	37%	64%	61%	26%	38%	45%			
Hispanic Students	27%		47%	61%	42%	58%	67%	33%	64%	53%			49%
Multiracial Students	37%		41%		37%	44%		42%	46%				
White Students	39%		54%	51%	49%	60%	62%	45%	59%	59%			50%
Economically Disadvantaged Students	28%		45%	52%	40%	59%	60%	29%	50%	42%			49%

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	47%	64%	-17%	62%	-15%
ELA	7	44%	63%	-19%	62%	-18%
ELA	8	39%	62%	-23%	60%	-21%
Math	6	45%	63%	-18%	60%	-15%
Math	7	15%	24%	-9%	53%	-38%
Math	8	34%	62%	-28%	61%	-27%
Science	8	46%	59%	-13%	52%	-6%
Civics	7	86%	89%	-3%	77%	9%
Civics	8	55%	59%	-4%	75%	-20%
Algebra	7	86%	97%	-11%	96%	-10%
Algebra	8	69%	81%	-12%	84%	-15%
Geometry	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Currently, Civics has achieved a proficiency rate of 69%, representing an 11% increase from the prior year and making it our most improved subject area. This growth can be attributed to targeted efforts within Professional Learning Communities (PLCs), the implementation of Civics boot camps, and a consistent focus on ensuring instructional plans were aligned with established standards.

Lowest Performance

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

Science was identified as our lowest-performing subject area. The percentage of scholars demonstrating proficiency declined from 50% in the previous school year to 47% in the current school year. A contributing factor to this decline appears to be the extended reliance on multiple day-to-day substitute teachers in the science classroom, followed by the assignment of a teacher who was not highly qualified to meet the instructional needs of the scholars. A lack of purposeful planning for high level engagement contributed to scholars disconnecting from content.

Greatest Decline

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

Our most significant decline was observed in mathematics, specifically in Learning Gains for the Lowest 25% (L25). The percentage of students demonstrating L25 gains decreased from 63% in the prior year to 58% in the current school year, reflecting a 5 percentage point decline. This decrease can be attributed, in part, to changes within the mathematics department, including the addition of several new teachers and the loss of our strongest mathematics instructor from the previous year. Another factor contributing to this decline was the lack of purposeful planning for the formal tracking of scholar learning and mastery of benchmarks; this process was begun late and shifts to instruction should have occurred sooner.

Greatest Gap

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.

When compared to state proficiency averages, FAST PM 3 ELA proficiency (45%) shows a gap of 17%. Likewise, our Acceleration cell (69%) shows a gap of 18%. The contributing factor for ELA was likely an ELA department with minimal experience, learning new standards. A contributing factor to the gap in Acceleration was a 1st year teacher stepping into the Algebra role. Likewise, greater emphasis needs to be placed on CTE and industry certification assessments to support scholar acceleration in these areas. While Algebra instruction was strong, a consistent review/return to previous taught benchmarks did not exist. Spiraled instruction should have occurred much sooner and with greater planned purpose.

EWS Areas of Concern

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

EWS areas of concern are Attendance and Student Discipline.

Highest Priorities

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

1. ESE proficiency & LG
2. Acceleration
3. L25 ELA
4. L25 Math

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall percentage of proficient scholars in ELA is 45%. This is a 1% increase from the previous school year. Within ELA, learning gains and L25 learning gains decreased. Learning gains showed a 3% decrease (51% to 48%) and L25 learning gains showed a 1% decrease (49% to 48%).

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school's goal is to increase the percentage of scholars achieving proficiency in English Language Arts (ELA) from 45% to 48%, as measured by the Spring 2027 (May FAST) assessment. Additionally, we aim to improve overall learning gains from 48% to 56%, while increasing learning gains for the lowest 25% of students (L25) from 48% to 60%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor progress in ELA to ensure the attainment of our desired outcomes by consistently analyzing data and using it to inform instruction. Student performance will be tracked through Progress Monitoring Assessments (PM1, PM2, and PM3), module assessments, and the i-Ready diagnostic.

Following each progress monitoring cycle, administrators, the Transformation Zone ELA coach, and individual teachers will engage in one-on-one data meetings. These sessions will focus on evaluating student progress, assessing the effectiveness of instructional practices, and making necessary adjustments to improve outcomes. Additionally, quarterly department meetings will be conducted to

analyze strengths, identify areas for growth, determine next steps, and review supporting evidence.

This continuous improvement cycle will begin at the start of the school year and be sustained throughout its duration. Staff growth and instructional effectiveness will be monitored through classroom observations and through evidence of implementation shared during weekly Professional Learning Community (PLC) meetings.

Person responsible for monitoring outcome

Kim Brown

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Deepen understanding of the Florida's B.E.S.T. ELA standards and benchmarks as a non-negotiable for improving student outcomes.

Rationale:

As teachers become more skilled in this strategy, they will see remarkable changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. A classroom of scholars identifies critical content within standards, but also studies, recognizes, and celebrates as knowledge grows increasingly more sophisticated.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Strengthen student performance on ELA benchmarks by equipping teachers to use explicit, structured writing instruction so that students consistently use writing to make their thinking visible, deepen understanding, and engage in rigorous, standards-aligned tasks.

Rationale:

The approach outlined in The Writing Revolution emphasizes that writing instruction must be explicit, structured, and cumulative in order for students to successfully express complex thinking. When students are expected to write without direct instruction, their responses often mask gaps in understanding. In contrast, structured writing tasks make student thinking visible, allowing teachers to immediately identify misconceptions and respond with targeted support. Writing also makes learning sticky. When students write about what they read, discuss, and learn, they must process, organize, and articulate their thinking. This cognitive effort strengthens comprehension, reinforces vocabulary, and improves retention of content—key factors in meeting ELA benchmark expectations. Additionally, writing serves as a tool to stretch thinking. Carefully designed prompts that require explanation, evidence, and reasoning push students beyond surface-level responses and into deeper analysis aligned to grade-level standards. Sentence-level work (e.g., combining, expanding, using transitions) builds the foundation students need to produce clear, coherent extended responses on assessments.

Research supports that students benefit most when instruction is broken into manageable steps and paired with modeling and guided practice. These approaches reduce cognitive overload and allow students to master discrete skills before applying them independently.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning

Person Monitoring:

Kim Brown

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Use state and district resources (such as the BEST ELA Standards and PCS Gold Document) to synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Also build teacher expertise in writing for ELA benchmarks.

Action Step #2

Professional Development

Person Monitoring:

Kim Brown

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and administrators engage in Just-in-Time professional development. Professional development will focus on key strategies from The Writing Revolution and engage in backwards planning, deepen understanding of the BEST ELA Benchmarks, as well as lessons designed to support students as they meet the rigorous demands of the grade-level benchmarks.

Action Step #3

Student Engagement

Person Monitoring:

Kim Brown

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Use district curriculum resources to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark; and make strategic decisions about implementation of the curriculum to maximize impact on student learning. Also, align writing instruction to ELA benchmarks, including evidence-based responses and analysis.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall percentage of proficient scholars in math is 45%. This is a 2% decrease from the previous school year. Learning gains remained the same (47% to 47%) and L25 learning gains showed a 5% decrease (63% to 58%).

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school's goal is to increase the percentage of scholars achieving proficiency in Math from 45% to 49%, as measured by the Spring 2027 (May FAST) assessment. Additionally, we aim to improve overall learning gains from 47% to 54%, while increasing learning gains for the lowest 25% of students (L25) from 58% to 63%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor progress in Math to ensure attainment of our desired outcomes by consistently analyzing data and using it to inform instruction. Student performance will be tracked through Progress Monitoring Assessments (PM1, PM2, and PM3) and Edia, as well as, unit assessment data.

Following each progress monitoring cycle, administrators, the Transformation Zone Math coach, MMS Math Coach and individual teachers will engage in one-on-one data meetings. These sessions will focus on evaluating student progress on individual benchmarks, assessing the effectiveness of instructional practices, and making necessary adjustments to improve outcomes. Additionally, department meetings will be conducted to analyze and review supporting evidence of instructional strengths, identified areas for growth, and determine next steps.

This continuous improvement cycle will begin at the start of the school year and be sustained throughout its duration. Staff growth and instructional effectiveness will be monitored through classroom observations and through evidence of implementation shared during weekly Professional Learning Community (PLC) meetings.

Person responsible for monitoring outcome

Trevor Forbes

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Deepen understanding of the Florida's B.E.S.T. Standards for Mathematics and Mathematical Thinking and Reasoning Standards (MTR's) as a non-negotiable for improving student outcomes.

Rationale:

Shifting from stating a standard to communicating learning expectations (success criteria) ensures that goals are appropriate, challenging, and attainable. When goals are specific, revisited throughout the lesson and connect to other mathematics, they are clearer to students. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Effective Mathematics Teaching Practices (Principles to Action, NCTM 2014)

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Strengthen student performance on math benchmarks by equipping teachers to use explicit, structured writing instruction, via The Writing Revolution, so that students consistently use writing to make their thinking visible, deepen understanding, and engage in rigorous, standards-aligned tasks.

Rationale:

Structured writing tasks make scholar thinking visible, allowing teachers to immediately identify misconceptions and respond with targeted support. Writing requires scholars to process, organize, and articulate thinking and pushes scholars beyond recall to the analysis of ideas, making connections, and using evidence to support their thinking. The incorporation of writing strategies helps scholars deepen their understanding by reflecting on and reasoning with mathematical ideas using written language through journals, explaining strategies, error analysis, writing prompts, or exit tickets. Writing improves the retention of content.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning w/ Success Criteria

Person Monitoring:

Trevor Forbes

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and administrators engage in common planning utilizing the course curriculum guides, the BEST Instructional Guide to Mathematics (B1G-M), and district created instructional lessons to support implementation of the B.E.S.T. Standards to synthesize the benchmarks, achievement level descriptors, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Action Step #2

Student Engagement

Person Monitoring:

Trevor Forbes

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Integrate writing-to learn strategies such as, scrambled sentences, sentence expansion, "because, but, so", conjunctions, subordinating conjunctions, and appositives to clearly explain mathematical thinking, problem-solving, reasoning and make real-world connections. During facilitate planning, these strategies will be built into lessons and actively monitored through classroom walkthroughs and coaching cycles.

Teachers will employ instructional practices to motivate and deepen scholar engagement to include (but not limited to), positive feedback, meaningful tasks related to scholar interests and backgrounds; opportunities for scholars to inquire, set goals, and have a voice in their classroom.

Action Step #3

Professional Development

Person Monitoring:

Trevor Forbes

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and administrators will engage fully in Making Sense of Math professional learning series focused on pedagogical content knowledge and vertical interconnectedness of FL Mathematics benchmarks across all grade levels. Professionals will engage in instructional shifts appropriate to support rigorous standards instruction and the Task, Questioning, and Evidence (TQR) Process to effect advancing scholar achievement.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall percentage of proficient scholars in Science is 47%. This is a 3% decrease from the

previous school year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school's goal is to increase the percentage of scholars achieving proficiency in Science from 47% to 55%, as measured by the 2027 SSA (May).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor progress in Science to ensure attainment of our desired outcomes by consistently analyzing data and using it to inform instruction. Student performance will be tracked through progress monitoring assessments (district developed) and unit assessment data.

Following each progress monitoring cycle, administrators, the Transformation Zone Science coach, and individual teachers will engage in one-on-one data meetings. These sessions will focus on evaluating student progress on individual benchmarks, assessing the effectiveness of instructional practices, and making necessary adjustments to improve outcomes. Additionally, department meetings will be conducted to analyze and review supporting evidence of instructional strengths, identified areas for growth, and determine next steps.

This continuous improvement cycle will begin at the start of the school year and be sustained throughout its duration. Staff growth and instructional effectiveness will be monitored through classroom observations and through evidence of implementation shared during weekly Professional Learning Community (PLC) meetings.

Person responsible for monitoring outcome

Kelly Hicks

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Deepen understanding of the depth and breadth of the FSASS standards as a non-negotiable for improving student outcomes in Middle School Science as evidenced by the end of year assessments.

Rationale:

As teachers become more skilled in this strategy, they will see remarkable changes in students'

abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. They will also understand the importance of focusing in on the specific content tied to middle school standards allowing them to focus their efforts on deeper levels of understanding rather than surface understanding of a broader range of concepts.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Strengthen student performance on Science standards by equipping teachers to use explicit, structured writing instruction so that students consistently use writing to make their thinking visible, deepen understanding, and engage in rigorous, standards-aligned tasks.

Rationale:

The approach outlined in The Writing Revolution emphasizes that writing instruction must be explicit, structured, and cumulative in order for students to successfully express complex thinking. When students are expected to write without direct instruction, their responses often mask gaps in understanding. In contrast, structured writing tasks make student thinking visible, allowing teachers to immediately identify misconceptions and respond with targeted support. Writing also makes learning sticky. When students write about what they read, discuss, and learn, they must process, organize, and articulate their thinking. This cognitive effort strengthens comprehension, reinforces vocabulary, and improves retention of content—key factors in obtaining mastery on the FSASS standards. Additionally, writing serves as a tool to stretch thinking. Carefully designed prompts that require explanation, evidence, and reasoning push students beyond surface-level responses and into deeper analysis aligned to grade-level standards. Sentence-level work (e.g., combining, expanding, using transitions) builds the foundation students need to produce clear, coherent extended responses on assessments. Research supports that students benefit most when instruction is broken into manageable steps and paired with modeling and guided practice. These approaches reduce cognitive overload and allow students to master discrete skills before applying them independently.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning

Person Monitoring:

Kelly Hicks

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning, synthesize the benchmarks, benchmark clarifications, and content limits to fully understand the expected outcomes of the standards. Within planning sessions, teachers

will identify and articulate Success Criteria for each benchmark, per day.

Action Step #2

Professional Development

Person Monitoring:

Kelly Hicks

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and administrators will engage in professional development to build teacher capacity for implementation of writing tasks within science standards. The aim is to make thinking visible through writing; key strategies from the Writing Revolution (e.g. sentence combining, sentence expansion, note-taking, outlining) will be used. Teachers will be trained to analyze student writing to identify strengths and gaps; how to use data from writing to adjust instruction and target specific skills.

Action Step #3

Student Engagement

Person Monitoring:

Kelly Hicks

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Deliver explicit, step-by-step instruction in multiple, briskly paced chunks/cycles, related to scholar interests and backgrounds; give scholars the opportunities to ask their own questions and explore possible explanations to their questions. Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: engaging students through real world phenomena to help students see the relevance of the day's lesson; exploration via meaningful tasks related to student interests, explanation through thought-provoking challenges, grade level text, and direct instruction; elaboration opportunities for students to ask their own questions, set their own goals, and make their own choices.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall percentage of proficient scholars in Social Studies is 69%. This is an 11 percent increase from the previous school year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school's goal is to increase the percentage of scholars achieving proficiency in Social Studies from 69% to 71% as measured by the 2027 Civics EOC.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor progress in Social Studies to ensure attainment of our desired outcomes by consistently analyzing data and using it to inform instruction. Student performance will be tracked through progress monitoring assessments (district developed) and unit assessment data.

Following each progress monitoring cycle, administrators, the Transformation Zone Social Studies coach, and individual teachers will engage in one-on-one data meetings. These sessions will focus on evaluating student progress on individual benchmarks, assessing the effectiveness of instructional practices, and making necessary adjustments to improve outcomes. Additionally, department meetings will be conducted to analyze and review supporting evidence of instructional strengths, identified areas for growth, and determine next steps.

This continuous improvement cycle will begin at the start of the school year and be sustained throughout its duration. Staff growth and instructional effectiveness will be monitored through classroom observations and through evidence of implementation shared during weekly Professional Learning Community (PLC) meetings.

Person responsible for monitoring outcome

Kelly Hicks

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Deepen understanding of the Florida's NGSSS Social Studies standards and benchmarks as a non-negotiable for improving student outcomes as evidenced by the End of Course assessment and final exams.

Rationale:

Identifying the critical content in student benchmarks keeps lesson planning focused on the most essential knowledge and skills students are expected to learn, ensuring instructional time is spent on concepts that drive mastery and assessment success. Clear identification of critical content also supports alignment between instruction, activities, and assessment. Ultimately, it promotes coherence, equity, and clarity in teaching and learning.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Advance student thinking through writing about reading so that students will make their thinking visible, deepen their understanding of critical content, and engage in rigorous, standards-aligned tasks.

Rationale:

Writing about reading supports learning because it requires students to process, organize, and explain what they have read. Writing pushes students beyond recall to analyze ideas, make connections, and use evidence to support their thinking. It also helps teachers see student understanding and misconceptions in real time. As a result, writing about reading deepens comprehension and improves long term retention of content.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student Engagement

Person Monitoring:

Kelly Hicks

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Use district curriculum, to provide all students with consistent opportunities to engage in in complex, grade-level content, knowledge-building, and tasks aligned to the rigor of the standard/benchmark. Build structures for teachers to engage scholars with reflections on their learning and tracking progress through learning goals/objectives, success criteria, and benchmark mastery.

Action Step #2

Professional Development

Person Monitoring:

Kelly Hicks

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and administrators engage in professional development (Data Response Team – Da.R.T. for Civics teachers and Facilitated Planning for all teachers) to analyze formative assessment results, identify benchmarks in need of remediation, students in need of additional support, plan for future instruction and learn key strategies from The Writing Revolution, from sentence-level strategies to paragraph and essay writing.

Action Step #3

Instructional Planning

Person Monitoring:

Kelly Hicks

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During Collaborative Planning, learning objectives, success criteria, and checks for understanding are determined and implementation discussed. Provide clear, direct, explicit instruction in writing following The Writing Revolution, including short, frequent sentence-level activities to develop knowledge and analytical abilities while simultaneously enabling scholars to learn the mechanics of sentence construction; develop writing prompts that require students to explain, justify, and analyze using text evidence.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our overall percentage of SWD scholars demonstrating proficiency on PM3 FAST Assessments in ELA and Math lags behind that of non-SWD scholars. The proficiency of our ESE scholars will be a crucial focus area for Meadowlawn Middle School as we continue to intentionally target and bridge the gap between our SWD and non-SWD scholars.

Comparatively, non-SWD scholars are demonstrating a greater proficiency in ELA by 30%. Likewise, in Math, non-SWD scholars are demonstrating a greater proficiency of 33%.

Student proficiency in reading and writing is foundational to success across all subject areas.

Historically disproportionate proficiency rates between SWD and non-SWD scholars indicates many are not meeting grade-level expectations in ELA/Math and are not being consistently challenged to engage with the full rigor of the standards.

To address this, we will focus on strengthening ELA and Math instruction through intentional planning of high-impact instructional strategies, and regular progress monitoring. A key component of this work will be having teachers engage in the tasks and assessments themselves before delivering instruction. By doing the work of the student first, teachers will gain deeper insight into the cognitive demands of the tasks, enabling them to anticipate misconceptions and provide immediate, specific, and actionable feedback that accelerates student learning. Likewise, priority will be given to defining Success Criteria per benchmark daily - how will scholars know they have been successful? Another priority will be writing in all content areas - strategies identified in The Writing Revolution will be used in all subject areas and therefore be familiar to scholars.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school goal is to increase the percentage of proficient SWD scholars, in ELA, from 18% (25-26) to 22% as measured by 2027 PM3 FAST (May).

Our school goal is to increase the percentage of proficient SWD scholars, in Math, from 21% (25-26) to 30% as measured by 2027 PM3 FAST (May).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor progress in ELA and Math to ensure our desired outcomes by having scholars and staff track performance throughout the school year using both formative and summative assessments. Data will be monitored using Progress Monitoring Assessments (PM1, PM2, PM3), Module Assessments, and classroom assessments. We will utilize an ongoing cycle of improvement that employs data to plan, do, check, and adjust as needed to meet the needs of the student and increase student achievement. After analyzing data, we will discuss the trends and begin identifying barriers that may be preventing us from making progress toward our goal. We will then move on to problem solving and make adjustments to the plan as needed. This cycle will continue throughout the school year and involve all stakeholders. We will monitor staff growth and improvement of practice through classroom observations and when evidence of implementation is presented during PLCs.

Person responsible for monitoring outcome

Trever Forbes, Kim Brown, Kelly Hicks

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Ensure students requiring Exceptional Student Education (ESE) services achieve mastery of meaningful and measurable Individualized Education Plan (IEP) goals while accessing grade-level benchmarks within their Least Restrictive Environment (LRE) through inclusive practices, specially designed instruction (SDI), collaborative planning, and data-driven decision-making aligned to the district's Teaching and Learning Pillars.

Rationale:

By focusing our school improvement efforts on increasing student engagement in rigorous, standards-based instruction and effectively implementing data-driven, individualized supports for struggling students, we aim to raise reduce the proficiency gap between black and non-black students in both ELA and Math. According to research by Marzano, these elements are critical to ensuring high-quality instruction and improving student outcomes. Regular data chats will be essential for

teachers to analyze student progress, identify areas of need, and adjust instruction accordingly. Additionally, data from the Instructional Support Model (ISM) indicate that effective classroom practices consistently incorporate student-centered learning environments characterized by rigor, differentiated instruction, and higher-order thinking routines.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Develop and implement a systematic, data-driven intervention process to accelerate academic achievement and learning gains for scholars who have yet to demonstrate proficiency.

Rationale:

Schools improve outcomes when intervention systems are proactive, targeted, and monitored regularly. Students requiring support benefit most when intervention occurs immediately following identification of skill gaps and is aligned directly to student needs.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning w/ MTSS Focus

Person Monitoring:

Trever Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct data reviews after each progress monitoring window focused on Black student achievement, learning gains, attendance, discipline, and advanced coursework participation.

Utilize Professional Learning Communities (PLCs) to analyze student work, benchmark data, and formative assessments to plan targeted interventions and enrichment opportunities for Black students.

Implement student goal-setting and data-tracking processes that allow students to monitor their academic growth and develop ownership of their learning.

Action Step #2

Student Engagement and Connection

Person Monitoring:

Trever Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Increase attendance, engagement, and connectedness for SWD scholars through proactive attendance supports, relationship-building practices, and student-centered engagement strategies.

Conduct monthly attendance reviews focused on Black student attendance and chronic absenteeism.
 Develop attendance success plans for identified students.
 Connect students with mentors and trusted adults.
 Implement recognition systems for improved attendance and engagement.
 Monitor participation in extracurricular activities, leadership opportunities, and enrichment programs.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Meadowlawn Middle School made significant growth in specific areas with our black scholars:

ELA Prof: 35% (+3)

Math Prof: 38% (+10)

Math LG: 48% (+8)

Science: 36% (+14)

Social Studies: 61% (+13)

Acceleration: 62% (+22)

However, our overall percentage of black scholars demonstrating proficiency on PM3 FAST Assessments in ELA and Math lags behind that of non-black scholars. While our black scholars continue to stay above 41% collectively (47%), this will continue to be a critical area of focus for Meadowlawn Middle School as we continue to intentionally target and bridge the gap between our black and non-black scholars.

Comparatively, non-black scholars are demonstrating a greater proficiency in ELA between 5%-36%. Likewise, in Math, non-black scholars are demonstrating a greater proficiency between 1%-40%

Historically disproportionate proficiency rates between black and non-black scholars indicates many are not meeting grade-level expectations in ELA/Math and are not being consistently challenged to engage with the full rigor of content standards through rigorous instruction, responsive teaching practices, and systematic progress monitoring.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school goal is to increase the percentage of proficient black scholars, in ELA, from 35% (25-26) to 41% as measured by 2027 PM3 FAST (May).

Our school goal is to increase the percentage of proficient black scholars, in Math, from 38% (25-26) to 41% as measured by 2027 PM3 FAST (May).

Our school goal is to strengthen family and community partnerships to support the academic and social-emotional success of black scholars.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor bridging the gap progress in ELA and Math to ensure our desired outcomes by having scholars and staff track performance throughout the school year using both formative and summative assessments. Data will be monitored using Progress Monitoring Assessments (PM1, PM2, PM3), Module Assessments, Unit Assessments, Classroom Assessments, and Grades. We will utilize an ongoing cycle of improvement that employs data to plan, do, check, and adjust as needed to meet the needs of the scholar and increase scholar achievement. After analyzing data, we will discuss the trends and begin identifying barriers that may be preventing us from making progress toward our bridging the gap goal. We will then move on to problem solving and make adjustments to the plan as needed. This cycle will continue throughout the school year and involve all stakeholders (campus, community, parent/guardian, mentor). We will monitor staff growth and improvement of practice through classroom observations and when evidence of implementation is presented during PLCs.

Person responsible for monitoring outcome

Trever Forbes, Kim Brown, Kelly Hicks, Kama Conrad, Rebecca Spencer, Megan Stifnell, Titus Dixon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Increase proficiency and learning gains for black scholars in ELA and Mathematics through rigorous standards-based instruction, responsive teaching practices, and systematic progress monitoring. Setting Purpose for Learning with a Defined Success Criteria for Lesson Writing to Learn in ELA and Math (Writing Revolution) Data Informed Instruction - Monitoring to Take Action and Provide Feedback

Rationale:

Research consistently demonstrates that scholars achieve at higher levels when instruction is standards-aligned, intentionally planned, and responsive to scholar needs. Black scholars experience the greatest success when schools maintain high expectations, provide access to rigorous grade-level instruction, monitor progress frequently, and implement timely interventions. Effective schools also create culturally affirming environments where scholars see themselves reflected in instruction and where relationships support academic excellence.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Strengthen family and community partnerships to support the academic and social-emotional success of black scholars. Implement Structured Family-Teacher Communication Develop Family Academic Workshops (Lancer Academic Alliance Club) Refine Mentoring and Role Model Programs

Rationale:

Scholar achievement improves when families and schools work together toward common academic goals. Consistent communication, access to learning resources, and meaningful family engagement strengthen scholar outcomes.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Defined Success Criteria

Person Monitoring:

Trevor Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement teacher clarity practices including learning targets, success criteria, and benchmark alignment.

Action Step #2

Data Informed and Focused

Person Monitoring:

Trevor Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct bi-weekly to monthly black scholar data reviews focused on proficiency and learning gains.

Action Step #3

Lancer Academic Alliance Club

Person Monitoring:

Trevor Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Share scholar proficiency data and learning goals with families through ongoing, two-way communication and engagement events. Provide regular updates on academic progress, and

academic supports / resources available within and to extend learning beyond the school day.

Action Step #4

Mentoring & Partnership

Person Monitoring:

Trever Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Refine our current mentoring program to include systemic meeting days/times with guided discussion points, etc. Develop and utilize partnerships with community organizations, mentoring programs, faith-based organizations, colleges, and local businesses to provide additional support and opportunities for scholars.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Meadowlawn is committed to fostering a positive shift in our school culture and climate. Our primary focus is to create a welcoming, supportive environment for staff, scholars, and families.

To achieve this, we will implement restorative practices, adopt a teaming model, and strengthen our PBIS (Positive Behavioral Interventions and Supports) framework. These strategies are designed to build stronger relationships, enhance collaboration, and promote mutual respect across our school community.

By prioritizing a positive culture, we aim to boost morale and engagement for both students and staff. As a result, we anticipate a renewed sense of enthusiasm for learning and teaching—making Meadowlawn a place where everyone feels valued, supported, and excited to come each day.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 25-26 school year, our school-wide behavior data reflected 1227 referrals written. We anticipate a 10% reduction in referrals as a result of our focus in this area. For the 2026-2027 school year, we will have less than 1104 referrals written.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To ensure the success of our cultural shift, Meadowlawn will monitor progress during SBLT, MTSS meetings and on a quarterly basis when planning for student celebrations around school-wide discipline. Each quarter, school administration and the PBIS team will review student referral data, disaggregate the data by key indicators, and identify trends or areas needing attention.

Based on these findings, we will determine targeted, actionable next steps to support continued growth. Quarterly adjustments will be made to our practices and interventions to ensure they remain responsive and effective.

Additionally, behavior coaching and support will be provided to staff as needed, ensuring that everyone feels confident and equipped to contribute to our positive school culture.

Person responsible for monitoring outcome

Trever Forbes, Kim Brown, Kelly Hicks

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will utilize tools provided by both the district and the state to monitor and strengthen the implementation of Positive Behavioral Supports (PBIS) schoolwide. These tools include the FLPBIS Tier 1 Walkthrough with Restorative Practice Components, the Benchmark of Quality (BoQ), the Tiered Fidelity Inventory (TFI), and self-assessments aligned with the Multi-Tiered System of Supports (MTSS). These resources will guide us in evaluating our progress, identifying areas for improvement, and ensuring fidelity in implementation. Additionally, we will continue to leverage all district-supported resources related to the teaming model to support a cohesive and sustainable schoolwide approach.

Rationale:

These strategies have proven to be effective in many schools. PBIS is a system that has been adopted by the district and is used in all Pinellas County schools. Data has shown that when used with fidelity it will be effective.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

RTL and MTSS Refinement

Person Monitoring:

Trever Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

A focus will be placed on MTSS and refining these processes. Interventions will occur with urgency and purpose for scholars identified with greatest academic and behavior needs. Pre-school success plans will be implemented and mentors assigned to support relationship building and accountability from day 1 of school.

RTL system will be more defined and refined. RTL Team will be assigned to employ behavior coaching cycles for new teachers and those in need.

During MTSS meetings (bi-weekly), RTL Team and Support Services team will review academic and behavior gaps/concerns for scholars. Immediate Tiered Interventions will be employed and staff identified to own the process/plan for individual scholars.

Likewise, we will continue to utilize a dedicated Intervention Center to protect instructional momentum and integrity while also supporting scholars in need of behavioral and social-emotional intervention. Staff assigned to the center will receive training in restorative practices and in the effective operation of the center. This space will function as both a restorative environment and a social skills learning hub, where scholars will receive targeted instruction on the behaviors and skills necessary for success in the school setting.

We will use a M365 document to capture behavior/discipline data and use these data-informed insights to guide ongoing decisions and adjustments, ensuring that the center is meeting student needs and contributing positively to the overall school culture. Likewise, this data will inform tiered interventions/strategies for scholars, teachers, our master schedule, etc.

Action Step #2

Purposeful Scholar Experiences

Person Monitoring:

Trever Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Scholars will be celebrated for academic and behavior accomplishments. School staff will identify opportunities for celebration and set/communicate specific guidelines for scholars to achieve specific experiences - blue, gold, platinum passes, Growth Grill-Out, PBIS Monthly Celebrations, Field Trips, etc.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our student average daily attendance is 91% for the 25-26 school year. This is a 1% increase from

the previous school year. Student absenteeism leads to missed instruction and thus gaps in learning and overall proficiency in all content areas.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our average daily attendance will increase from 91% (25-26) to 93% by May 2026.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student attendance is monitored bi-weekly through our Child Study Team. The team will coordinate with families to help minimize barriers to the students missing school.

Person responsible for monitoring outcome

Trever Forbes, Kim Brown, Kelly Hicks, Megan Stifnell, Titus Dixon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The Child Study Team monitors scholar attendance. Through CST frequent communication is maintained between school and families. As needed, outside agencies become involved to support families and the process to get scholars in school or attending with greater frequency.

Rationale:

Communication with families and scholars in setting expectations for regular scholar attendance is critical to scholar success.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Intentional Monitoring

Person Monitoring:

Trever Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School Counselors and/or grade level clerks are made aware of students that have a history of high absences. These individuals make contact with families of these identified scholars and document the contact in FOCUS. The aim of these calls is to elicit information (possible barriers, etc.) and problem solve around them. These calls are made daily for habitual absenteeism and regular communication through letters sent via mail.

Action Step #2

Attendance Incentives

Person Monitoring:

Trever Forbes, Kim Brown, Kelly Hicks

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Attendance plans will be created for our scholars with excessive absences. We will create incentives to encourage and reward consistent or improved attendance. Attendance incentive / rewards will be afforded all scholars.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://www.pcsb.org/meadowlawn-ms>: SIPs and PFEP, as well as SAC meeting agendas/minutes will be housed on our school website and parent station.

Weekly updates will communicate happenings at Meadowlawn Middle School – Principal will use SMORE as the platform for communication/newsletter.

Back-to-School / Title I Night: Title I School and Family Overview is sent home as part of the communication given to students during the first weeks of school. This includes information on where to access, SIP and PFEP.

Principal will communicate, per Semester, a State of the School presentation outlining, mission/vision, fiscal, personnel, learning of scholars and staff, etc. and how these areas support scholar success and achievement towards school improvement goals.

Social Media Posts

SAC Meetings: We present highlights of the SIP, Title I Schoolwide Plan, and Family Engagement Plan and provide updates of implementation throughout the year.

Translation and interpretation services (including ASL) will be provided upon request for meetings and materials.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Meadowlawn Middle School will build positive relationships with parents and community by:

1. Providing intentional, school-wide quarterly parent nights.
2. Incorporating Fall/Spring Festivals to get families on campus; along with Community Partners.
3. Family engagement opportunities throughout the school year.
4. Welcoming parent and community volunteers.
5. Timely and practical information disseminated to families consistently.

Plans to Strengthen the Academic Program

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Our key areas of focus include the implementation of a Ready to Learn process intended to protect the learning environment.

Likewise, we will intentionally plan opportunities for students to think critically and deeply about all areas of content and learning.

We will utilize our coaches and staff developers to work with our teachers and our scholars to strengthen student experiences and learning on campus.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Meadowlawn Middle School believes in involving parents in all aspects of its Title I programs; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC). The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. Parents will receive individualized scholar reports about the performance of their child(ren) on the State assessments; timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who has not completed the criteria for state level certification; timely notice information regarding their right to request information on the professional qualifications

of the scholar's classroom teachers and paraprofessionals. An annual evaluation will be conducted using surveys completed by stakeholders.

ESOL: Meadowlawn Middle School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. In this, we will utilize bilingual associates to push into classrooms and provide appropriate scholar supports. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE): Meadowlawn Middle School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning Dept. and Transformation Zone Coaches): Meadowlawn Middle School will take advantage of any support provided by the district in regards professional learning and coaching.

Community Partners: Meadowlawn Middle School will, with support of student services personnel, identify and utilize community partners that aim to provide wrap around services for scholars and families (Clothes for Kids, Feed Tampa Bay, etc.).

Meadowlawn Middle School will utilize Title I funds to support teacher and scholar growth by hiring a Math Coach. This coach will support classroom practices and provide targeted support to teachers in the areas of pedagogical weaknesses to maximize their effectiveness with scholars. Likewise, we will hire a Title I Support individual to support the refinement and supervision of MTSS and RTL systems.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Meadowlawn Middle School has a full time Social Worker, School Psychologist, Behavior Specialist and Grade Level Counselors. These individuals are responsible for working with scholars that are struggling and can benefit from mental health services. They work in conjunction with parents, outside agencies and other supports to meet individual needs.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Our grade level counselors facilitate a career planning program with all of our students. This is completed throughout the year and creates an education map / plan that follows the students as they enter each subsequent school year.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our MTSS team meets bi-weekly to address academic and behavior concerns. Through these meetings student needs are addressed, tiered based on need and staff are assigned to monitor and follow up with progress and interventions.

Likewise, a system change is being implemented through Ready to Learn.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(iii)(IV)).

Use of data is common practice. Data, how to use it as an instructional tool, is a part of our monthly PD sessions by content and whole school areas. Through content areas it is drilled down and tracked by teacher and class. Student evidence is reviewed weekly through common planning to determine the effectiveness of implementation of lesson plans.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

NA

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Our overall percentage of SWD scholars demonstrating proficiency on PM3 FAST Assessments in ELA and Math lags behind that of non-SWD scholars. SWD scholars continue to stay below 41% collectively, this will be a crucial focus area for Meadowlawn Middle School as we continue to intentionally target and bridge the gap between our SWD and non-SWD scholars. Comparatively, non-SWD scholars are demonstrating a greater proficiency in ELA between 6%-35%. Likewise, in Math, non-SWD scholars are demonstrating a greater proficiency between 16%-53%

Student proficiency in reading and writing is foundational to success across all subject areas. Historically disproportionate proficiency rates between SWD and non-SWD scholars indicates many are not meeting grade-level expectations in ELA/Math and are not being consistently challenged to engage with the full rigor of the standards.

To address this, we will focus on strengthening ELA and Math instruction through targeted professional development, the use of high-impact instructional strategies, and regular progress monitoring. A key component of this work will be having teachers engage in the tasks and assessments themselves before delivering instruction. By doing the work of the student first, teachers will gain deeper insight into the cognitive demands of the tasks, enabling them to anticipate misconceptions and provide immediate, specific, and actionable feedback that accelerates student learning.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

We will aim to strengthen staff capacity to effectively organize students for meaningful interaction with content, implement rigorous, student-centered instruction, and design engaging, differentiated lessons that address diverse learners and learning needs. These efforts will focus on closing the achievement gap across all student subgroups through targeted professional development and collaborative work within Professional Learning Communities (PLCs) where lessons are designed with each scholar in mind. Student achievement will be closely monitored through benchmark assessments and data discussions (“data chats”), which will be reviewed, reflected upon, and used to inform instructional improvements at all levels—including individual teachers, collaborative teams,

school leadership, and district stakeholders.

By focusing our school improvement efforts on increasing student engagement in rigorous, standards-based instruction and effectively implementing data-driven, individualized supports for struggling students, we aim to raise reduce the proficiency gap between SWD and non-SWD scholars in both ELA and Math. According to research by Marzano, these elements are critical to ensuring high-quality instruction and improving student outcomes. Regular data chats will be essential for teachers to analyze student progress, identify areas of need, and adjust instruction accordingly. Additionally, data from the Instructional Support Model (ISM) indicate that effective classroom practices consistently incorporate student-centered learning environments characterized by rigor, differentiated instruction, and higher-order thinking routines.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00