



DISTRICT MISSION

The mission of the Shoreline School District is to provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens.

VISION FOR STUDENT LEARNERS

Shoreline School District will support **all students** in becoming...

- Persistent
- Effective Communicators
- Growth Oriented
- Critical Thinkers
- Empathetic
- Creative
- Global Citizens
- Knowledgeable
- Collaborative

SHARED BELIEFS

All students can achieve

All students can grow to reach their academic and personal excellence.

Equitable access to rigorous learning is essential

All students will be provided with equitable instruction, access to innovative programs, and necessary supports for success.

Diversity makes our community stronger

We view diversity as an asset. Fostering an environment of dignity and respect, all individuals, opinions, and contributions are valued.

Curiosity sparks creativity and innovation

Students will be encouraged to generate questions, explore topics of interest, and engage in inquiry to develop new ideas and novel ways of thinking.

Respect, empathy, and collaboration are at the core of community

Students will broaden their perspectives by seeking to understand the perspectives and experiences of others to enable them to work collaboratively. Students will understand their role and responsibilities in our local and global community.



INSTRUCTIONAL STRATEGIC DIRECTIONS

We will design and implement systems of learning that honor individual student goals and dreams, while building college and career readiness in an environment that supports social, emotional, and physical well being.

1. Support a **culture of ongoing learning and growth.**
2. Embrace **equity and diversity.**
3. **Know our students** and meet their social, emotional, and academic needs.
4. Foster students' ability to develop **academic, life, and career skills.**
5. Teach in ways that are **relevant, engaging, innovative, student-driven, and rigorous.**

2019-2020 DISTRICT STRATEGIC FOCUS

Vision for Student Learners

Student Centered Instruction

Culturally Responsive Practices

KEY ORGANIZATIONAL DRIVERS

The Organizational Drivers are used to intentionally develop supports and structures needed to create a comprehensive school improvement model.

Teaching and Learning

ISD #5. "Teach in ways that are relevant, engaging, innovative, student driven and rigorous." Knowledgeable, skilled staff use multiple approaches to teaching, learning and, matching service with need. All students are actively engaged in challenging and relevant learning.

Professional Learning

ISD #1 "Support a culture on ongoing learning and growth." Plan and provide professional learning designed to increase educator effectiveness through the development of the knowledge, skills, practices and dispositions needed to help all students perform at a high level.

Leadership and Organization

Developing capacity and opportunity for staff to be engaged in meaningful leadership. Creating purposeful intentional structures to support student success and reflect best practices.

Culture and Community

A building's culture dictates its collective personality. Create and sustain an atmosphere and system that is inviting, safe, inclusive, and supportive and encourages risk taking.



Section 1: School Vision / Mission

Meridian Park Vision

One Community • Stronger Together • Celebrating 25 Years of Greatness

Meridian Park Core Values

Belonging • Engagement • Equity • Flexibility
Growth Mindset • Joy • Respect • Wellness

Beliefs (from District PD August 2019)

At Meridian Park, we believe in our individual and collective ability to create a system where race, ethnicity, disabilities, or income are not predictors of success.

Meridian Park Mission Statement (created by staff approximately 2000-01)

Our mission is to provide the best possible learning environment for children, one that is emotionally and physically safe. This environment is also one in which students, staff, and families collaborate to promote an appreciation of diversity, positive interdependence, and intellectual curiosity, as well as high individual, social, and academic expectations and a passion for life.

Mission Statement Update for 2019:

At Meridian Park, we want all students to be capable, independent learners who are academically proficient and who also belong and contribute to the learning culture and community. (Created by staff at 2019-20 planning meeting May 2019.)

Meridian Park All Families Welcome Statement

At Meridian Park Elementary, we welcome, embrace, and care for ALL families. Because at times families can experience feelings of uncertainty or anxiety, we cannot say strongly enough that our public schools, including Meridian Park, are a safe place for ALL students and families to learn, grow, and be part of a community. If you or another family have any questions, concerns, or need support, please contact us directly or any member of our staff. Each and every day, please join us in making all families feel welcome and part of our wonderful school.



Section 2A: Review of School Data 2018-2019

Data & Information – Performance & Participation Information

How are students performing?

Please see data charts attached to this plan (Appendix). The data charts represent the work of many staff to provide a total school program that creates opportunities for all students to grow with learning and social emotional goals.

Academic Achievement – state assessment results (Smarter Balanced Assessment)

- Please see attached data chart

Sub Group Achievement - based on state assessment results (Smarter Balanced Assessment)

- Please see attached data chart

PLC – staff team data (professional learning community data)

- PLC Work Showcase – this file represents the work of our PLC's in 2018-19

Intervention Services – Participation Data for Title/LAP/ELL Intervention Services

- Approximately 95 LAP Students Qualified/Served for Intensive Reading Support
- Approximately 89 Limited English Students Qualified/Served for ELL Services
- Approximately 100 Title Students Qualified/Served for Intensive Reading or Math Support (all school title)
- Approximately 35 students qualified/served for IEP/SPED Resource Room services



Data & Information

What other data and information should we know about your school?

Enrollment

Oct 1, 2016 - 613 students grades K-6

Oct 1, 2017 - 748 students grades K-6

Oct 1, 2018 - 773 students grades K-6

Sept 9, 2019 - 742 students grades K-6 (district enrollment attached)

202 in Kinder

354 in General Education Program

186 in Highly Capable/Gifted Program

Race Demographics (OSPI report card and as reported by families when they enroll)

17.7% Asian

9.6% Black/African American

13.6% Hispanic/Latino

0.3% Native Hawaiian/Other Pacific Islander

15.2% Two or More Races

43.7% White

Other Demographics

26% free/reduced rate overall (June 3 report)

36% free/reduced rate general education only

2 % M/V (homeless)

Attendance - Discipline

99.9% Attendance Rate (.1% unexcused)

Approximately 5 suspensions

Staff

33 classroom teachers, 10 specialist teachers, 20 classified staff

Sources: District Data, School Data, and OSPI Report Card



Educational Effectiveness Survey (CEE Data) – Results and Response to District Survey

We are committed to becoming a high performing school as defined by the Nine Characteristics of High Performing Schools. MP Admin and Staff value the information from the district survey to inform our work with each other, our students, and our community. MP Staff reviewed first year results using two questions as our lens:

- What do people need to see, hear, or experience to see our survey reflection & results in action?
- How might the activities & actions of our goals support the feedback from our surveys?

Survey Results – Summary and Highlights

Student Survey Celebrations and Areas of Learning

- Celebrations include believing teachers value teaching and learning; feeling supported by staff; and finding school culture safe and respectful
- Areas of Investigation & Learning include diversifying curriculum and materials, parent engagement, goal setting

Parent Survey Celebrations and Areas of Learning

- Celebrations include collaboration and communication; standards and expectations, supportive learning environment
- Areas of Investigation & Learning include information on improvement efforts; parent engagement; information on social/emotional learning

Staff Survey Celebrations and Areas of Learning

- Celebrations include collaboration, openness to change, cultural responsiveness, quality of curriculum & instruction
- Areas of Investigation & Learning include readiness for change; how staff view work of colleagues; info to increase social/emotional learning

The full reports are available on the school website.

The community presentation is attached.

Section 3: Reflection of 2018-2019

School Strengths

We believe in our individual and collective ability to create a system where race, ethnicity, disabilities, or income are not predictors of success. Meridian Park strengths continue to center on growth with best instructional practices, academic achievement, school culture, and diverse community involvement/engagement. Utilizing regular and early release professional learning time, full staff and PLC collaborative teamwork focused on best practices for pedagogy and engaging instruction continues to be a hallmark of staff professional learning that impacts student achievement. PLC teams utilize the Plan, Do, Study, Act format for team learning; and our instructional planning and delivery involves culturally responsive practices using the Ignite, Chew, Chunk, Review lesson delivery model. One of many highlights of the last two years involves our collective staff study of Zaretta Hammond's Culturally Responsive Teaching and The Brain. These are just a few of our reflections on our work from last year. Note: Our school is growing because of our neighborhood and overflow kindergarten. Please see attached school profile for more information about our school programs.

Goal Work Highlights for 2018-19

Instruction & Academics – use of culturally responsive practices to reduce the achievement gap (CRT and the Brain, Z Hammond)

Equity – Establishment of a K-6 Equity Team and continuation of staff led learning workshops

Movement & Growth Mindset – continuation of movement and mindset activities school wide to support academic learning

PBIS – solidify our Tier 1 and Tier 2 activities and use of the SWISS data system; addition of Dean of Students and Check, Connect, Expect Program

Kindergarten – fourth year of district overflow program (10 kindergarten classrooms) – not a goal area, but one of accomplishment

School Challenges and Gaps for 2019-20

Learning and Achievement: see detailed info on following pages

- Math Instruction – we recognize our pedagogical needs as teachers of math and we are focused on learning and implementing best practices using the new K-5 math materials
- Meet the needs of students who are non-white, low income, limited English, disability impacted, otherwise under-performing, *and* high achieving.
- Note: under-performing Hispanic/Latino/Black students continue to be a particular emphasis for growth in 2019-20

Race & Equity: see detailed info on following pages

Understand gaps/needs regarding culturally responsive classroom and school wide practices and implement interventions to address the gaps/needs (teaching/learning & school programs/activities)

Section 4: School Plan for Improvement in 2019-2020

Teaching and Learning Improvement Goals

Math Teaching & Learning	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<p>Goal & Related Goal Info To increase student learning and achievement, we will learn and implement best practices in math instruction, with a particular focus on reducing the achievement gap of our Latino and Hispanic students.</p> <p>Driver: teaching and learning</p> <p>Need or Gap: achievement gap of Latino and Hispanic students as defined by State SBA results</p> <p>Team: All staff and Building Leadership Team (BLT)</p>	<p>Shared Beliefs and Strategic Directions</p> <ul style="list-style-type: none"> • All students can achieve • Equitable access to rigorous learning is essential • Teach in ways that are relevant, engaging, innovative, student-driven, and rigorous <p>Theory of Action If we learn about best instructional practices in math and student centered instruction, then we can impact learning at higher levels. If we teach in ways that are relevant, engaging, innovative, student-driven, and rigorous, then all students, including our Latino/Hispanic students, will achieve at higher levels.</p>	<p>Actions & Activities Information listed is a sample of the many types of actions, activities and evidence to be utilized by teachers, teams, and staff groups to inform success with goal and future practices.</p> <p>General</p> <ul style="list-style-type: none"> • Staff are trained in new program and practices • Staff learn common vocabulary & school-wide signals • Staff learn scope, sequence, big ideas, and pacing <p>Brain Crossing</p> <ul style="list-style-type: none"> • Learn and teach brain crossing (connecting numbers and symbols to models and pictures) • Engage in professional development about what we need to be doing in this instructional area <ul style="list-style-type: none"> ◦ Create opportunities for mathematical 	<p>Evidence of Success Both quantitative and qualitative</p> <p>General</p> <ul style="list-style-type: none"> • Higher levels of student learning and achievement • student learning and achievement • Staff learning is ongoing • Regular staff meeting and early release time impacts student learning and leads to high levels of student learning • Staff do walk-throughs and observe each other <p>Brain Crossing</p> <ul style="list-style-type: none"> • Staff use brain crossing instructional strategies and practices • Staff feel educated on brain crossing • Staff talk about brain crossing

		<p>discussion as a staff</p> <ul style="list-style-type: none"> • Learn more about algorithms (examples: variety, self-creation, those that emphasize understanding of place value) <p>Math Mindset</p> <ul style="list-style-type: none"> • Teachers state and explicitly/regularly model that ‘all students can learn & do math’ • Create opportunities for all students to share their thinking about math • Provide balanced ways for students to think about their thinking - • Provide good prompts for students to think and talk about math • Create tasks with multiple entry points (low floor, high ceiling) (Jo Boaler, <u>Mathematical Mindsets</u>) • Look for ways to engage all students in grade level math • Honor and encourage multiple strategies for problem solving • Create structures for students to reflect and track their math mindset development and growth 	<ul style="list-style-type: none"> • Students can use many different math tools to help find their answers • Students can sequence from concrete to abstract thinking • Staff learn and practice together in staff and team meetings (example: Number talks to start staff meetings) • Students use journals & workplace tracking systems <p>Math Mindset</p> <ul style="list-style-type: none"> • Students conversations are centered mindset and growth • Use of student reflections and self-assessment of strategies on tests/quizzes (example: before/after mindset self-assessments and reflections on growth) • Use of other student surveys about math mindset • Student surveys asking how students feel about math • Post assessment question about math mindset
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		<p>Math Discourse</p> <ul style="list-style-type: none"> • Learn and apply norms and structures for math discourse • Share resources to aid implementation • Observe other teachers and discuss successes/challenges • Learn and apply talk moves and sentence frames for math discourse; especially important for bilingual students • Learn and utilize teacher sequencing for connecting student work <p>Engagement</p> <ul style="list-style-type: none"> • Utilize real world engaging tasks such as Act 3 tasks, STEM projects, and Bridges daily tasks • Maximize student led activities such as number corners • Provide for varied learning style opportunities involving manipulates, movement, and Bridges work places 	<p>Math Discourse</p> <ul style="list-style-type: none"> • Sentence frames or stems for math discourse and visibly posted in classrooms • Student use of math vocabulary can be heard in classrooms • Student use of sentence frames or stems for math discourse can be heard in classrooms • Student creation of math norms can be seen and heard in classrooms • Improved quality of discourse measured through observed lessons, teacher anecdotal notes, and student self-assessment. <p>Engagement</p> <ul style="list-style-type: none"> • Student engagement in math is hands on and minds on; it is heard and seen • Games offer multiple entry points for students to participate. • Students updating number corner independently.
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Professional Learning Improvement Goals			
Culturally Responsive Teaching	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<p>Goal & Related Goal Info To increase student learning and achievement, we will learn and implement culturally responsive practices, with a particular focus on reducing the achievement gap of our Latino and Hispanic students.</p> <p>Driver: professional learning</p> <p>Need or Gap: achievement gap of Latino and Hispanic students as defined by State SBA results</p> <p>Team: All staff and Building Leadership Team (BLT)</p>	<p>Shared Beliefs and Strategic Directions</p> <ul style="list-style-type: none"> All students can achieve Diversity makes our (learning) community stronger Embrace equity and diversity <p>Theory of Action If we learn about implicit bias at the classroom or instructional level, then we can impact learning at higher levels. Impacts will include, but are not limited to:</p> <ul style="list-style-type: none"> Fostering classroom learning communities where all individuals, opinions, and contributions are valued Reducing our achievement gaps Increasing access and opportunity Increasing independent learners and learning 	<p>Actions & Activities Information listed is a sample of the many types of actions, activities and evidence to be utilized by teachers, teams, and staff groups to inform success with goal and future practices.</p> <p>Classroom</p> <ul style="list-style-type: none"> Becoming warm demanders (as needed) Learning and using the teaching moves of a warm demander Moving from what we currently instructional and school practices to practices that we could try or add (example: celebrations) Learning and using resources and systems that enable best practice for high expectations and nurturing learning classroom communities <ul style="list-style-type: none"> Examples: observe and learn from colleagues one or more times Other specifics to be developed (ie, how?) 	<p>Evidence of Success Both quantitative and qualitative</p> <p>Classroom</p> <ul style="list-style-type: none"> Higher levels of student learning and achievement Staff PLC learning impacts student learning Regular staff meeting and early release time leads to high levels of student learning Student communication during classroom meetings Personal academic goals and class expectations are known by all students Student input on current processes Observable common practices in every classroom across the building <ul style="list-style-type: none"> Knowing students by name and other personal characteristics



Shoreline School District 2019-2020 School Improvement Plan

School: Meridian Park Elementary

Principal: David Tadlock

Date: 10/21/2019

			<ul style="list-style-type: none">(surveys)<ul style="list-style-type: none">○ Focus on 'Learning is the most important thing we do'• Staff observations of each other results in improvements in practice<ul style="list-style-type: none">○ Collect list• All classrooms explore another way of celebrating; share out ideas
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Culture and Community Improvement Goals			
School Based Culturally Responsive Practices	Connection to Instructional Strategic Plan	Strategy / Actions / Activities to Achieve the Goal	Indicators of Growth / Evidence of Success
<p>Goal & Related Goal Info To increase student learning and achievement, we will learn and implement culturally responsive practices, with a particular focus on reducing the achievement gap of our Latino and Hispanic students.</p> <p>Driver: culture and community</p> <p>Need or Gap: achievement gap of Latino and Hispanic students as defined by State SBA results</p> <p>Team: All staff and Building Leadership Team (BLT)</p>	<p>Shared Beliefs and Strategic Directions</p> <ul style="list-style-type: none"> All students can achieve Diversity makes our (learning) community stronger Embrace equity and diversity <p>Theory of Action If we learn about structures, routines, rituals, practices, or traditions for creating intellectually and socially safe classrooms, then we can create school communities where ALL students/families are engaged in challenging and meaningful work.</p>	<p>School</p> <ul style="list-style-type: none"> Explore ideas providing more balanced and equitable access for extra activity participation and involvement. Examples: <ul style="list-style-type: none"> Club participation (hold spots), cost structures and systems, time of day, etc. Provide multiple opportunities (before, after, lunch) Develop a channel of communication between PTA and the staff ELO committee Explore additional ideas to reward all students who <u>participate</u> in activities instead of rewarding students who participate more (ie, who raise the most money for move-a-thon) Ask and involve Student Council to ask the student body and provide perspective about 	<p>School</p> <ul style="list-style-type: none"> Higher levels of student learning and achievement Information from Parent and Student District Educational Effectiveness Survey (CEE) (example: student survey question: ‘my teacher has high expectations of me’) Use of other forms of parent input on activities Club participation data indicates balanced involvement Staff adjust practices as a result of district early release trainings Math information session during Open House and Conferences Newsletters, websites, class dojo, math parent unit overview Share pictures of what’s going on in the classroom

		<p>improving access</p> <ul style="list-style-type: none"> • Improve communication systems and practices for sharing with families our work towards more equitable practices • Continue to improve communication frequency, systems, and resources for providing info about school activities with bilingual families • Continue conversation around celebrations with structure and with data that supports the need to celebrate differently (clarity on the need for change) • Allow teachers and team to shift to what they view as more equitable celebrations but still providing opportunity to honor past practice and share their ideas <p>Family Engagement</p> <ul style="list-style-type: none"> • Communicate about math, including standards, practices, and expectations • Explore the idea of a family math night • Utilize a variety of communication tools including class dojo, texting tools, phone, in person, and mail/postcards 	<p>Family Engagement</p> <ul style="list-style-type: none"> • Information from Parent and Student District Educational Effectiveness Survey (CEE) (example: student survey question: ‘my teacher has high expectations of me’) • Use of other forms of parent input on activities
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		<ul style="list-style-type: none">• Continue learning and using relationship building activities and opportunities (specific ideas to be developed) Develop and utilize activities to ask what our community needs; base our actions on the needs of the community	<ul style="list-style-type: none">• Measure and learn from parent participation and engagement at Open House and Conferences (examples: survey, exit tickets, other)• Conference question “what is the best way to communicate with you?” (maybe also-- what are the kinds of items you would like to be communicated?)
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Section 5: Title School Information

Mission

See Section 1 of this School Improvement Plan document

Vision

See Section 1 of this School Improvement Plan document

Plan Component #1: Needs Assessment

Meridian Park Elementary is a large comprehensive elementary school in Shoreline with an overall free/reduced lunch rate of 26%. Our enrollment is 750 students for 2019-20. It's important to note that our free/reduced lunch rate for the general education population is approximately 36%. Please see demographic and state assessment data summaries provided.

Our strengths include but are not limited to:

- Positive school culture and climate
- Hard working and caring staff
- PBIS
- Comprehensive Safety Plan
- Coordination of multiple programs including general education, highly capable, kindergarten, and early learning
- PLC systems and structures for collaboration on student learning

Our needs or challenges that help us identify school goals include but are not limited to:

- **Math Instruction:** learning and implementing best practices in math instruction; utilizing the new materials with fidelity
- **Culturally Responsive Teaching/Classroom level equity strategies:** learning and utilizing teaching strategies that help all students learn at high levels
- **Culturally Responsive School Programs and Activities:** providing systems for school activities that maximize access and opportunity for all students



Plan Component #2: Schoolwide Reform Strategies

Literacy - Reading Fluency and Comprehension

- Balanced Literacy Blocks: All staff utilize daily balanced literacy blocks to provide standards based core instruction
Collaborative Co-Teaching: the title staff and classroom teachers will team teach in the classroom using instructional teaming models that ensure students will receive core instruction with their peers
Inclusive Content Based Instruction that limits skills based pull-out; title staff will team with classroom teachers to provide students with skills/concept interventions within the student's classroom
High leverage and best practice strategies: staff teams will learn and utilize high leverage content based strategies that are known to yield the highest results (example: comprehension toolkit)
Learning Teams (PLC) will regularly use data to identify students who need intervention
Data collection will include: formative classroom assessment data, summative classroom assessment data, state assessment data, district assessment data; and other sources of useful data

Writing

- Writing in literacy and integrated content based writing in science and social studies will be also be an instructional and intervention focus
Classroom teachers and title staff will team to make writing process strategies a regular part of core instruction in reading, math, science, and social studies
Inclusive Content Based Instruction for informational writing in the content areas
Students will have regular practice with high leverage and best practice strategies; example: sentence frames
Learning Teams (PLC) will regularly use data to identify students who need intervention

Math

- Math will be our secondary focus area for our school wide Title I model
Balanced Math Blocks: All staff utilize daily balanced math blocks to provide standards based core instruction
Collaborative Co-Teaching: the title staff and classroom teachers will team teach in the classroom using instructional teaming models that ensure students will receive core instruction with their peers
Inclusive Content Based Instruction that limits skills based pull-out; title staff will team with classroom teachers to provide students with skills/concept interventions within the student's classroom
High leverage and best practice strategies: staff teams will learn and utilize high leverage content based strategies that are known to yield the highest results (example: number talks)
Learning Teams (PLC) will regularly use data to identify students who need intervention
Data collection will include: formative classroom assessment data, summative classroom assessment data, state assessment data, district assessment data; and other sources of useful data

Academic Language

- Vocabulary and content specific vocabulary will be a school wide Title I focus in literacy, math, social studies, and science.
All staff intentional about regular teaching of vocabulary and academic terminology
Classroom teachers and title staff will team to make vocabulary and academic terms a regular part of core instruction and intervention
Staff will utilize high leverage and best practice instructional strategies for teaching and assessing understanding of vocabulary and academic terminology

Plan Component #3: Activities to Ensure Mastery

Literacy

- Classroom based small group and individual re-teaching and intervention provided by the classroom teacher and supported by the title teacher
- Consistent classroom-based progress monitoring provided by the classroom teacher
- Use of appropriate and engaging intervention or re-teaching materials and tools
- For non-academic supports, utilize all social, emotional, and behavior systems available (example: PBIS, Wrap-Around, etc.)
- Before and after school Intervention opportunities, such as homework club
- Family engagement activities to provide resources and practice or intervention activities that families can do at home
- Limited English students will receive additional targeted intervention support through both Title and ELL staff

Writing

- Classroom based formative assessment will identify students who need re-teaching and additional practice for coherent writing
- Staff will team to provide individual and small group intervention for student writing (coaching and feedback)
- Use of appropriate and engaging intervention or re-teaching materials and tools

Math

- Classroom based small group and individual re-teaching and intervention provided by the classroom teacher and supported by the title teacher
- Consistent classroom-based progress monitoring provided by the classroom teacher
- Use of appropriate and engaging intervention or re-teaching materials and tools
- For non-academic supports, utilize all social, emotional, and behavior systems available (example: PBIS, Wrap-Around, etc.)
- Before and after school Intervention Services
- Family engagement activities to provide resources and practice or intervention activities that families can do at home
- Limited English students will receive additional targeted intervention support through both Title and ELL staff

Academic Language

- Classroom based small group and individual re-teaching and intervention provided by the classroom teacher and supported by the title teacher
- Use of appropriate and engaging intervention or re-teaching materials and tools
- Before and after school Intervention support will be focused not just on completion of work but also on key terms
- Limited English students will receive additional targeted intervention support through both Title and ELL staff



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Plan Component #4: Coordination and Integration

Meridian Park combines Title I with basic education and federal special education to provide supports for students. We also receive LAP and TBIP (ELL) funding, neither of which are included in the school-wide. When budgets are updated, we will include our funding matrix.

