FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 4581 - Tarpon Springs Middle School

District: 52 - Pinellas

Principal: Susan Keller W

SAC Chair: Dr. Beverly Finnegan

Superintendent: Dr. Michael A Grego

School Board Approval Date: 09/24/2013

Last Modified on: 10/28/2013

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

Address:	**Physical**	**Mailing**
	501 N FLORIDA AVE Tarpon Springs, FL 34689	501 N FLORIDA AVE Tarpon Springs, FL 34689
Phone Number:	727-943-5511	
Web Address:	http://www.tarpon-ms.pinellas.k12.fl.us	
Email Address:	4581.principal@pcsb.org	

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	43%			
Minority:	23%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	A	A	A	A

Current School Status

School Information

School-Level Information

School Tarpon Springs Middle School

Principal's name Susan Keller W

School Advisory Council chair's name Dr. Beverly Finnegan

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
VE Compliance Coordinator – Lisa Long	Data Manager, Technology Specialist
Principal – Susan Keller	Data Manager, Facilitator
Assistant Principal – Margaret Attkisson	Facilitator
Assistant Principal – Michael Machado	Data Manager
Assistant Principal – N. Joseph Browne	Data Manager
Guidance Counselor – Elena Kharina-Sampson	Data Manager
Guidance Counselor – Ashley Volker	Data Manager
Guidance Counselor – Allison Linstrum	Data Manager
School Psychologist – Jamie Donnelly	Data Manager, Time Keeper
School Social Worker – Nancy Sanchez	Data Manager, Technology Specialist
Behavior Specialist – Kathleen Fitzpatrick	Data Manager, Recorder

District-Level Information

District Pinellas

Superintendent's name Dr. Michael A Grego

Date of school board approval of SIP 09/24/2013

School Advisory Council (SAC)
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe the membership of the SAC including position titles
Dr. Beverly Finnegan - SAC Charirperson
Dr. Susan Keller - School Principal
Mervat Harry - Parent
Louise Leventelis - Parent
Penny Lambrianos - Parent
Cary Siegel - Parent
Sandra Hopkins - Parent
Emanuel Magoulis - Business Member
Charlotte Tinsley - Business Member

Describe the involvement of the SAC in the development of this school improvement plan
Continue to provide progress on School Improvement goals; share updates on TSMS initiatives and provide opportunity for feedback on a monthly basis.

Describe the activities of the SAC for the upcoming school year

The School Advisory Committee will be meeting on a monthly basis to review school wide data, both academic and behavioral. A presentation is provided at the August SAC meeting on school wide performance data, followed by the new School Improvement Plan initiatives for the school and for SAC approval. School Improvement goal are reviewed at the May, 2014 meeting.

Describe the projected use of school improvement funds and include the amount allocated to each project
The team leaders at Tarpon Springs Middle will be discussing with their departments and suggested uses of the SAC funds. The administrative team will bring the ideas to SAC and decide on the most appropriate use of the SAC funds. Tarpon Middle has a process in place for staff to request School Improvement Plan funds.
a) Community Connections for reaching out to the families and improving parental involvement we set aside $500.00
b) Recruitment of mentors and volunteers for students identified as in need of these relationship or assistance we set aside $500.00
c) Foundations Team will be improving the Positive Behavior Support system by offering more incentives to the students for improving behavior and academics we set aside $4000.00
d) Implementation of the new Leadership Academy and the need for materials and curriculum we set aside $1000.00
e) Clubs and interest groups for improving the school connection we set aside $500.00
f) Extended Learning/Tutoring/Remediation we have set $3500.00

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

 # Administrators 4

 # Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Susan Keller W

Principal	Years as Administrator: 12	Years at Current School: 6
Credentials	Dr. Susan Keller has earned her EdD in Educational Leadership, her MA in Educational Leadership, and her MA in Specific Learning Disabilities.	
Performance Record	2012-2013 Tarpon Spring MS A, 2011-2012 Tarpon Springs MS A, 2010-2011 Tarpon Springs MS A, 2009-2010 Tarpon Springs MS A, 2008-2009 Tarpon Springs MS A, 2007-2008 JF Kennedy B, 2006-2007 JF Kennedy B, 2005-2006 JF Kennedy A. All years learning gains were made. All years did not make AYP	

Norris Joseph Browne		
Asst Principal	Years as Administrator: 8	Years at Current School: 0
Credentials	MA Educational Leadership, BS Specific Learning Disabilities	
Performance Record	2012-2013 Seminole Middle B, 2011-2012 Seminole Middle A, 2010-2011 Seminole Middle A, 2009-2010 Seminole Middle A, 2008-2009 Seminole Middle A, 2007-2008 Seminole Middle A, 2006-2007 Seminole Middle A, 2005-2006 Seminole Middle A. All years did not make AYP.	

Michael Machado		
Asst Principal	Years as Administrator: 6	Years at Current School: 6
Credentials	MA Educational Leadership, BS Physical Education	
Performance Record	2012-2013 Tarpon Springs MS A, 2010-2012 Tarpon Springs MS A , 2009-2010 Tarpon Springs MS A, 2008-2009 Tarpon Springs MS A, 2007-2008 Tarpon Springs MS A. Learning gains made all years. All years did not make AYP	

Margaret Attkisson		
Asst Principal	Years as Administrator: 6	Years at Current School: 6
Credentials	MA Educational Leadership, BA Secondary English Education	
Performance Record	2012-2013 Tarpon Spring MS A, School Grades A at TSMS from 2007 to 2012, All years learning gains were made. All years did not make AYP. Tenured at Palm Harbor Middle School from 1997 to 2007, during which time PHMS met AYP and received an A for the years: 2006-07, 2005-06, 2004-05. For the academic year 2003-04 PHMS earned an A, but did not meet AYP with 97 percent of students demonstrating proficiency on the FCAT	

Instructional Coaches
 # Instructional Coaches 1
 # Receiving Effective rating or higher (not entered because basis is < 10)
Instructional Coach Information:

: Richard Hite		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Bachelor's Degree, American and British Literature, University of South Florida State of Florida Department of Education English 6 - 12 Certificate Associate's Degree, Culinary Arts, Florida Culinary Institute	
Performance Record	Mr. Hite was rated effective last year and highly effective this year without VAM. The school grade for the last three years has been a "D." The reading proficiency for 2012 -13 is 6th grade 36%, 7th grade 35%, and 8th grade 38%. The writing proficiency was 34% at 3.5 or above.	

Classroom Teachers

# of classroom teachers 68

 # receiving effective rating or higher 68, 100%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 68, 100%

 # ESOL endorsed 10, 15%

 # reading endorsed 13, 19%

 # with advanced degrees 29, 43%

 # National Board Certified 3, 4%

 # first-year teachers 2, 3%

 # with 1-5 years of experience 4, 6%

 # with 6-14 years of experience 29, 43%

 # with 15 or more years of experience 33, 49%

Education Paraprofessionals, pursuant to s. 1012.01(2)(e)

# of paraprofessionals 6

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 6, 100%

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 12

 # receiving effective rating or higher 12, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

Tarpon Springs Middle School is dedicated to making sure that all the teachers hired are highly qualified, certified, and effective. Tarpon Springs Middle has made sure that we offer administrative and district training to ensure the highest level of best teaching practices. Tarpon Springs Middle is implementing and building on the following initiatives to make sure that we offer a culture and climate of success for teachers, students and the community:

1. Continuing to build a PBS school through the Foundations Team
2. Implementing a school wide vocabulary program for consistency across all the disciplines.
3. Continuing to make sure AVID strategies are being implemented in all classrooms in the school.
4. Continue to improve the climate and morale in the school.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

Tarpon Springs Middle School assigns a Mentor to all teachers who are brand new to the teaching profession. In addition, Tarpon Springs Middle also has mentors available to teachers who are still new to the profession and require or request additional assistance.

Planned activities include: Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team meets weekly for the purposes of developing, implementing, reviewing, and improving research based interventions designed to improve student learning. The team will perform the following functions on an ongoing basis: Data analysis and review of progress monitoring tools for identifying student behavior (EDS, referrals, self-reports, etc.) as well as academic performance based on school-wide and classroom assessments, identify students who are at-risk for not meeting performance standards and/or behavioral expectations and develop an intervention using the Problem Solving Process (PDSA), identify appropriate professional development to ensure effective practices, accurate data collection and analysis are performed in a timely manner and results are communicated to all parties to for highest student achievement in a safe learning environment. The Principal provides vision and leadership to the MTSS team: ensures research based interventions are implemented effectively and in a timely manner, leads discussions of Highest Student Achievement in analysis of data-based decision making, leads discussion in developing intervention process with MTSS team, ensures professional development is in place to support teachers in their mission to improve student learning, communicates MTSS initiatives to all stakeholders at the district and state level as well as in the community. Assistant Principals supervise the implementation of MTSS process with the grade level team to make certain services are provided to students. AP's provide leadership in: decision making and data analysis, coordinates efforts of MTSS team, facilitates development of intervention

process with MTSS team, and communicates with stakeholders to monitor progress of identified students through the MTSS process. The VE Compliance Coordinator provides expertise in ESE requirements for services, assists in development of intervention plan for identified students, assists in data review to monitor progress, provides guidance to students in a one-to-one setting or in small groups to implement interventions; supports teachers in developing classroom management plans and intervention strategies in the classroom. Guidance Counselors provide support to students and teachers through development of Success Plans. They assist in the review of data to evaluate effectiveness of interventions, communicate with parents, teachers and students regarding Success Plans, assist in monitoring the progress of identified students. The Social Worker provides support to students and teachers through development of Success Plans, assist in the review of data to evaluate effectiveness of interventions, communicates with parents, teacher and students regarding Success Plans, and assist in monitoring the progress of identified students. The School Psychologist provides comprehensive psychological services including formal and informal assessments, counseling, behavior management, consultation, research and in-service training. The School Psychologist facilitates and/or serves on the problem-solving team working with teachers, parents and students to improve academic and behavioral performance. They assist in the review of behavioral and/or academic data to assess effectiveness of intervention strategies. The Behavior Specialist provides behavioral/crisis intervention for students and teachers, provides intensive one-to-one intervention with individual students when necessary to diminish inappropriate behaviors, assists with the selection of the most appropriate data collection system, teaching strategies, and criteria for successful attainment of program objectives. The Social Worker supports the process in the review of attendance data to identify students at risk of failing due to extensive absences, by communicating with families, parents, and region office regarding students' absenteeism, and cooperates with the Attendance Specialist who administers the Truancy Court referrals of identified students.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
-Facilitator – generates agenda and leads team discussions
-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
-Technology Specialist – brokers technology necessary to manage and display data
-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda
Meeting time: Meetings will be held weekly on Tuesday at 10:00am. Agendas and Minutes will be posted
Current members of the school-based leadership team included:
VE Compliance Coordinator – Lisa Long – Data Manager, Technology Specialist
Principal – Susan Keller – Data Manager, Facilitator
Assistant Principal – Margaret Attkisson - Facilitator
Assistant Principal – Michael Machado – Data Manager
Assistant Principal – N. Joseph Browne – Data Manager
Guidance Counselor – Elena Kharina-Sampson – Data Manager
Guidance Counselor – Ashley Volker – Data Manager
Guidance Counselor – Allison Linstrum – Data Manager
School Psychologist – Jamie Donnelly – Data Manager, Time Keeper
School Social Worker – Nancy Sanchez – Data Manager, Technology Specialist
Behavior Specialist – Kathleen Fitzpatrick – Data Manager, Recorder

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
The Spartan Power Team represents leadership at TSMS: PLC content leaders, all administrators, pro-ed facilitator, media/technology specialist, and PCTA rep. The team meets monthly to review SIP

initiatives-MTSS updates and progress toward the measurable goals. Areas of strength and opportunity for improvement are noted based on data from school wide assessments, walk through, and lesson plan monitoring. Leaders take the information to their PLC members and discuss steps to address gaps.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)
Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR reading assessment, State Math Assessment, State Science Assessments Glencoe Online Writing Assessment, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, , Curriculum Based Measurement (CBM), FCAT Simulation Midyear: Florida Assessments for Instruction in Reading (FAIR), End of year: FAIR, State and District Math and Science Assessment, FCAT Frequency of Data Days: twice a month for data analysis Data results will be distributed to teachers at faculty meetings following data reviews. Students will engage in data chats with teachers and counselors. Parents will be informed of data at SAC meetings at least two times per year.

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents
The MTSS will utilize the PS/RtI Beliefs Survey and Perceptions of Ps/RtI Skills Survey to assess current levels of consensus and problem-solving skills within the school building. Data will be analyzed during scheduled meeting times. Initial training will be provided during grade level meetings and content Professional Learning Communities, and follow-up lessons will occur throughout the year during PLC meetings each month, in addition to four designated dates during teachers' planning time. The first session is titled "RtI in the Classroom" and additional sessions will focus on teacher classroom management plans, as well as vignettes to demonstrate effective strategies for interventions. Other sessions will focus on data analysis and interpretation. Surveys will be used to evaluate effectiveness of professional development efforts.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 18,000

Strategy Purpose(s)
Instruction in core academic subjects, Enrichment activities that contribute to a well-rounded education

Strategy Description
Students are able to receive extended learning opportunities through before school programs, programs offered during the school day, and summer opportunities. Before-school students are able to receive small group or one on one assistance with instructional personnel. In addition, students are able to partake in a variety of school clubs and special interests groups offered in both the morning and afternoon. During the school day students are able to receive assistance with current class work. Tarpon Middle also has established the Success Academy for course recovery. Students are assigned course recovery in place of an elective class and utilize the NovaNet program. During the summer extended learning program students are provided an opportunity for course recovery.

How is data collected and analyzed to determine the effectiveness of this strategy?
Grades are monitored every six weeks and students are placed in the appropriate Extended Learning opportunities. Data is also collected at the end of the summer extended learning to analyze the effectiveness of the summer learning.

Who is responsible for monitoring implementation of this strategy?
Assistant Principal Margaret Attikisson is in charge of the Extended Learning Program at Tarpon Springs Middle School.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Susan Keller	Data Manager
Margaret Attkisson	Facilitator
Deb Ruth	Time Keeper
Teresa Lawrence	Recorder/Note Taker
Martha Estrada	Data Manager
Felicia Moore	Technology Specialist
Margaret Peck	Data Manager
Sharon Schlereth	Data Manager
Maria Steffen	Data Manager
Teri Walter	Data Manager

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
•Development of a school wide comprehensive vocabulary program (see action step for vocab)
Support for text complexity
a) Support for instructional skills to improve reading comprehension
b) Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
c) Providing scaffolding that does not preempt or replace text reading by students
d) Developing and asking text dependent questions from a range of question types
e) Emphasizing students supporting their answers based upon evidence from the text

f) Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
Literacy platforms will be utilized to support implementation of the Common Core Literacy standard.

What will be the major initiatives of the LLT this year?
Support for school wide comprehensive vocabulary program, continue to identify and provide opportunity for improved understanding of text complexity and text dependent questions. Support for instructional skills to improve reading comprehension, and support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student
a) The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that acts as liaisons to help grow department-wide literacy strategies in all classrooms. Tarpon Springs Literacy Team has representation from all content areas serving on it.
b) The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
c) Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.
2. Lesson plans are monitored by administration with the expectation that reading is being conducted in all content areas.

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
Tarpon Springs Middle offers students the opportunity to participate in their AVID program. Skills that are taught in the AVID program are reinforced in all of the content areas and the students are also taught how these skills will benefit them when they enter the global community.

How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?
a) Become proficient in taking notes in all classes, organization, time management, study skills, writing, inquiry, working with others, reading and public speaking
b) Be supported by weekly tutors including college students, adults and peers
c) Participate in guest speaker forums, volunteer activities and field trips to colleges, universities and businesses

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%		No	76%
American Indian				
Asian	91%	77%	No	92%
Black/African American	42%	37%	No	48%
Hispanic	67%	68%	Yes	70%
White	77%	70%	No	79%
English language learners	31%	0%	No	38%
Students with disabilities	42%	19%	No	48%
Economically disadvantaged	57%	53%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	318	29%	31%
Students scoring at or above Achievement Level 4	406	38%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	652	60%	75%
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		65%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	246	65%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	140	37%	50%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	53%	No	70%
American Indian				
Asian	91%	60%	No	92%
Black/African American	40%	18%	No	46%
Hispanic	58%	51%	No	63%
White	69%	58%	No	72%
English language learners	26%	19%	No	33%
Students with disabilities	34%	19%	No	41%
Economically disadvantaged	50%	41%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	280	31%	50%
Students scoring at or above Achievement Level 4	208	23%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	497	55%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	165	14%	20%
Middle school performance on high school EOC and industry certifications	162	98%	100%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%		No	70%
American Indian				
Asian	91%		No	92%
Black/African American	40%		No	46%
Hispanic	58%		No	63%
White	69%		No	72%
English language learners	26%		No	33%
Students with disabilities	34%		No	41%
Economically disadvantaged	50%		No	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	34%	30%
Students scoring at or above Achievement Level 4	75	63%	70%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		5%
Students scoring at or above Achievement Level 4	41	91%	95%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	29%	45%
Students scoring at or above Achievement Level 4	119	31%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	5%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	5%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	5%
Students taking CTE industry certification exams	0	0%	5%
Passing rate (%) for students who take CTE industry certification exams		0%	5%
CTE program concentrators	0	0%	5%
CTE teachers holding appropriate industry certifications	0	0%	5%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	233	20%	10%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	315	26%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	136	11%	9%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe parental involvement targets for your school

Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress

Schedule community evenings each semester to provide families with resources from the staff and from the school community.

Before and after school tutoring with YMCA at no expense to families.

Monitor the parent login on Portal.

Parents responded to the use of planners, email, and phone calls as a communication piece in the involvement. Approximately 70% of the parents responded in the use of email and planners.

Community Connection Events were able to reach 50% of the parents in attendance. Out of these 50%, 25% were from the low 25.

YMCA tutoring before and after school reached 50 students in each time slot

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase involvement in the Community Connection event.	596	50%	75%

Area 10: Additional Targets

Description of additional targets

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:
ESE and economically disadvantaged students will increase proficiency level by 10% on the 2014 FCAT.

Goal #2:
Increase students who are level 3 proficient or higher in Reading from 67% to 75% to meet the Annual Measurable Outcome target through the development and implementation of a school wide vocabulary program.

Goal #3:
Tarpon Springs Middle will increase the instructional rigor in the classroom in order to expand the writing skills of the students as measured by the Florida Comprehensive Assessment Test. Tarpon Middle will increase the number of students writing at th

Goal #4:
Set and communicate common core standards using essential questions-setting instructional purpose of content lessons, in order to raise the achievement levels of the students proficient in math from 61% to 75% as measured by the FCAT

Goals Detail

Goal #1:	**ESE and economically disadvantaged students will increase proficiency level by 10% on the 2014 FCAT.**

Targets Supported
- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle FAA
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Math - High School
- Math - High School AMO's
-
-
- Math - High School Postsecondary Readiness
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal	• a) By utilizing the Foundations Team at both the school and district level implementation of the Positive Behavior Support system will continue. • b) Volunteer Liaison to recruit mentors and volunteers for identified students. • c) Utilize resources in the Century 21 Grant provided by the YMCA to communicate progress of students and provide additional support through tutoring, enhancement, and implementation of social skills/character education curriculum. • d) Fine Arts implementation of the Leadership Conservatory. • e) Student clubs and special interest activities.
Targeted Barriers to Achieving the Goal	• a) Low parent involvement of Free and Reduced students as measured by the number of times parents logged into Portal. • b) Low participation in the YMCA aftercare tutoring program at Tarpon Springs Middle. • c) Positive Behavior Support system not fully implemented at Tarpon Springs Middle School.

Plan to Monitor Progress Toward the Goal

Action:
Monitor for an increase in FCAT data for ESE and Economically Disadvantaged

Person or Persons Responsible:
The Spartan Power Team will be in charge of monitoring the goal.

Target Dates or Schedule:
The Spartan Power Team meets on a monthly basis and we will not have the accurate data until after the 2014 FCAT is administered.

Evidence of Completion:
Students in the categories of ESE and Economically Disadvantaged will show an increase of at least 10% in Reading and Math.

Goal #2:	**Increase students who are level 3 proficient or higher in Reading from 67% to 75% to meet the Annual Measurable Outcome target through the development and implementation of a school wide vocabulary program.**
Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness
Resources Available to Support the Goal	• Common Core curriculum for all subject areas to pull vocabulary words from. • Professional Learning Communities at each subject areas.
Targeted Barriers to Achieving the Goal	• Timeline for implementation and having consistency in the subject areas.

Plan to Monitor Progress Toward the Goal

Action:
Tarpon Springs Middle will provide an overview of the components of a comprehensive vocabulary program in order to assist students in using expanded vocabulary for improving their reading comprehension.

Person or Persons Responsible:
Professional Learning Communities in each subject area.

Target Dates or Schedule:
Monthly meetings and ongoing feedback

Evidence of Completion:
Level three students according to the FCAT will increase.

Goal #3:	**Tarpon Springs Middle will increase the instructional rigor in the classroom in order to expand the writing skills of the students as measured by the Florida Comprehensive Assessment Test. Tarpon Middle will increase the number of students writing at th**

Targets Supported	• Writing
Resources Available to Support the Goal	• Tarpon Springs Middle will use the FCAT Writes, Holt Online, classroom grades, lesson plans, and instructional walk throughs as data sources for this goal.
Targeted Barriers to Achieving the Goal	• Incorporating writing at all subject areas and disciplines.

Plan to Monitor Progress Toward the Goal

Action:
Tarpon Springs Middle will continue to offer training and assistance to the staff for the implementation of the increased rigor in the classrooms using instructional rounds and common core walk throughs to monitor progress.

Person or Persons Responsible:
Tarpon Springs Middle School's Literacy Team

Target Dates or Schedule:
Tarpon Springs Middle will continue to offer training and assistance to the staff for the implementation of the increased rigor in the classrooms using instructional rounds and common core walk throughs to monitor progress.

Evidence of Completion:
FCAT Writes results for 2013-2014

Goal #4:	**Set and communicate common core standards using essential questions-setting instructional purpose of content lessons, in order to raise the achievement levels of the students proficient in math from 61% to 75% as measured by the FCAT**

Targets Supported	• Math
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
	• Math - Elementary and Middle FAA
	• Math - Elementary and Middle Learning Gains
	• Math - Middle School Acceleration
	• Math - High School
	• Math - High School AMO's
	•
	•
	• Math - High School Postsecondary Readiness
	• Algebra 1 EOC
	• Geometry EOC
Resources Available to Support the Goal	• 4. Common assessments provided aligned to curriculum pacing guides.
Targeted Barriers to Achieving the Goal	• Training the staff on the new Common Core standards

Plan to Monitor Progress Toward the Goal

Action:
Tarpon Springs Middle will conduct a school wide meeting to discuss "shifts" and content common core standards. Tarpon Springs will use this informative meeting in order to align the staff in the implementation of the common Core Standards.

Person or Persons Responsible:
Spartan Power Team and Professional Learning Communities leaders.

Target Dates or Schedule:
Preschool Training and ongoing monthly updating

Evidence of Completion:
2013-2014 FCAT results will show an increase in Mathematics.

Action Plan for Improvement

Goal #1:	ESE and economically disadvantaged students will increase proficiency level by 10% on the 2014 FCAT.
Barrier #1:	a) Low parent involvement of Free and Reduced students as measured by the number of times parents logged into Portal.
Strategy #1 to Overcome the Barrier	Tarpon Springs Middle believes that if they can increase the parental involvement of the students classified as Free and Reduced as measured by Portal logins this would have an immediate impact on students' achievement.

Step #1 to Implement Strategy #1 - Budget Item

Action:
Advertise and recruit parents to sign up for Portal accounts to monitor the student's academics, behavior and attendance.

Person or Persons Responsible:
Portal accounts are available at the grade level offices and through the Data Management Technician

Target Dates or Schedule:
Ongoing throughout the year in newsletters, School messenger calls, and open houses.

Evidence of Completion:
Increase in the percentage of parents actively using the Portal accounts.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Monitor for an increase in FCAT data for ESE and Economically Disadvantaged

Person or Persons Responsible:
The Spartan Power Team will be in charge of monitoring the goal.

Target Dates or Schedule:
The Spartan Power Team meets on a monthly basis and we will not have the accurate data until after the 2014 FCAT is administered.

Evidence of Completion
Students in the categories of ESE and Economically Disadvantaged will show an increase of at least 10% in Reading and Math.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Monitor for an increase in FCAT data for ESE and Economically Disadvantaged

Person or Persons Responsible:
The Spartan Power Team will be in charge of monitoring the goal.

Target Dates or Schedule:
The Spartan Power Team meets on a monthly basis and we will not have the accurate data until after the 2014 FCAT is administered.

Evidence of Completion:
Students in the categories of ESE and Economically Disadvantaged will show an increase of at least 10% in Reading and Math.

Goal #1:	ESE and economically disadvantaged students will increase proficiency level by 10% on the 2014 FCAT.
Barrier #2:	b) Low participation in the YMCA aftercare tutoring program at Tarpon Springs Middle.
Strategy #1 to Overcome the Barrier	c) Tarpon Springs Middle believes that if they are able to promote the YMCA aftercare tutoring more, they will be able to reach the students and their families who need the assistance with their schoolwork.

Step #1 to Implement Strategy #1

Action:
Tarpon Springs Middle School will promote the YMCA tutoring program during the Community Connections night.

Person or Persons Responsible:
Staff from the YMCA and one of the Assistant Principals will be in charge during the Community Connections night.

Target Dates or Schedule:
Community Connections night will be October 23, 2013

Evidence of Completion:
There will be a comparison of students using the YMCA as compared to the 2011-2012 school year.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:
Monitor for an increase in FCAT data for ESE and Economically Disadvantaged

Person or Persons Responsible:
The Spartan Power Team will be in charge of monitoring the goal.

Target Dates or Schedule:
The Spartan Power Team meets on a monthly basis and we will not have the accurate data until after the 2014 FCAT is administered.

Evidence of Completion
Students in the categories of ESE and Economically Disadvantaged will show an increase of at least 10% in Reading and Math.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:
Monitor for an increase in FCAT data for ESE and Economically Disadvantaged

Person or Persons Responsible:
The Spartan Power Team will be in charge of monitoring the goal.

Target Dates or Schedule:
The Spartan Power Team meets on a monthly basis and we will not have the accurate data until after the 2014 FCAT is administered.

Evidence of Completion:
Students in the categories of ESE and Economically Disadvantaged will show an increase of at least 10% in Reading and Math.

Goal #2:	Increase students who are level 3 proficient or higher in Reading from 67% to 75% to meet the Annual Measurable Outcome target through the development and implementation of a school wide vocabulary program.
Barrier #1:	Timeline for implementation and having consistency in the subject areas.
Strategy #1 to Overcome the Barrier	Tarpon Springs Middle will provide an overview of the components of a comprehensive vocabulary program in order to assist students in using expanded vocabulary for improving their reading comprehension.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Tarpon Springs Middle will provide an overview of the components of a comprehensive vocabulary program in order to assist students in using expanded vocabulary for improving their reading comprehension.

Person or Persons Responsible:
Professional Learning Communities in each subject area.

Target Dates or Schedule:
Monthly meetings and ongoing feedback.

Evidence of Completion:
Level three students according to the FCAT will increase.

Facilitator:
Tarpon Springs Middle School's Literacy Team

Participants:
All staff

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Tarpon Springs Middle will provide an overview of the components of a comprehensive vocabulary program in order to assist students in using expanded vocabulary for improving their reading comprehension.

Person or Persons Responsible:
Professional Learning Communities in each subject area.

Target Dates or Schedule:
Monthly meetings and ongoing feedback

Evidence of Completion
Level three students according to the FCAT will increase.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:
Tarpon Springs Middle will provide an overview of the components of a comprehensive vocabulary program in order to assist students in using expanded vocabulary for improving their reading comprehension.

Person or Persons Responsible:
Professional Learning Communities in each subject area.

Target Dates or Schedule:
Monthly meetings and ongoing feedback

Evidence of Completion:
Level three students according to the FCAT will increase.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #3:	Tarpon Springs Middle will increase the instructional rigor in the classroom in order to expand the writing skills of the students as measured by the Florida Comprehensive Assessment Test. Tarpon Middle will increase the number of students writing at th
Barrier #1:	Incorporating writing at all subject areas and disciplines.
Strategy #1 to Overcome the Barrier	WICOR Poster will be provided for all classrooms as a tool for both the teachers and students to assist in the use of WICOR in order to increase engagement and rigor in the classroom.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Tarpon Springs Middle will conduct pre-school training to refresh the teacher's use of WICOR and review of the use of Cornell notes and Marking the Text specific to content areas.

Person or Persons Responsible:
Tarpon Springs Middle School's Literacy Team

Target Dates or Schedule:
: Tarpon Springs Middle will continue to offer training and assistance to the staff for the implementation of the increased rigor in the classrooms using instructional rounds and common core walk throughs to monitor progress.

Evidence of Completion:
FCAT Writes results for 2013-2014

Facilitator:
Tarpon Springs Middle School's Literacy Team

Participants:
All staff at Tarpon Springs Middle

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
: Tarpon Springs Middle will continue to offer training and assistance to the staff for the implementation of the increased rigor in the classrooms using instructional rounds and common core walk throughs to monitor progress.

Person or Persons Responsible:
Tarpon Springs Middle School's Literacy Team

Target Dates or Schedule:
Tarpon Springs Middle will continue to offer training and assistance to the staff for the implementation of the increased rigor in the classrooms using instructional rounds and common core walk throughs to monitor progress.

Evidence of Completion
FCAT Writes results for 2013-2014

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Tarpon Springs Middle will continue to offer training and assistance to the staff for the implementation of the increased rigor in the classrooms using instructional rounds and common core walk throughs to monitor progress.

Person or Persons Responsible:
Tarpon Springs Middle School's Literacy Team

Target Dates or Schedule:
Tarpon Springs Middle will continue to offer training and assistance to the staff for the implementation of the increased rigor in the classrooms using instructional rounds and common core walk throughs to monitor progress.

Evidence of Completion:
FCAT Writes results for 2013-2014

Goal #3:	Tarpon Springs Middle will increase the instructional rigor in the classroom in order to expand the writing skills of the students as measured by the Florida Comprehensive Assessment Test. Tarpon Middle will increase the number of students writing at th
Barrier #1:	Incorporating writing at all subject areas and disciplines.
Strategy #2 to Overcome the Barrier	Tarpon Middle School teachers will review WICOR and "models" of Cornell Notes and Marking the Text in content areas; Connect the use of strategies to successful meet the "shifts" in literacy and math common core standards.

Step #1 to Implement Strategy #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #4
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #3

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4:	Set and communicate common core standards using essential questions-setting instructional purpose of content lessons, in order to raise the achievement levels of the students proficient in math from 61% to 75% as measured by the FCAT
Barrier #1:	Training the staff on the new Common Core standards
Strategy #2 to Overcome the Barrier	Review common core standards and shifts in order to assist the staff of Tarpon Middle School in the implementation of the Common Core Standards. Ongoing discussions during content area Professional Learning Communities to include instructional rounds.

Step #1 to Implement Strategy #2 - PD Opportunity

Action:
Tarpon Springs Middle will conduct a school wide meeting to discuss "shifts" and content common core standards. Tarpon Springs will use this informative meeting in order to align the staff in the implementation of the common Core Standards.

Person or Persons Responsible:
Spartan Power Team and Professional Learning Communities leaders.

Target Dates or Schedule:
Preschool Training and ongoing monthly updating

Evidence of Completion:
2013-2014 FCAT results will show an increase in Mathematics.

Facilitator:
Professional Learning Communities Leaders

Participants:
All staff

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:
Tarpon Springs Middle will conduct a school wide meeting to discuss "shifts" and content common core standards. Tarpon Springs will use this informative meeting in order to align the staff in the implementation of the common Core Standards.

Person or Persons Responsible:
Spartan Power Team and Professional Learning Communities leaders.

Target Dates or Schedule:
Preschool Training and ongoing monthly updating

Evidence of Completion
2013-2014 FCAT results will show an increase in Mathematics.

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:

Tarpon Springs Middle will conduct a school wide meeting to discuss "shifts" and content common core standards. Tarpon Springs will use this informative meeting in order to align the staff in the implementation of the common Core Standards.

Person or Persons Responsible:

Spartan Power Team and Professional Learning Communities leaders.

Target Dates or Schedule:

Preschool Training and ongoing monthly updating

Evidence of Completion:

2013-2014 FCAT results will show an increase in Mathematics.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

The Spartan Power Team, which consists of the administrative team, guidance counselors, ESE leaders, and department heads will coordinate and lead the integration of the Extended Learning Program which provides supplemental services to students for course recovery and course remediation. They will also be continuing the Wellness program that has earned Tarpon Middle the distinction of one the best school in promoting wellness in Pinellas County. Tarpon Middle will also be addressing the needs of students and families who are receiving government assistance with housing and have the School Social Worker available to inform families of the available resources in the community for additional needs they may have for their current financial situation. An example of these services would be Clothes for Kids, or help with school supplies.

Professional Development

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

Goal #2: Increase students who are level 3 proficient or higher in Reading from 67% to 75% to meet the Annual Measurable Outcome target through the development and implementation of a school wide vocabulary program.

Barrier #1: Timeline for implementation and having consistency in the subject areas.

Strategy #1: Tarpon Springs Middle will provide an overview of the components of a comprehensive vocabulary program in order to assist students in using expanded vocabulary for improving their reading comprehension.

Action Step #1: Tarpon Springs Middle will provide an overview of the components of a comprehensive vocabulary program in order to assist students in using expanded vocabulary for improving their reading comprehension.

Facilitator leader
Tarpon Springs Middle School's Literacy Team

Participants
All staff

Target dates or schedule
Monthly meetings and ongoing feedback.

Evidence of Completion and Person Responsible for Monitoring
Level three students according to the FCAT will increase.
(Person Responsible: Professional Learning Communities in each subject area.)

Goal #3: Tarpon Springs Middle will increase the instructional rigor in the classroom in order to expand the writing skills of the students as measured by the Florida Comprehensive Assessment Test. Tarpon Middle will increase the number of students writing at th

Barrier #1: Incorporating writing at all subject areas and disciplines.

Strategy #1: WICOR Poster will be provided for all classrooms as a tool for both the teachers and students to assist in the use of WICOR in order to increase engagement and rigor in the classroom.

Action Step #1: Tarpon Springs Middle will conduct pre-school training to refresh the teacher's use of WICOR and review of the use of Cornell notes and Marking the Text specific to content areas.

Facilitator leader
Tarpon Springs Middle School's Literacy Team

Participants
All staff at Tarpon Springs Middle

Target dates or schedule
: Tarpon Springs Middle will continue to offer training and assistance to the staff for the implementation of the increased rigor in the classrooms using instructional rounds and common core walk throughs to monitor progress.

Evidence of Completion and Person Responsible for Monitoring
FCAT Writes results for 2013-2014
(Person Responsible: Tarpon Springs Middle School's Literacy Team)

Goal #4: Set and communicate common core standards using essential questions-setting instructional purpose of content lessons, in order to raise the achievement levels of the students proficient in math from 61% to 75% as measured by the FCAT

Barrier #1: Training the staff on the new Common Core standards

Strategy #2: Review common core standards and shifts in order to assist the staff of Tarpon Middle School in the implementation of the Common Core Standards. Ongoing discussions during content area Professional Learning Communities to include instructional rounds.

Action Step #1: Tarpon Springs Middle will conduct a school wide meeting to discuss "shifts" and content common core standards. Tarpon Springs will use this informative meeting in order to align the staff in the implementation of the common Core Standards.

Facilitator leader
Professional Learning Communities Leaders

Participants
All staff

Target dates or schedule
Preschool Training and ongoing monthly updating

Evidence of Completion and Person Responsible for Monitoring
2013-2014 FCAT results will show an increase in Mathematics.
(Person Responsible: Spartan Power Team and Professional Learning Communities leaders.)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #1	ESE and economically disadvantaged students will increase proficiency level by 10% on the 2014 FCAT.	$1,000
	Total	$1,000

Budget Summary by Resource Type and Funding Source

Resource Type	Other	Total
School Advisory Committee	$1,000	$1,000
Total	$1,000	$1,000

Budget Detail

Goal #1: ESE and economically disadvantaged students will increase proficiency level by 10% on the 2014 FCAT.

Barrier #1: a) Low parent involvement of Free and Reduced students as measured by the number of times parents logged into Portal.

Strategy #1: Tarpon Springs Middle believes that if they can increase the parental involvement of the students classified as Free and Reduced as measured by Portal logins this would have an immediate impact on students' achievement.

Action Step #1: Advertise and recruit parents to sign up for Portal accounts to monitor the student's academics, behavior and attendance.

Resource Type	Other
Resource	Materials needed for the advertisement and recruitment for parent meeting nights and Community Connections.
Funding Source	School Advisory Committee
Amount Needed	$1,000