FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 4611 - Tyrone Middle School

District: 52 - Pinellas

Principal: Robin Mobley

SAC Chair: Christine England

Superintendent: Dr. Michael A Grego

School Board Approval Date: 09/14/2013

Last Modified on: 11/01/2013

Address:	**Physical**	**Mailing**
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Phone Number:	727-893-1819	
Web Address:	http://www.tyrone-ms.pinellas.k12.fl.us	
Email Address:	4611.principal@pcsb.org	

School Type:	Middle School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	77%			
Minority:	48%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	D	D	C	B

NOTE
Sections marked N/A in the online application have been excluded from this document.
For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status
School Information
School-Level Information
School Tyrone Middle School
Principal's name Robin Mobley
School Advisory Council chair's name Christine England

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

Name	Title
Robin Mobley	Principal
Jayme Joslyn	Assistant Principal
Derrick Lyons	Assistant Principal
Janice Clarke	Assistant Principal
Shannon Zito Weaver	RTI Staff Developer
Kristy Walker	RTI Staff Developer
Beth Anderson	Reading Coach
Kiana Porter-Isom	Math Coach
Meredith Hano	Guidance Counselor
Lyndy Compas-Orange	Guidance Counselor
Kim Richards	Teacher on Special Assignment/ VE Specialist
Kerry Hogan	Math Department Chair
Marissa Silkie-Rees	Science Department Chair
Quwan Dukes	Social Studies Department Chair
Jason Helbling	Co-Language Arts Department Chair
Rebecca Wilson	Psychologist
Erica Dickerson	Social Worker
Jennifer August	Guidance Counselor
Kathy Pierce	Learning Leader Cadre
Terry Roberts	Physical Education Department Chair
Brooke Dyett	HYPE coordinator
Marlene Ricalde	Related Arts Department Chair
Heather Crawford	Behavior Specialist
Kristin Vandorselaer	Co- Language Arts Department Chair
Debora Hamilton	Violence Prevention Specialist
Petrunka Gospodinova	ELL Department Chair
Marlena Sinclair	Math LLC Member

District-Level Information
District Pinellas
Superintendent's name Dr. Michael A Grego
Date of school board approval of SIP 09/14/2013

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).

Describe the membership of the SAC including position titles
Parents- Heather Moreland, Tamia Simmons, Lenitzia Students- Eric Washington Community- Charles Harmon police chief Principal- Robin Mobley Chair person- Christine England Bookkeeper

Describe the involvement of the SAC in the development of this school improvement plan
Reviewed and updated by SAC committee

Describe the activities of the SAC for the upcoming school year
Oct 7: School Improvement Plan Overview
Nov 4: Common Core Parent Update
April 7: Title I Needs Assessment
May 5: School Improvement Plan Update

Describe the projected use of school improvement funds and include the amount allocated to each project
Oct 7: School Improvement Plan Overview (no SIP funds required)
Nov 4: Common Core Parent Update (no SIP funds required)
April 7: Title I Needs Assessment (no SIP funded required)
May 5: School Improvement Plan Update (no SIP funds required)

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).

Administrators

 # Administrators 4

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

Administrator Information:

Robin Mobley

Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	Degree: MBA Math, Ed Leadership, & School Principal

Performance Record	Tyrone MS 2012 School Grade: D FCAT Reading Student Achievement of High Standards: 43 FCAT Math Student Achievement of High Standards: 38 Lowest 25% Gains Math: 74% Lowest 25% Gains Reading: 62% Tyrone MS 2011 Tyrone Middle School Grade 2012: D FCAT Reading Score Average: 42 FCAT Math Score Average: 33 Annual Learning Gains: Reading-55, Math-50 Lowest 25% gains: Reading-57, Math-59 AMO Progress for 2012: 56 Gibbs HS 2010 Gibbs HS 2009 Tyrone MS 2008 Tyrone MS 2007

Derrick Lyons

Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Degree:Bachelor of Arts- Social Studies Minor: Bus. Adm. Social Sciences 7-12, Ed Leadership K-12

Performance Record	Tyrone MS 2012 School Grade: D FCAT Reading Student Achievement of High Standards: 43 FCAT Math Student Achievement of High Standards: 38 Lowest 25% Gains Math: 74% Lowest 25% Gains Reading: 62% Tyrone MS 2011 D Tyrone Middle School Grade 2012: D FCAT Reading Score Average: 42 FCAT Math Score Average: 33 Annual Learning Gains: Reading-55, Math-50 Lowest 25% gains: Reading-57, Math-59 AMO Progress for 2012: 56 Seminole MS 2010 Seminole MS 2009 Seminole MS 2008 Seminole MS 2007

Chasity Downing		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Degree: B.S. English 6-12 Master Ed Leadership ESOL Endorsed, National Board Certified Language Arts, Ed Leadership	
Performance Record	Tyrone MS 2012 School Grade: D FCAT Reading Student Achievement of High Standards: 43 FCAT Math Student Achievement of High Standards: 38 Lowest 25% Gains Math: 74% Lowest 25% Gains Reading: 62% Tyrone MS 2011 Tyrone Middle School Grade 2012: D FCAT Reading Score Average: 42 FCAT Math Score Average: 33 Annual Learning Gains: Reading-55, Math-50 Lowest 25% gains: Reading-57, Math-59 AMO Progress for 2012: 56 Tyrone MS 2010 CMeadolawn MS 2009 Meadolawn MS 2008 Meadolwan MS 2007	

Janice Barge Clarke		
Asst Principal	Years as Administrator: 18	Years at Current School: 2
Credentials	Degree: Vocational Home Economics Guidance & Counseling, General Science, Family and Consumer Science, Ed Leadership, School Principal	
Performance Record	Tyrone MS 2011 Tyrone MS 2012 School Grade: D FCAT Reading Student Achievement of High Standards: 43 FCAT Math Student Achievement of High Standards: 38 Lowest 25% Gains Math: 74% Lowest 25% Gains Reading: 62% Tyrone Middle School Grade 2012: D FCAT Reading Score Average: 42 FCAT Math Score Average: 33 Annual Learning Gains: Reading-55, Math-50 Lowest 25% gains: Reading-57, Math-59 AMO Progress for 2012: 56 Largo MS 2010 Largo MS 2009 Largo MS 2008 Largo MS 2007	

Instructional Coaches

Instructional Coaches 2

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

Instructional Coach Information:

Beth Anderson		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Degree: Master's in Reading Education Biology 6-12 English 5-9 Reading K-12	
Performance Record	Tyrone MS 2012 School Grade: D FCAT Reading Student Achievement of High Standards: 43 FCAT Math Student Achievement of High Standards: 38 Lowest 25% Gains Math: 74% Lowest 25% Gains Reading: 62%	

Kiana Porter-Isom		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Degree: Master's in Education Math 5-9	
Performance Record	Tyrone MS 2012 School Grade: D FCAT Reading Student Achievement of High Standards: 43 FCAT Math Student Achievement of High Standards: 38 Lowest 25% Gains Math: 74% Lowest 25% Gains Reading: 62% Maximo Elementary 2011 School Grade: F	

Classroom Teachers

# of classroom teachers 76

 # receiving effective rating or higher 73, 96%

 # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 68%

 # certified in-field, pursuant to Section 1012.2315(2), F.S. 57, 75%

 # ESOL endorsed 34, 45%

 # reading endorsed 11, 14%

 # with advanced degrees 29, 38%

 # National Board Certified 0, 0%

 # first-year teachers 17, 22%

 # with 1-5 years of experience 21, 28%

 # with 6-14 years of experience 22, 29%

 # with 15 or more years of experience 16, 21%

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

# of paraprofessionals 8

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 8, 100%

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 5

 # receiving effective rating or higher (not entered because basis is < 10)

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.
1. Common practice to hire those with best experience and skills that are targeted toward attaining learning
gains for all students. Persons Responsible: Principal and Assistant Principals
2. Yearlong new teacher mentoring program to give support and information for all new teachers to the school.
Persons Responsible:Designated teacher mentors and designated assistant principal.
3. Classroom walkthroughs for evaluation and data collection. Assistant Principal/Principal/ Department
Heads
4. Offer training opportunities throughout the year to help teachers in areas of: classroom management/best practices, curriculum support and leadership opportunities.

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
New teachers will attend monthly new teacher meetings to receive support in lesson planning and classroom management. Instructional Coaches will prioritize new teachers for the following support: 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
Mentor Pairings
1. Cantrell, Tiffany TV Production/Computers: SEARLES/SILKIE-REES
2. Christian, Karen reading: GIANNAKIS
3. Herring, Maurice Math: HUGHES
4. James, Veronica math: HUGHES
5. Young, Jessie math: BERCUME
6. Desir, Monique read 180 6th grade: VANDORSELAER
7. Druckamiller, Nicole Read 180 8th grade: VANDORSELAER
8. Groenink, Jame' Anne Business ed, computers: PIERCE
9. TBA 6th science: ROSE/COOK
10. Stiglitz, Molly: EBD 6th Mr. D
11. TBA 8th science: WINKLE
12. Douglas, Paul (TTT): Pierce
13. Stringer, Sheryl 7th grade math: BERCUME
14. TBA Spanish: RICALDE
All mentor and mentee pairings are based on same subject area taught.

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 SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?
Principal: Robin Mobley
Administrators: Derrick Lyons, Janice Clarke, Chasity Downing
Behavior Specialist: Heather Crawford
School Psychologist: Rebecca Wilson
Social Worker: Erica Dickerson
Guidance: Lyndy Orange, Meridith Hano, Jennifer August
Department Chairs Marissa Silkie Reese, Brenda Helbling, Jason Helbing, Kerry Hogan, Kathy Pierce
Reading/Literacy Coach: Beth Anderson
Math Instructional Coach: Kiana Porter-Isom
MTSS Instructional Staff Developers: Shannon Zito-Weaver and Kristy Walker
Facilitator – generates agenda and leads team discussions
MTSS Instructional Staff Developers – 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: Every Tuesday at 8:00 am

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP
The School Based Leadership Team will meet weekly to discuss, review and analyze student and school wide academic and behavior data to determine the effectiveness of the schools wide and individual interventions.
1. Weekly team meeting to review and analyze academic and behavior data
2. Weekly Administrative walk-through for evidence of standards based instruction
3. Analyze and revise interventions as needed

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)
The MTSS Staff Developer's have been assigned the role of data management, and they will compile the data periodically throughout the year for the team to review and assess all students' progress towards academic/behavioral success. This will be an ongoing process as different data will be required to meet the objectives of each week's agenda and desired outcomes. Data will be disaggregated then shared with the SBLT for use in driving instruction and student improvement. Department chairs will disseminate data and information to each department during the department PLC.
1. EDS
2. Portal
3. Data Warehouse
4. PMRN
5. Write Source
6. Performance Matters

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The staff will be trained in the problem solving process throughout the school year through grade level PLC's. Members from the MTSS Staff Developers will attend district trainings and will share the information SBLT and staff.

Ongoing collegial conversation to support and implement PBIP with fidelity as it relates to student interventions and the data collection process.

1. Initial Pre-School Training
2. Subject Data Room Planning
3. Grade-level Data Room Planning

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: 19,200

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

Strategy Description
Before school Tech Cafe, after school ELP, Saturday School, Summer Bridge, Writing Club, Reading Club, Math Club, STEM Club, EOC prep

How is data collected and analyzed to determine the effectiveness of this strategy?
Use Focus Achieves, Fair testing, Math Benchmark assessments from county, V-Math, Achieve 3000, Write Score to progress monitor our students enrolled in our ELP program.

Who is responsible for monitoring implementation of this strategy?
Principal, Assistant Principals, and RTI coaches

Literacy Leadership Team (LLT)

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

Name	Title
Robin Mobley	Principal
Jayme Joslyn	Assistant Principal
Beth Anderson	Literacy Coach
Kiana Porter-Isom	Math Coach
Marissa Silkie Rees	Science Department Chair
Kathy Pierce	Social Studies Department Chair
Jason Helbling	Language Arts Department Chair
Marlena Sinclair	Math teacher

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
· conduct professional development for team
· Guidance with developing goals and action plan aligned to the SIP
· Shared responsibility for monitoring SIP Reading Goals
· Guidance in developing school-wide literacy instructional routines and strategies

· Guidance in developing a student literacy team
· Develop and coordinate Demonstration Day(s)

What will be the major initiatives of the LLT this year?
The major initiatives this year are to develop school wide literacy routines aligned to the Common Core State Standards and deliver professional development based on these routines.

Every Teacher Contributes to Reading Improvement

Describe how the school ensures every teacher contributes to the reading improvement of every student
Teachers will utilize the gradual release model of instruction, interactive word walls, vocabulary strategies instruction, Close Reading, the Comprehension Instruction Sequence, Text Marking, and differentiation of reading materials and activities as well as providing scaffolding to ensure academic growth. Strategies for follow-up monitoring and fidelity include classroom walk-throughs, formal, and informal observation
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 act as liaisons to help grow department wide literacy strategies in all classrooms
• The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
• 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.

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?
Incorporating STEM lessons in science classes that integrate science and math to offer real work applications through project based learning. The AVID elective course is offered at each grade level. The course progresses through organization of materials and responsibilities, note-taking, collaborative inquiry for problem solving (all subjects), cultural and college awareness through close reading and performance projects, and public speaking experiences. The course promotes a college/career driven culture through exposure to college tutors and guest speakers.

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?
School Counselors meet with students in their Social Studies classes several times throughout the year providing a college and career readiness curriculum with consists of lessons plans, power point presentations, student activity worksheets and pre-and post-assessments. The curriculum for 6th grade includes course selection, skills needed for post secondary success, career of interests, post secondary investigation, SMART goals, middle school academic planning and academic skills needed for post secondary work. The curriculum for 7th grade includes course selection, growth mindset, learning style inventory, income vs. expenses, build college belief, middle school academic planning and post secondary costs. The curriculum for 8th grade includes course selection, personal strengths, career and post secondary academic planning, careers in the community, high school academic planning and ready financially: post secondary institutions.

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

When meeting with students in 6th and 7th grade, we plan to increase their postsecondary readiness through career exploration. During this time, students will learn about their interests, and how these interests relate to careers and career pathways. 8th grade students then use this knowledge to create a 4 year high school plan using the new Lighthouse Guidance Program.

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	50%	43%	No	55%
American Indian				
Asian	59%	54%	No	63%
Black/African American	33%	25%	No	40%
Hispanic	49%	34%	No	54%
White	55%	48%	No	60%
English language learners	32%	9%	No	39%
Students with disabilities	28%	13%	No	36%
Economically disadvantaged	46%	36%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	227	26%	35%
Students scoring at or above Achievement Level 4	146	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		90%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	447	51%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	75%

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)	20	32%	39%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	18%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	20%	27%

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	76	28%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			100%

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	44%	38%	No	50%
American Indian				
Asian	61%	62%	Yes	65%
Black/African American	27%	14%	No	34%
Hispanic	45%	25%	No	51%
White	48%	42%	No	54%
English language learners	38%	12%	No	44%
Students with disabilities	29%	13%	No	36%
Economically disadvantaged	41%	33%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	227	25%	35%
Students scoring at or above Achievement Level 4	102	11%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	476	59%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	663	74%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	111	12%	14%
Middle school performance on high school EOC and industry certifications	89	80%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	66%	70%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	43%	40%
Students scoring at or above Achievement Level 4	24	45%	55%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	22%	35%
Students scoring at or above Achievement Level 4	31	11%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			50%
Students scoring at or above Level 7			50%

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)	32		35
Participation in STEM-related experiences provided for students	25	3%	5%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	382	42%	52%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	65	7%	10%
Completion rate (%) for CTE students enrolled in *accelerated* courses		98%	100%
Students taking CTE industry certification exams	0	0%	50%
Passing rate (%) for students who take CTE industry certification exams		0%	75%
CTE program concentrators	0	0%	75%
CTE teachers holding appropriate industry certifications	0	0%	100%

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

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	247	23%	15%
Students who fail a mathematics course	46	5%	4%
Students who fail an English Language Arts course	26	3%	3%
Students who fail two or more courses in any subject	200	22%	20%
Students who receive two or more behavior referrals	105	12%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	134	15%	10%

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
The SAC is composed of the principal and appropriately balanced stakeholders and is representational of the ethnic, racial and economic make-up of the community served by the school. SAC has input on expenditures and programs. The Title I Common Needs Assessment provides data to determine expenditure of funds for curriculum, best practices, community relations, programs technology, parent workshops and conferences.
Parents and stakeholders will be afforded multiple opportunities to be actively engaged in school

based activities. These activities will include: back to school night, AVID parent night, 5000 Role Models and DIVAS induction ceremonies, ESOL and ESE IEP family nights, athletic awards ceremony, band concerts, and more.

Refer to the Title I Parent Involvement Plan for additional information.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase overall attendance in SAC and PTA by 15%.		20%	25%

Goals Summary

Goal #1:

To increase the number of students proficient in Writing by 21% from 29% to 50% as measured by the FCAT 2.0.

Goal #2:

Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce at risk indicators.

Goal #3:

To increase the number of students proficient in Reading and Language Arts by 12% from 43% to 55% as measured by FCAT 2.0.

Goal #4:

To increase the number of students proficient in Science by 16% from 33% to 49% as measured by FCAT 2.0.

Goal #5:

To increase the proficiency of African American students in math from 14% to 50%, in reading from 25% to 55% and in Science from 12% to 33%.

Goal #6:

Increase comprehension of text by implementing a variety of strategies for SWD. Increase reading proficiency of SWD from 20% to 36% as measured by FCAT 2.0.

Goal #7:

55% of all students will achieve proficiency as measured by the Civics EOC.

Goal #8:

To increase Math the number of students proficient in Math by 12% from 38% to 50% as measured by the FCAT 2.0.

Goals Detail

Goal #1:	To increase the number of students proficient in Writing by 21% from 29% to 50% as measured by the FCAT 2.0.
Targets Supported	• Writing
Resources Available to Support the Goal	• Literacy Coach • Core Connections writing Professional Development • Exemplar Lessons • Write Score progress monitoring assessment
Targeted Barriers to Achieving the Goal	• Students not engaged in writing rigorous writing tasks in the Language Arts classroom. • No evidence of writing in all content areas.

Plan to Monitor Progress Toward the Goal

Action:
WriteScore data, work samples

Person or Persons Responsible:
Teachers, Literacy Coach, SBLT

Target Dates or Schedule:
Weekly data PLCs, SBLT meetings (once per semester)

Evidence of Completion:
PLC and SBLT meeting minutes

Goal #2:	**Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce at risk indicators.**

Targets Supported	• EWS • EWS - Middle School
Resources Available to Support the Goal	• Attendance Specialist • Social Worker • School Psychologist • Behavior Specialist • Guidance Counselor • MTSS Coaches • School Based Leadership Team • Gulf Coast • Community Partners • Violence Prevention Specialist • Teachers
Targeted Barriers to Achieving the Goal	• Reports are inconclusive because they lack all information needed to identify at risk students. • Lack a structured system of processes to collect, analyze, review, and communicate data in regards to at risk students.

Plan to Monitor Progress Toward the Goal

Action:
Looking at EWS

Person or Persons Responsible:
MTSS Coaches

Target Dates or Schedule:
Once a six weeks

Evidence of Completion:
SBLT Notes

Goal #3:	To increase the number of students proficient in Reading and Language Arts by 12% from 43% to 55% as measured by FCAT 2.0.
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	• Reading Coach • Hourly Reading Teacher • Read 180 • LindaMood Bell • Literacy Team • Study Island •
Targeted Barriers to Achieving the Goal	• Lack of consistent data collection, as well as a lack of ongoing progress monitoring to analyze data to make instructional changes.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4:	To increase the number of students proficient in Science by 16% from 33% to 49% as measured by FCAT 2.0.
Targets Supported	• Science • Science - Middle School
Resources Available to Support the Goal	• Instructional Coaches (Science and Literacy) • Gap analysis provided by district • Common planning and data PLC • Data collection tools (Florida Achieves, FAIR data, Performance Matters)
Targeted Barriers to Achieving the Goal	• Lack of standard based instruction within the content limits of the Science benchmarks. • Lack of structured process to analyze data to make instructional changes or use data to focus instruction and implement interventions and strategies to provide remediation and enrichment.

Plan to Monitor Progress Toward the Goal

Action:
Performance Matters data, PLC meeting minutes

Person or Persons Responsible:
School Based Leadership Team Department PLC Instructional Leadership Team walkthroughs

Target Dates or Schedule:
After each assessment cycle, when minutes are submitted

Evidence of Completion:
School Based Leadership Team minutes Department PLC minutes PLC minutes from common planning times

Goal #5:	To increase the proficiency of African American students in math from 14% to 50%, in reading from 25% to 55% and in Science from 12% to 33%.

Targets Supported
- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - FAA
- Reading - Learning Gains
- Reading - CELLA
- Reading - Postsecondary Readiness
- Writing
- 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
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal	• Extended Learning Program • Partnership with community based after school programs • Monthly club activities including 5000 Role Models, DIVAS and STEP programs. • AVID program
Targeted Barriers to Achieving the Goal	• Inaccurate placement in rigorous and intervention courses. • Lack of implementation of best practices to support a diverse classroom.

Plan to Monitor Progress Toward the Goal

Action:
Review of reading, math, and science proficiency data for minority students

Person or Persons Responsible:
SBLT

Target Dates or Schedule:
After each testing cycle is completed

Evidence of Completion:
meeting minutes

Goal #6:	**Increase comprehension of text by implementing a variety of strategies for SWD. Increase reading proficiency of SWD from 20% to 36% as measured by FCAT 2.0.**

Targets Supported	• Reading • Reading - AMO's • Reading - FCAT2.0
Resources Available to Support the Goal	• TSA/VE Specialist • Literacy Coach • ESE Teachers • iPads/Kindles • MTSS/RtI Coaches
Targeted Barriers to Achieving the Goal	• Teachers lack knowledge related to strategies to address students' reading deficiency.

Plan to Monitor Progress Toward the Goal

Action:
Classroom Walkthroughs

Person or Persons Responsible:
FTLP Intern

Target Dates or Schedule:
Weekly (September through December 2013)

Evidence of Completion:
Walkthrough Logs, notes

Goal #7:	**55% of all students will achieve proficiency as measured by the Civics EOC.**
Targets Supported	• Civics EOC
Resources Available to Support the Goal	• Civics test item specifications book • Civics curriculum resource • Common Planning time
Targeted Barriers to Achieving the Goal	• Effective lesson planning and implementation of Civics standards.

Plan to Monitor Progress Toward the Goal

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #8:	**To increase Math the number of students proficient in Math by 12% from 38% to 50% as measured by the FCAT 2.0.**
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
Resources Available to Support the Goal	• Math Coach • Just in Time Content Professional Development • Collaborative Planning in PLC
Targeted Barriers to Achieving the Goal	• Lack of consistent data collection; as well as ongoing progress monitoring to analyze data and make instructional changes. • Lack of understanding, preparation, and implementation of Math common core standards and best mathematical practices that lead to mastery.

Plan to Monitor Progress Toward the Goal

Action:
will monitor Data PLC logs

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
weekly

Evidence of Completion:
feedback on Data PLC logs

Action Plan for Improvement

Goal #1:	To increase the number of students proficient in Writing by 21% from 29% to 50% as measured by the FCAT 2.0.
Barrier #1:	Students not engaged in writing rigorous writing tasks in the Language Arts classroom.
Strategy #1 to Overcome the Barrier	Literacy coach will model lessons based on rigorous writing tasks in all Language Arts classrooms.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
All language arts teachers will engage in a coaching cycle with the literacy coach. Literacy coach will model lessons based on rigorous writing tasks.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
Ongoing beginning in September

Evidence of Completion:
Teachers will consistently implement rigorous writing lessons.

Facilitator:
Literacy Coach

Participants:
All Language Arts Teachers

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

Action:
Will observe in classrooms for evidence of writing lessons.

Person or Persons Responsible:
Language Arts Administrator

Target Dates or Schedule:
Ongoing as coaching cycles are completed.

Evidence of Completion
Coaching Logs, walkthrough data

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

Action:
Review Lesson Plans for evidence of rigorous writing

Person or Persons Responsible:
Instructional Leadership Team

Target Dates or Schedule:
Weekly ILT meetings

Evidence of Completion:
ILT minutes, Lesson Plan feedback

Goal #1:	To increase the number of students proficient in Writing by 21% from 29% to 50% as measured by the FCAT 2.0.
Barrier #2:	No evidence of writing in all content areas.
Strategy #1 to Overcome the Barrier	Literacy coach will present the school-wide extended response writing rubric and provide professional development on how the writing rubric is implemented in all content classes.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Literacy coach will present the school-wide extended response writing rubric and provide professional development on how the writing rubric is implemented in all content classes.

Person or Persons Responsible:
Literacy Coach

Target Dates or Schedule:
September 13, 2014

Evidence of Completion:
implementation of writing rubric in all content classes

Facilitator:
Literacy Coach

Participants:
All teachers

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

Action:
Administrators will observe classrooms for the use of the writing rubric and provide feedback to teachers.

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
ongoinging

Evidence of Completion
Walk-through data

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #2:	Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce at risk indicators.
Barrier #1:	Reports are inconclusive because they lack all information needed to identify at risk students.
Strategy #1 to Overcome the Barrier	Work with district/DMT to create EWS report with necessary components to support/ help monitor at risk students.

Step #1 to Implement Strategy #1

Action:
Create report when necessary to include all necessary indicators

Person or Persons Responsible:
MTSS and DMT

Target Dates or Schedule:
Once a six weeks

Evidence of Completion:
SBLT Notes

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

Action:
EWS report contains all necessary indicators.

Person or Persons Responsible:
MTSS/RtI Coaches

Target Dates or Schedule:
Once a six weeks

Evidence of Completion
Report provides list of at risk students

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

Action:
EWS Report

Person or Persons Responsible:
MTSS Coaches

Target Dates or Schedule:
Once a six weeks

Evidence of Completion:
SBLT Notes

Goal #2:	Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce at risk indicators.
Barrier #2:	Lack a structured system of processes to collect, analyze, review, and communicate data in regards to at risk students.
Strategy #1 to Overcome the Barrier	CARE- Strategies for Closing Achievement Gaps training to teach the teachers about the signs of at risk students and the importance of building relationships. The training will cover research and best practices for building Culture and working with students with different Abilities. Committees to share purpose, steps to refer students, and report on progress from each committee. (Child Study Team, MTSS/ RtI Coaches)

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Child study team and MTSS Staff Developers facilitate PD on CARE- Strategies for Closing Achievement Gaps training to teach the teachers about the signs of at risk students and the importance of building relationships.

Person or Persons Responsible:
School-wide

Target Dates or Schedule:
September 13th Professional Development Day

Evidence of Completion:
School Meeting Calendar

Facilitator:
MIchelle Dennard, Title 1 Instructional Staff Developer

Participants:
School-wide

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

Action:
PD CARE - Strategies

Person or Persons Responsible:
MTSS/Coaches

Target Dates or Schedule:
September 13th

Evidence of Completion
Sign-in Sheet for the training

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

Action:
Training Completed

Person or Persons Responsible:
Admin/Coaches

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Walkthroughs, Lesson Plans. PLC Logs

Goal #3:	To increase the number of students proficient in Reading and Language Arts by 12% from 43% to 55% as measured by FCAT 2.0.
Barrier #1:	Lack of consistent data collection, as well as a lack of ongoing progress monitoring to analyze data to make instructional changes.
Strategy #1 to Overcome the Barrier	Ensuring all teachers have access to reading assessments: SRI, Achieve 3000, FAIR, Write Source, Study Island, RSkills. Data training/monitoring in PLC's, PD on data analysis (what to use, how to use it, where to find it, next steps). Use of common writing rubric school wide.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
MTSS Coaches will train teachers how to use Portal/Focus to run necessary reports. Teachers will run advanced reports for each class.

Person or Persons Responsible:
School wide

Target Dates or Schedule:
Pre- School & first Department PLC

Evidence of Completion:
PLC Agenda and Advanced Reports for each teacher

Facilitator:
MTSS Coaches

Participants:
School wide

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

Action:
Review of current assessment data

Person or Persons Responsible:
SAM administrator, Study Island administrator, FAIR coordinator, Tech coordinator

Target Dates or Schedule:
Prior to and during each assessment window

Evidence of Completion
Missing score reports

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

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #4:	To increase the number of students proficient in Science by 16% from 33% to 49% as measured by FCAT 2.0.
Barrier #1:	Lack of standard based instruction within the content limits of the Science benchmarks.
Strategy #1 to Overcome the Barrier	Professional Development at district wide training and ongoing throughout the school year to learn how to use and plan instructional tasks with learning goal charts and the common board configuration.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
1. Science department will attend professional development at District Wide training to learn how to use benchmark learning goal charts and plan effective instruction based on the unpacked benchmarks contained within the provided charts.Training will also include the use of the learning goal charts in conjunction with the common board configuration, which is a school initiative. 2. PLC meets weekly to plan and deliver lessons that authentically engage students in rigorous tasks and assessments aligned with science benchmarks.

Person or Persons Responsible:
Entire Science Department.

Target Dates or Schedule:
District Wide Training day August 14, 2013 at Morgan Fitzergald Middle Ongoing professional development offered through the District science office throughout the school year.

Evidence of Completion:
Moodle- LMS transcripts Classroom Walk-Through Teacher Lesson Plans

Facilitator:
Marissa Silkie-Rees District Personnel

Participants:
Tyrone Middle School Science Department

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

Action:
Classroom walk-throughs and lesson plan review

Person or Persons Responsible:
Administration Team

Target Dates or Schedule:
ongoing - weekly meetings and walkthroughs throughout the school year

Evidence of Completion
lesson plans, Administration Team Minutes, PLC logs

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

Action:
Analyze science benchmark data that is being tested during the current Performance Matters cycle

Person or Persons Responsible:
Administrative Team

Target Dates or Schedule:
Monthly at Data PLCs

Evidence of Completion:
PLC minutes

Goal #4:	To increase the number of students proficient in Science by 16% from 33% to 49% as measured by FCAT 2.0.
Barrier #2:	Lack of structured process to analyze data to make instructional changes or use data to focus instruction and implement interventions and strategies to provide remediation and enrichment.
Strategy #1 to Overcome the Barrier	Professional development on how to collect data/ progress monitor and use the data to make instructional changes.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Professional needs are identified, Teachers are notified of PLC training, Training Agenda is created

Person or Persons Responsible:
MTSS Staff Developers District Science Coach Science Chair Science Department (staff)

Target Dates or Schedule:
Data PLCs

Evidence of Completion:
Training Agenda,

Facilitator:
MTSS Staff Developers District Science Staff Developers Marissa Silkie-Rees (Department Chair)

Participants:
All

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

Action:
instructional walkthrough data

Person or Persons Responsible:
Differentiated Accountability Team, Instructional Leadership team and District Coaches, Science Department Team

Target Dates or Schedule:
Weekly professional learning community meetings, monthly department meetings, Instructional Leadership Team meetings, and Differentiated Accountability reviews, District reviews

Evidence of Completion
Walk-through data, lesson plans, Professional Learning Community logs and meeting minutes, department meeting minutes and agendas

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

Action:
Performance Matters, Instructional walkthrough data, Differentiated Accountability review data

Person or Persons Responsible:
Instructional Leadership Team. School Based Leadership team, coaches

Target Dates or Schedule:
ongoing

Evidence of Completion:
lesson plans, Professional Learning Community agendas and minutes, walk through data trends, Performance Matters data trends

Goal #5:	To increase the proficiency of African American students in math from 14% to 50%, in reading from 25% to 55% and in Science from 12% to 33%.
Barrier #1:	Inaccurate placement in rigorous and intervention courses.
Strategy #1 to Overcome the Barrier	AVID site coordinator will recruit and retain minority students and ensure accurate placement in rigorous courses.

Step #1 to Implement Strategy #1

Action:
AVID site coordinator will recruit and retain minority students and ensure accurate placement in rigorous courses.

Person or Persons Responsible:
AVID Coordinator and AVID site team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
minority student enrollment in AVID site team.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:
Administrator will attend AVID site team meetings

Person or Persons Responsible:
School Administrator

Target Dates or Schedule:
Weekly meetings

Evidence of Completion
meeting minutes

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:
review of data (course enrollment, grades, etc.) for minority students

Person or Persons Responsible:
AVID site team

Target Dates or Schedule:
weekly AVID meetings

Evidence of Completion:
meeting minutes

Goal #5:	To increase the proficiency of African American students in math from 14% to 50%, in reading from 25% to 55% and in Science from 12% to 33%.
Barrier #1:	Inaccurate placement in rigorous and intervention courses.
Strategy #2 to Overcome the Barrier	Classroom teachers will review data of all students during the first week of school to ensure that all students are appropriately placed.

Step #1 to Implement Strategy #2

Action:
Classroom teachers will review data of all students during the first week of school to ensure that all students are appropriately placed.

Person or Persons Responsible:
All Classroom teachers

Target Dates or Schedule:
During the first week of school

Evidence of Completion:
Documentation in data PLC logs.

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #5

Action:
Attendance and participation in data PLC

Person or Persons Responsible:
school administrators and staff developers

Target Dates or Schedule:
data PLC

Evidence of Completion
meeting minutes

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #5

Action:
review of minority student schedules

Person or Persons Responsible:
guidance coulnselors and assistant principal responsible for scheduling

Target Dates or Schedule:

Evidence of Completion:

Goal #6:	Increase comprehension of text by implementing a variety of strategies for SWD. Increase reading proficiency of SWD from 20% to 36% as measured by FCAT 2.0.
Barrier #1:	Teachers lack knowledge related to strategies to address students' reading deficiency.
Strategy #1 to Overcome the Barrier	PD for content area teachers on implementing reading strategies for deficient readers

Step #1 to Implement Strategy #1

Action:
Create a Staff Development Calendar and Determine who will deliver the staff development

Person or Persons Responsible:
FTLP Intern, VE Specialist, Literacy Coach

Target Dates or Schedule:
September 2013

Evidence of Completion:
Staff Development Calendar

Step #2 to Implement Strategy #1 - PD Opportunity

Action:
During 6th grade/content area PLCs, staff development on needs/supports for SWD.

Person or Persons Responsible:
VE Specialist

Target Dates or Schedule:
Weekly 6th grade/content area PLCs September-December 2013

Evidence of Completion:
Sign in sheet for attendance verification and Professional Development notes and/or handouts

Facilitator:
TSA/VE Specialist

Participants:
VE Specialist

Step #3 to Implement Strategy #1

Action:
Planning lessons that incorporate supports learned

Person or Persons Responsible:
Content area 6th grade teachers

Target Dates or Schedule:
Common planning time

Evidence of Completion:
Lesson Plans

Step #4 to Implement Strategy #1

Action:
Develop a schedule of when VE Specialist and/or Literacy Coach will support teachers in classes

Person or Persons Responsible:
VE Specialist and/or Literacy Coach

Target Dates or Schedule:
Twice monthly

Evidence of Completion:
Meeting minutes/notes

Step #5 to Implement Strategy #1

Action:
Modeling strategies to increase reading proficiency for SWD, in 6th grade content classes

Person or Persons Responsible:
VE Specialist and/or Literacy Coach

Target Dates or Schedule:
September-December 2013

Evidence of Completion:
Classroom visit schedule/log

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
Touch base with action step owner to identify needed resources or additional support Receive updates on implementation progress and support provided. Review documentation of completed action steps Debriefing from (Literacy Coach and/or VE Specialist) following modeling occurring in classrooms

Person or Persons Responsible:
FTLP Intern

Target Dates or Schedule:
Touching base with action step owner: One week prior to start date of each action step Recieve updates on implementation progress: Weekly (September-December 2013) Debriefing: Twice Monthly (September-December 2013)

Evidence of Completion
Meeting on daily planner Minutes from PLCs, followup reports Log of classrooms visited for modeling

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #6

Action:
Conduct probes using AIMSWEB

Person or Persons Responsible:
6th grade ESE teachers

Target Dates or Schedule:
Every other week, October-December 2013

Evidence of Completion:
AIMSWEB data/report

Goal #7:	55% of all students will achieve proficiency as measured by the Civics EOC.
Barrier #1:	Effective lesson planning and implementation of Civics standards.
Strategy #1 to Overcome the Barrier	Civics teachers will effectively use common planning time to plan standards based lessons.

Step #1 to Implement Strategy #1

Action:
Civics teachers will effectively use common planning to plan standard based lessons.

Person or Persons Responsible:
Civics teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Documented in lesson plans

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #7:	55% of all students will achieve proficiency as measured by the Civics EOC.
Barrier #1:	Effective lesson planning and implementation of Civics standards.
Strategy #2 to Overcome the Barrier	Consistent and effective use of Document Based Questions (DBQ's)

Step #1 to Implement Strategy #2

Action:
Civics teachers will consistently and effectively use DBQ's
Person or Persons Responsible:
Civics teachers
Target Dates or Schedule:
ongoing
Evidence of Completion:
Evidenced in lesson plan

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #7

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 #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #7:	55% of all students will achieve proficiency as measured by the Civics EOC.
Barrier #1:	Effective lesson planning and implementation of Civics standards.
Strategy #3 to Overcome the Barrier	Consistent and effective use of the school-wide writing rubric

Step #1 to Implement Strategy #3

Action:
Civics teachers will consistently and effectively use the school-wide writing rubric
Person or Persons Responsible:
Civics teachers
Target Dates or Schedule:
ongoing
Evidence of Completion:
Evidenced in lesson plans

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #7

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 #7

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #8:	To increase Math the number of students proficient in Math by 12% from 38% to 50% as measured by the FCAT 2.0.
Barrier #1:	Lack of consistent data collection; as well as ongoing progress monitoring to analyze data and make instructional changes.
Strategy #1 to Overcome the Barrier	Use data to focus instruction and implement interventions & strategies to provide remediation and enrichment.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
All math teachers will review student data from the previous year (FAIR & FCAT) to plan for instruction.

Person or Persons Responsible:
All math teachers

Target Dates or Schedule:
during PLC time by the second week of school

Evidence of Completion:
All teachers will have advanced reports of all classes readily available for use.

Facilitator:
MTSS Staff Developers

Participants:
All math teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:
will ensure that each PLC team has attended professional development and will review minutes of PLC

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
at completion of PLC

Evidence of Completion
PLC meeting minutes and sign-in sheets

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #8

Action:
will monitor data PLC logs to ensure that data is being used to drive instruction

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Provide feedback on PLC logs

Goal #8:	To increase Math the number of students proficient in Math by 12% from 38% to 50% as measured by the FCAT 2.0.
Barrier #2:	Lack of understanding, preparation, and implementation of Math common core standards and best mathematical practices that lead to mastery.
Strategy #1 to Overcome the Barrier	Teachers engage in Professional Development focused on engaging students in rigorous tasks and assessments aligned with Common Core State Standards during PLC and District Provided Content Clinics.

Step #1 to Implement Strategy #1

Action:
Math Coach will provided continual and ongoing support through coaching cycles and facilitate PLCs

Person or Persons Responsible:
Math Coach

Target Dates or Schedule:
ongoing

Evidence of Completion:

Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Designated math teachers will attend the Florida Conference for Teachers of Mathematics to obtain innovative ideas for bring the Common Core Standards to life in the classroom.

Person or Persons Responsible:
Math teachers

Target Dates or Schedule:
October 15-17

Evidence of Completion:
Conference agendas

Facilitator:
FCTM Conference

Participants:
Math teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #8

Action:
administrator will continually monitor PLC forms

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
ongoing

Evidence of Completion
feedback will be provided to teachers and math coach

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #8

Action:
Will encourage and monitor attendance at professional development opportunities

Person or Persons Responsible:
Administrator

Target Dates or Schedule:
Ongoing as professional development opportunities arise

Evidence of Completion:
Professional development attendance sheets

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

Title 1, Part A – Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. In addition, Tyrone Middle School forms partnerships with businesses and agencies as additional means of support/funding. Some of these Community partnerships include: Duke Energy, City of St. Petersburg J. W. Cate & Gladden Park Recreation Centers' TASCO (Teen Arts, Sports, and Cultural Opportunities), Big Brothers Big Sisters, Christian Church, Chick Fil-A (Tyrone), Subway (Tyrone), Lee Roy Selmon (Tyrone), Macy's (Tyrone), Panera Bread (Tyrone), Bob Evans (Tyrone), McDonalds (Tyrone), Jimmy Johns, Office Depot (Tyrone), Publix (Tyrone), Olive Garden, Clothes to Kids. From these resources, Tyrone receives funding for field trips, school wide field day, student recognition events, mentoring, contributions towards rewards for positive student behavior.
Title 1 funds support Subject Area coaches and RtI coaches that are available to all teachers on campus to support teaching and learning and offer professional development. To support Parental engagement, there are various clubs, student support groups and recognition organizations that hold numerous parent-centered events throughout the school year. The Parent Teacher Student Association meets the second Tuesday of the month at 5:45 pm. In addition to this, the School Advisory Council meets the first Monday of the month at 5:00 pm. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title 1, Part C – Migrant – N/A

Title 1, Part D – The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Examples of these services at Tyrone Middle include free breakfast and lunch for all students and free school supplies if needed. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through before and after school tutoring, instructional materials and resources, and technology. TMS also offers credit recovery through the Nova Net program for those students who have fallen behind in their credits.

Title II – The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results. Tyrone Middle School uses Subject Area Coaches for Professional Learning Communities at least weekly throughout the school year.

Title III – Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators and ESOL Assistants provide assistance with parent workshops, disseminate information in various languages for Title I schools and act as home/school liaisons.

Title X – Homeless – The District receives funds to provide resources for students identified as Homeless (Lack a fixed, regular and adequate nighttime residence, Share the housing of others due to financial hardship, Live in motels, hotels, trailer parks, camping grounds, substandard housing due to lack of adequate alternative accommodations, Living in emergency or transitional shelters, Abandoned in hospitals, Awaiting foster care placement, Living in a public or private place not designed for humans to live, Living in cars, parks, abandoned buildings, bus or train stations, Migratory children living in above circumstances, etc) under the McKinney Vento Act to eliminate barriers for a free and appropriate education. A portion of Title 1, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring and technology). The school works in conjunction with our Homeless Education Assistance Team (HEAT) Social Worker assigned to Tyrone Middle to ensure that our students who are identified as homeless are getting their educational, social, and family needs met so that they can achieve academic success at their highest ability.

Supplemental Academic Instruction (SAI) – SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer. Also, through Professional Learning Communities, the various subject area coaches provide ongoing support.

Violence Prevention Programs – The Violence Prevention Program is funded by the Juvenile Welfare Board and Gulf Coast Jewish Family and Community Services. The Violence Prevention Program is to help decrease aggression, violence, bullying, and to increase school success and develop pro-social skills in our students. The School Board and Juvenile Welfare Board have a Research Agreement which coordinates with RTI to provide services such as feedback, progress, and to identify trends, gaps, and behaviors within the student community.

Nutrition Programs – Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps. With a poverty rate of greater than 40%, all Tyrone Middle School students receive free breakfast and lunch.

Housing Programs – N/A

Head Start – N/A

Adult Education – N/A

Career and Technical Education – N/A

Job Training – N/A

Other – N/A

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.

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

Goal #1: To increase the number of students proficient in Writing by 21% from 29% to 50% as measured by the FCAT 2.0.

Barrier #1: Students not engaged in writing rigorous writing tasks in the Language Arts classroom.

Strategy #1: Literacy coach will model lessons based on rigorous writing tasks in all Language Arts classrooms.

Action Step #1: All language arts teachers will engage in a coaching cycle with the literacy coach. Literacy coach will model lessons based on rigorous writing tasks.

Facilitator leader
Literacy Coach

Participants
All Language Arts Teachers

Target dates or schedule
Ongoing beginning in September

Evidence of Completion and Person Responsible for Monitoring
Teachers will consistently implement rigorous writing lessons.
(Person Responsible: Literacy Coach)

Barrier #2: No evidence of writing in all content areas.

Strategy #1: Literacy coach will present the school-wide extended response writing rubric and provide professional development on how the writing rubric is implemented in all content classes.

Action Step #1: Literacy coach will present the school-wide extended response writing rubric and provide professional development on how the writing rubric is implemented in all content classes.

Facilitator leader
Literacy Coach

Participants
All teachers

Target dates or schedule
September 13, 2014

Evidence of Completion and Person Responsible for Monitoring
implementation of writing rubric in all content classes
(Person Responsible: Literacy Coach)

Goal #2: Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce at risk indicators.

Barrier #2: Lack a structured system of processes to collect, analyze, review, and communicate data in regards to at risk students.

Strategy #1: CARE- Strategies for Closing Achievement Gaps training to teach the teachers about the signs of at risk students and the importance of building relationships. The training will cover research and best practices for building Culture and working with students with different Abilities. Committees to share purpose, steps to refer students, and report on progress from each committee. (Child Study Team, MTSS/RtI Coaches)

Action Step #1: Child study team and MTSS Staff Developers facilitate PD on CARE- Strategies for Closing Achievement Gaps training to teach the teachers about the signs of at risk students and the importance of building relationships.

Facilitator leader
MIchelle Dennard, Title 1 Instructional Staff Developer

Participants
School-wide

Target dates or schedule
September 13th Professional Development Day

Evidence of Completion and Person Responsible for Monitoring
School Meeting Calendar
(Person Responsible: School-wide)

Goal #3: To increase the number of students proficient in Reading and Language Arts by 12% from 43% to 55% as measured by FCAT 2.0.

Barrier #1: Lack of consistent data collection, as well as a lack of ongoing progress monitoring to analyze data to make instructional changes.

Strategy #1: Ensuring all teachers have access to reading assessments: SRI, Achieve 3000, FAIR, Write Source, Study Island, RSkills. Data training/monitoring in PLC's, PD on data analysis (what to use, how to use it, where to find it, next steps). Use of common writing rubric school wide.

Action Step #1: MTSS Coaches will train teachers how to use Portal/Focus to run necessary reports. Teachers will run advanced reports for each class.

Facilitator leader
MTSS Coaches

Participants
School wide

Target dates or schedule
Pre- School & first Department PLC

Evidence of Completion and Person Responsible for Monitoring
PLC Agenda and Advanced Reports for each teacher
(Person Responsible: School wide)

Goal #4: To increase the number of students proficient in Science by 16% from 33% to 49% as measured by FCAT 2.0.

Barrier #1: Lack of standard based instruction within the content limits of the Science benchmarks.

Strategy #1: Professional Development at district wide training and ongoing throughout the school year to learn how to use and plan instructional tasks with learning goal charts and the common board configuration.

Action Step #1: 1. Science department will attend professional development at District Wide training to learn how to use benchmark learning goal charts and plan effective instruction based on the unpacked benchmarks contained within the provided charts.Training will also include the use of the learning goal charts in conjunction with the common board configuration, which is a school initiative. 2. PLC meets weekly to plan and deliver lessons that authentically engage students in rigorous tasks and assessments aligned with science benchmarks.

Facilitator leader
Marissa Silkie-Rees District Personnel

Participants
Tyrone Middle School Science Department

Target dates or schedule
District Wide Training day August 14, 2013 at Morgan Fitzergald Middle Ongoing professional development offered through the District science office throughout the school year.

Evidence of Completion and Person Responsible for Monitoring
Moodle- LMS transcripts
Classroom Walk-Through
Teacher Lesson Plans
(Person Responsible: Entire Science Department.
)

Barrier #2: Lack of structured process to analyze data to make instructional changes or use data to focus instruction and implement interventions and strategies to provide remediation and enrichment.

Strategy #1: Professional development on how to collect data/ progress monitor and use the data to make instructional changes.

Action Step #1: Professional needs are identified, Teachers are notified of PLC training, Training Agenda is created

Facilitator leader
MTSS Staff Developers District Science Staff Developers Marissa Silkie-Rees (Department Chair)

Participants
All

Target dates or schedule
Data PLCs

Evidence of Completion and Person Responsible for Monitoring
Training Agenda,
(Person Responsible: MTSS Staff Developers
District Science Coach
Science Chair
Science Department (staff))

Goal #6: Increase comprehension of text by implementing a variety of strategies for SWD. Increase reading proficiency of SWD from 20% to 36% as measured by FCAT 2.0.

Barrier #1: Teachers lack knowledge related to strategies to address students' reading deficiency.

Strategy #1: PD for content area teachers on implementing reading strategies for deficient readers

Action Step #2: During 6th grade/content area PLCs, staff development on needs/supports for SWD.

Facilitator leader
TSA/VE Specialist

Participants
VE Specialist

Target dates or schedule
Weekly 6th grade/content area PLCs September-December 2013

Evidence of Completion and Person Responsible for Monitoring
Sign in sheet for attendance verification and Professional Development notes and/or handouts
(Person Responsible: VE Specialist)

Goal #8: To increase Math the number of students proficient in Math by 12% from 38% to 50% as measured by the FCAT 2.0.

Barrier #1: Lack of consistent data collection; as well as ongoing progress monitoring to analyze data and make instructional changes.

Strategy #1: Use data to focus instruction and implement interventions & strategies to provide remediation and enrichment.

Action Step #1: All math teachers will review student data from the previous year (FAIR & FCAT) to plan for instruction.

Facilitator leader
MTSS Staff Developers

Participants
All math teachers

Target dates or schedule
during PLC time by the second week of school

Evidence of Completion and Person Responsible for Monitoring
All teachers will have advanced reports of all classes readily available for use.
(Person Responsible: All math teachers)

Barrier #2: Lack of understanding, preparation, and implementation of Math common core standards and best mathematical practices that lead to mastery.

Strategy #1: Teachers engage in Professional Development focused on engaging students in rigorous tasks and assessments aligned with Common Core State Standards during PLC and District Provided Content Clinics.

Action Step #2: Designated math teachers will attend the Florida Conference for Teachers of Mathematics to obtain innovative ideas for bring the Common Core Standards to life in the classroom.

Facilitator leader
FCTM Conference

Participants
Math teachers

Target dates or schedule
October 15-17

Evidence of Completion and Person Responsible for Monitoring
Conference agendas
(Person Responsible: Math teachers)

Budget

Budget Summary by Goal

Goal	Description	Total
Goal #3	To increase the number of students proficient in Reading and Language Arts by 12% from 43% to 55% as measured by FCAT 2.0.	$117,427
Goal #8	To increase Math the number of students proficient in Math by 12% from 38% to 50% as measured by the FCAT 2.0.	$1,600
	Total	$119,027

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Personnel	Professional Development	Total
	$0	$0	$0	$0
Title I	$117,427	$0	$0	$117,427
Title I Funds	$0	$0	$1,600	$1,600
Total	$117,427	$0	$1,600	$119,027

Budget items identified in the SIP as necessary to achieve the school's goals

Goal #2: Develop and implement a systematic process for early warning detection and a proactive response utilizing multi-tiered systems of support to reduce at risk indicators.

Barrier #2: Lack a structured system of processes to collect, analyze, review, and communicate data in regards to at risk students.

Strategy #1: CARE- Strategies for Closing Achievement Gaps training to teach the teachers about the signs of at risk students and the importance of building relationships. The training will cover research and best practices for building Culture and working with students with different Abilities. Committees to share purpose, steps to refer students, and report on progress from each committee. (Child Study Team, MTSS/RtI Coaches)

Action Step #1: Child study team and MTSS Staff Developers facilitate PD on CARE- Strategies for Closing Achievement Gaps training to teach the teachers about the signs of at risk students and the importance of building relationships.

Resource Type	Evidence-Based Program
Resource	
Funding Source	
Amount Needed	

Goal #3: To increase the number of students proficient in Reading and Language Arts by 12% from 43% to 55% as measured by FCAT 2.0.

Barrier #1: Lack of consistent data collection, as well as a lack of ongoing progress monitoring to analyze data to make instructional changes.

Strategy #1: Ensuring all teachers have access to reading assessments: SRI, Achieve 3000, FAIR, Write Source, Study Island, RSkills. Data training/monitoring in PLC's, PD on data analysis (what to use, how to use it, where to find it, next steps). Use of common writing rubric school wide.

Action Step #1: MTSS Coaches will train teachers how to use Portal/Focus to run necessary reports. Teachers will run advanced reports for each class.

Resource Type	Evidence-Based Program
Resource	MTSS Staff Developers
Funding Source	Title I
Amount Needed	$117,427

Goal #8: To increase Math the number of students proficient in Math by 12% from 38% to 50% as measured by the FCAT 2.0.

Barrier #1: Lack of consistent data collection; as well as ongoing progress monitoring to analyze data and make instructional changes.

Strategy #1: Use data to focus instruction and implement interventions & strategies to provide remediation and enrichment.

Action Step #1: All math teachers will review student data from the previous year (FAIR & FCAT) to plan for instruction.

Resource Type	Personnel
Resource	Florida Council for Teachers of Mathematics Conference
Funding Source	Title I
Amount Needed	

Barrier #2: Lack of understanding, preparation, and implementation of Math common core standards and best mathematical practices that lead to mastery.

Strategy #1: Teachers engage in Professional Development focused on engaging students in rigorous tasks and assessments aligned with Common Core State Standards during PLC and District Provided Content Clinics.

Action Step #2: Designated math teachers will attend the Florida Conference for Teachers of Mathematics to obtain innovative ideas for bring the Common Core Standards to life in the classroom.

Resource Type	Professional Development
Resource	
Funding Source	Title I Funds
Amount Needed	$1,600