

Pinellas County Schools

Tyrone Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Tyrone Middle School

2375 66TH ST N, St Petersburg, FL 33710

<http://www.tyrone-ms.pinellas.k12.fl.us>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Tyrone Middle School-The Center for Innovation and Digital Learning will provide a safe and quality educational setting with engaging and rigorous classroom experiences that create educated, respectful, and responsible citizens who are prepared for college, career, and life.

Provide the school's vision statement.

Ensuring Achievement for All Scholars

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Burris, Linda	Principal	<p>The Principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the Principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader.</p> <p>ESSENTIAL RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Recruits, develops, supports, supervises, evaluates and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards and improvement plans. • Establishes and maintains a culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their team. • Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities. • Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success. <p>PRINCIPAL (ELEMENTARY, MIDDLE AND HIGH SCHOOL)</p> <p>Page 2 of 3</p> <p>ESSENTIAL RESPONSIBILITIES (CONTINUED)</p> <ul style="list-style-type: none"> • Structures and monitors the school learning environment to improve learning for a diverse student population while deploying safety protocols to foster the wellbeing of all stakeholders. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally

Name	Position Title	Job Duties and Responsibilities
		<p>relevant teaching, to ensure academic opportunity through equity and excellence for every student.</p> <ul style="list-style-type: none"> • Oversees and monitors disciplinary procedures for all students, in alignment with the Student Code of Conduct. • Demonstrates research- and evidence-based adult learning strategies and facilitates effective professional learning which develops highly-effective staff members through collaboration, planning, design and implementation of feedback, coaching and modeling to improve staff practice. • Establishes open lines of communication and processes to determine and support stakeholder needs and opportunities for growth. • Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, staff or the community. • Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals. • Develops the leadership skills of assistant principals and others who are preparing for school-based or district positions. • Engages in structured professional development programs and attends specific principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities. • Develops reports and analysis for district leaders and the community regarding the status and performance of the school. • Directs resources toward instructional improvement, development, and implementation of quality standards-based curricula. • Leads and manages organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment. • Recommends hiring and termination of school staff. • Represents the school and district at meetings within the community and other agencies, as assigned. • Performs and promotes all activities in compliance with equal employment and non-discrimination

Name	Position Title	Job Duties and Responsibilities
		<p>policies of the School Board of Pinellas County, Florida.</p> <ul style="list-style-type: none"> • Performs other related duties as required.
Helbling, Jason	Assistant Principal	<p>The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.</p> <p>ESSENTIAL RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Develops, supports, supervises and evaluates assigned staff members to support an effective and diverse faculty with a focus on increased effectiveness and student achievement. • Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based and aligned with statutes, policies, standards and improvement plans. • Supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. • Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. • Promotes that student learning is a top priority through leadership actions focused on student achievement and success. • Supports and monitors the school learning environment which improves learning for a diverse student population. • Creates a positive school culture and learning environment through the implementation of equity,

Name	Position Title	Job Duties and Responsibilities
		<p>restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student.</p> <ul style="list-style-type: none"> • Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct. <p>ASSISTANT PRINCIPAL (ELEMENTARY, MIDDLE, ALT HIGH SCHOOL AND HIGH SCHOOL)</p> <p>Page 2 of 3</p> <p>ESSENTIAL RESPONSIBILITIES (CONTINUED)</p> <ul style="list-style-type: none"> • Assists in establishing open lines of communication and processes to determine and support stakeholder needs and opportunities for growth. • Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, assigned staff or the community. • Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals. • Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles within the school. • Engages in structured professional development programs and attends specific assistant principal training to ensure ongoing self-reflection, growth and improved practices related to the role and responsibilities. • Develops reports and analysis, under the direction of the Principal, for district leaders and the community regarding the status and performance of the school. • Under the direction of the Principal, manages assigned organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, textbooks, testing, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment. • Represents the school and district at meetings within the community and other agencies, as assigned. • Performs and promotes all activities in compliance with equal employment and non?discrimination policies of the School Board of Pinellas County, Florida. • Performs other related duties as required.

Name	Position Title	Job Duties and Responsibilities
Dudley, Ray	Assistant Principal	<p>The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.</p> <p>ESSENTIAL RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Develops, supports, supervises and evaluates assigned staff members to support an effective and diverse faculty with a focus on increased effectiveness and student achievement. • Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based and aligned with statutes, policies, standards and improvement plans. • Supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. • Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. • Promotes that student learning is a top priority through leadership actions focused on student achievement and success. • Supports and monitors the school learning environment which improves learning for a diverse student population. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct. <p>ASSISTANT PRINCIPAL (ELEMENTARY, MIDDLE, ALT HIGH SCHOOL AND HIGH SCHOOL)</p> <p>Page 2 of 3</p> <p>ESSENTIAL RESPONSIBILITIES (CONTINUED)</p> <ul style="list-style-type: none"> • Assists in establishing open lines of communication and processes to determine and support stakeholder needs and opportunities for growth. • Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, assigned staff or the community. • Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals. • Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles within the school. • Engages in structured professional development programs and attends specific assistant principal training to ensure ongoing self-reflection, growth and improved practices related to the role and responsibilities. • Develops reports and analysis, under the direction of the Principal, for district leaders and the community regarding the status and performance of the school. • Under the direction of the Principal, manages assigned organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, textbooks, testing, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment. • Represents the school and district at meetings within the community and other agencies, as assigned. • Performs and promotes all activities in compliance with equal employment and non?discrimination policies of the School Board of Pinellas County, Florida. • Performs other related duties as required.
Javan, Turner	Assistant Principal	The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and

Name	Position Title	Job Duties and Responsibilities
		<p>effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned.</p> <p>ESSENTIAL RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Develops, supports, supervises and evaluates assigned staff members to support an effective and diverse faculty with a focus on increased effectiveness and student achievement. • Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based and aligned with statutes, policies, standards and improvement plans. • Supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. • Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. • Promotes that student learning is a top priority through leadership actions focused on student achievement and success. • Supports and monitors the school learning environment which improves learning for a diverse student population. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. • Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct.

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Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

All stakeholders are provided an opportunity to provide input on the creation and implementation of the School Improvement Plan. As data becomes available, it is shared, reviewed and analyzed to guide and inform the development of school improvement goals. At the beginning of the year, teachers are aware of the process and provide input accordingly. As the SIP is a fluid document, suggestions and/or revisions by our stakeholders are gathered and updates are recorded within the plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring of the School Improvement plan will take place throughout the school year by the administrative team, teachers, parents and community members. School leadership teams will evaluate progress based on PM1, PM2 and district initiated common assessments. The School Advisory Council may also choose to revise the plan based on input from stakeholders.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: F 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	45	71	64	180	
One or more suspensions	0	0	0	0	0	0	86	129	101	316	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	41	31	109	
Level 1 on statewide Math assessment	0	0	0	0	0	0	14	36	19	69	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	66	86	69	221

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	5	2	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27			28			38		
ELA Learning Gains	31			29			44		
ELA Lowest 25th Percentile	25			23			35		
Math Achievement*	29			35			36		
Math Learning Gains	33			39			39		
Math Lowest 25th Percentile	38			38			38		
Science Achievement*	24			32			40		
Social Studies Achievement*	31			41			47		
Middle School Acceleration	42			56			53		
Graduation Rate									
College and Career Acceleration									
ELP Progress	24			44			74		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	30
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	7
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	3	3
ELL	25	Yes	2	1
AMI				
ASN	47			
BLK	21	Yes	3	3
HSP	29	Yes	1	1
MUL	35	Yes	3	
PAC				
WHT	34	Yes	1	
FRL	29	Yes	2	1

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	27	31	25	29	33	38	24	31	42			24
SWD	7	20	23	8	31	40	6	12				
ELL	22	35	31	26	29	31	5	27	17			24
AMI												
ASN	50	50		52	51		30	50	43			
BLK	10	22	25	9	30	34	13	18	29			
HSP	28	32	24	30	29	38	24	27	44			17
MUL	32	29		37	40	40	24	27	50			
PAC												
WHT	31	32	24	36	32	45	29	38	42			
FRL	21	26	26	24	32	41	21	27	43			26

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	28	29	23	35	39	38	32	41	56			44
SWD	11	20	19	15	31	29	15	13				
ELL	25	35	41	35	44	46	25	38	62			44
AMI												
ASN	48	45	40	58	48		52	65	60			33
BLK	14	18	18	11	29	35	12	22	26			
HSP	25	28	31	36	43	39	26	36	65			42
MUL	34	33	20	44	48	45	41	40	50			
PAC												
WHT	33	31	23	44	40	37	39	49	61			58
FRL	23	25	22	28	37	39	28	34	47			55

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	38	44	35	36	39	38	40	47	53			74
SWD	13	32	28	8	28	31	10	26				
ELL	24	43	37	27	35	32	23	23	36			74
AMI												
ASN	56	47	23	53	42	50	67	52	76			67
BLK	20	36	37	17	29	28	9	25	42			
HSP	36	44	34	32	34	30	38	52	48			73
MUL	37	43	20	37	44	31	36	37				
PAC												
WHT	43	46	36	42	44	53	47	56	48			83
FRL	33	41	37	30	36	37	31	37	41			75

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

While Tyrone Middle School demonstrated significant growth in all academic areas, the data component that showed the lowest performance is within our ELA proficiency ratings. In addition, our science scores did not produce the rapid growth towards proficiency as seen in the other academic areas.

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

Tyrone Middle School did not have a decline in any of the data components as demonstrated on the FAST PM3 Assessment

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is our Science scores. Factors that contributed to this gap is the lack of quality full-time certified teachers within the department and lack of collaborative professional learning opportunities.

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

The data component that showed the most improvement is within the mathematics department. Overall, our 6th grade students demonstrated 70% proficiency ratings on the FAST PM 3.

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

Tyrone Middle School has identified attendance and suspension rates as two areas of improvement.

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

1. ELA
2. Writing
3. Science
4. Math
5. Learning Gains

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 38 percent based on the Spring 2022-2023 Progress Monitoring (PM) Statewide Assessment. We will focus on increasing student proficiency levels while improving overall assessment performance compared to previous years. Based on the 2022-2023 PM Statewide Assessment, nearly 10 percent of our students are at level 2.2. Furthermore, all our level 2's are strategically placed in reading to improve vocabulary development, enhance writing using textual evidence, support critical thinking, and build student capacity. We expect to move these scholars to the next achievement level by the end of the 2023-2024 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of students demonstrating proficiency from 38 percent to 45 percent as measured by the 2023-2024 PM Statewide Assessment. At least 46 percent of our bottom quartile and overall student population will make learning gains in ELA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Intentional tracking of student data through PM Statewide Cycles, Performance Matters Assessment, I Ready, IXL, and In-Class Assessments (Formal or informal). Administration and Language Arts/Reading Coach will facilitate and monitor lesson plans during our weekly PLC meetings. Administration will calibrate with Coach to conduct walkthroughs to ensure data-driven instruction is utilized in the classrooms. Immediate feedback will be provided to teachers after walkthroughs.

Person responsible for monitoring outcome:

Ray Dudley (dudleyra@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Use PLCs to ensure intentional planning by ensuring lesson plans and instructional activities will include research-based high-yield strategies. Lesson Plans will incorporate current student data indicators to design, track, and inform intervention and enrichment.

Extending Learning Program (Tutoring) will be offered to provide students with academic enrichment that align with state standards and assess student outcomes.

Coaching cycles will be provided to teachers to improve instruction when needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting the above evidence-based strategies is that overall student academic performance can improve when teachers utilize intentional planning that incorporates student data and research-based strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction.

Person Responsible: Ray Dudley (dudleyra@pcsb.org)

The administration will conduct weekly walkthroughs that provide teachers with immediate and purposeful feedback aligning with school-wide look fors. Teacher feedback data will be utilized to support coaching and enhance classroom instruction.

Person Responsible: Ray Dudley (dudleyra@pcsb.org)

The administration will continue to monitor student data through State and District Assessments, Classroom Work, and the usage of Academic Enrichment Programs (ELP).

Person Responsible: Ray Dudley (dudleyra@pcsb.org)

Administration will monitor and support instructional planning to ensure protocols are being implemented and followed. Administration will also monitor and support coaching collaboration to ensure strategies to accelerate literacy across content areas are utilized in Facilitated Lesson Plan Meetings.

Person Responsible: Ray Dudley (dudleyra@pcsb.org)

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on school year 2022-2023 FSA results, 36% of 8th grade scholars school-wide were proficient on the SSA-Science Assessment. We reviewed the number/percentage of incoming 8th grade scholars enrolled in our 2023-2024 school year, 37% of them are proficient in literacy and 32% of them are proficient in math, additionally, there are 12% of scholars that are currently a level 2.2 in literacy or math, we expect to move these scholars to proficient by the end of the 23-24 school year.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our current level of performance is 36% of our 8th grade scholars are proficient on the 2023 SSA Science. We expect our performance level to increase by 10% to move our scholars to 46% proficiency by Spring 2024 Progress Monitoring assessment (F.A.S.T.)/SSA-Science Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The science team will use equity centered PLCs to design, analyze, implement, and monitor student data to create and differentiate inquiry-based instruction using AVID and CRT strategies.

The Science team will be support by the Administration team via: Weekly walk-throughs with instructional feedback, data chats, goal setting, celebrations, and academic incentives.

Additionally, the team will focus on developing formative and summative assessments to track and review student progress to standards mastery and remediation groups to ensure comprehension.

Person responsible for monitoring outcome:

Turner Javan (turnerj@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategy 1-Teachers will provide extensive inquiry based instruction which includes opportunities for students to think scientifically through research, content exploration, and writing opportunities (claims and evidence).

Strategy 2-Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.

Strategy 3- Science teachers will use cross content (Math, Reading, AVID) strategies to support Science learning with related content.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If teachers use formative, standards-based assessment data to guide their instructional planning, implementation, and remediation, then the instruction will be aligned to the depth and rigor of the standard and differentiated to specific scholar needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1

1. Teachers will utilize the pacing guide to ensure Science benchmarks are being taught.
2. Teachers use common short and extended performance-based tasks for assessment of student mastery of content.
3. Science teachers utilize the parallel teaching approach teaching Nature of Science in context with Content.
4. Science teachers provide students with opportunities to write lab summaries during inquiry-based science projects.
5. Teachers provide students the opportunity to make a claim, test it and defend their results with evidence using WICORT strategies in their writing.
6. Using Project Based Learning, teachers will help students make real world content connections to make content meaningful.
7. All teachers will meet weekly in common planning PLCs, review scholar responses to tasks and formative assessments, and utilize systemic documents (adopted curriculum, pacing guides, CRT planning resources, etc.) to create standards-based lesson plans with modeled responses that incorporate cognitively complex tasks (Level 3+) aligned targets.

Person Responsible: Turner Javan (turnerj@pcsb.org)

Strategy 2

1. Teachers will regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge scholar mastery of the content.
2. All Teachers will meet weekly in equity-centered common planning Professional Learning Communities (PLCs), inclusive of 'data chats', to review scholars' responses to tasks and formative assessments and plan for instructional lessons, following the 5E model, that include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts.
3. Teachers will meet to collaboratively create and implement common bi-weekly differentiated instructional plans that include, standards, goals, targets, text dependent questions, close and critical reading, checks for understanding, and complex tasks/texts based on student performance data.
4. Administrator will conduct regular classroom visits to monitor teacher instructional practice and give instructional feedback.

Person Responsible: Turner Javan (turnerj@pcsb.org)

Strategy 3

1. Teacher will utilize AVID strategies (Note taking, binders, coding) to support scholars learning.
2. The Science team will collaborate with Math, AVID, and Reading to identify common terms(vocabulary), strategies, and other related areas to support Science comprehension.
3. The Science teachers will incorporate binders to ensure organization skills, note taking, and reference focus for our scholars.
4. Teachers will monitor students' binders (notebook check) to ensure the usage and skill to being utilized.
- 5., Science with model best practices via maintaining a science binder and teaching tool.

6. The Administration will monitor academic progress, successes, and deficiencies via class walk-throughs and binder monitoring.

Person Responsible: Turner Javan (turnerj@pcsb.org)

#3. Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our current level of performance is 66 percent based on the Spring 2022-2023 Progress Monitoring (PM) Statewide Assessment. We will focus on increasing student proficiency levels while improving overall assessment performance compared to previous years. We will increase student PM State Assessment scores by utilizing across-content vocabulary development to enhance reading, enhance student agency, and expand the timeframe that we strategically offer our Extended Learning (Tutoring) program. Data indicates that 77 percent of our students that attended our ELP program this past year demonstrated proficiency on the 2022-2023 PM State Assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the percentage of students demonstrating proficiency from 66 percent to 70 percent as measured by the 2023-2024 PM Statewide Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Intentional tracking of student data through PM Statewide Cycles, Performance Matters Assessment, IXL, Student Binders, and In-Class Assessments (Formal or informal). Administration and Civics Coach will facilitate and monitor lesson plans during our weekly PLC meetings. Administration will calibrate with Coach to conduct walkthroughs to ensure data-driven instruction is utilized in the classrooms. Immediate feedback will be provided to teachers after walkthroughs.

Person responsible for monitoring outcome:

Ray Dudley (dudleyra@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Use PLCs to ensure intentional planning by ensuring lesson plans and instructional activities will include research-based high-yield strategies. Lesson Plans will incorporate current student data indicators to design, track, and inform intervention and enrichment.

Extending Learning Program (Tutoring) will be offered to provide students with academic enrichment that align with state standards and assess student outcomes.

The administration will utilize coaching cycles and shadowing opportunities to improve instruction when needed.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting the above evidence-based strategies is that overall student academic performance can improve when teachers utilize intentional planning that incorporates student data, heighten student agency with requiring content binders, and continue to include research-based high-yield strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction.

Person Responsible: Ray Dudley (dudleyra@pcsb.org)

The administration will conduct weekly walkthroughs that provide teachers with immediate and purposeful feedback aligning with school-wide look fors. Teacher feedback data will be utilized to support coaching and enhance classroom instruction.

Person Responsible: Ray Dudley (dudleyra@pcsb.org)

The administration will continue to monitor student data through State and District Assessments, Classroom Work, and the usage of Academic Enrichment Programs (ELP).

Person Responsible: Ray Dudley (dudleyra@pcsb.org)

Administration will monitor and support instructional planning. Administration will also monitor and support coaching collaborations to ensure strategies to accelerate literacy across content areas are utilized in Facilitated Lesson Plan Meetings.

Person Responsible: Ray Dudley (dudleyra@pcsb.org)

#4. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#5. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Pinellas County Schools Superintendent and the Pinellas County School Board have invested in a strong support structure that creates an increasing number of strategies and interventions to support schools in need. The district has robust systems, processes, and measures to continually review the progress in the schools in support of their continued improvement. Data review has informed the various aspects of this plan. It connects several ongoing monitoring systems to support the schools in alignment with the domains for school turnaround: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement. The Leadership Team will continue to meet weekly to monitor the progress of our Differentiated Accountability (DA) schools. Issues identified in the process include but are not limited to the following: teacher concerns, staffing model, technology, facilities, instructional practices, the effectiveness of School-based Leadership Teams, coaching support model,

allocation of resources, progress monitoring, and student performance. The team evaluates identified issues weekly and establishes a plan of action to resolve them effectively and efficiently.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

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

It is important that parents and guardians are kept informed about program updates, meetings, and academic assessments. To ensure that parents are informed in a timely manner, there are several communication methods we will use. Meetings, letters home, School Messenger, email, and the school website are all utilized to keep parents up-to-date. This way, our parents can stay informed about program changes and updates as soon as they happen. Additionally, general meetings will be held to provide parents with information about the curriculum and academic assessments. These meetings will provide an opportunity for parents to ask questions, provide feedback, and offer suggestions. By encouraging parent input, we can better serve the needs of the students and their families. By utilizing various communication methods and encouraging parent input, the program aims to provide the necessary support for student success.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Tyrone Middle School will take an active role in supporting the academic and social emotional growth of our students. Providing monthly meetings and materials for parents to help improve their child's academic performance and social emotional wellbeing is a great example of this. These meetings will serve as a platform for parents to learn about different strategies and techniques that they can use to support their child's learning and development. For instance, parents may learn about effective study habits, time management skills, and ways to promote positive mental health. In addition to these meetings, materials such as handouts and online resources will assist parents in staying informed and up-to-date with the latest research and best practices in education. Overall, these efforts can help build a strong partnership between schools and parents, which can ultimately benefit the academic and social emotional growth of students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii))

Tyrone Middle School has a strong commitment to ongoing professional development, recognizing that investing in teachers is an investment in the success of our students. Our meeting schedule and professional development plan are designed to provide opportunities for teachers to learn, grow and

collaborate with one another. Faculty meetings are held regularly, providing a platform for all teachers to come together and share best practices in teaching and learning. These meetings are also used for discussing school-wide initiatives, policies and procedures. Department meetings enable teachers to meet with colleagues in their specific subject area, allowing for in-depth discussions on curriculum, instruction and assessment. This allows for the sharing of ideas, resources and strategies that can be implemented in classrooms across the school. Grade level meetings provide an opportunity for teachers to work together and collaborate on lesson plans, assessments, and instruction. This allow for the development of consistent and meaningful learning experiences for students across a particular grade level. Committee meetings are focused on specific areas of interest or need, such as school culture, technology, or student engagement. These meetings allow teachers to work together to develop new initiatives, review current programs, or explore new ideas. Overall, the meeting schedule and professional development plan at Tyrone Middle School reflects our commitment to creating a collaborative and supportive learning environment for our teachers, which in turn positively impacts our students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The School Improvement Plan is developed and intentionally designed to align with our Title 1 Family Engagement Plan, UniSig and other funding resources.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

In recent years, there has been a growing recognition that students' success in school depends on more than just their academic abilities. To address this, Tyrone has begun to implement a variety of support services aimed at improving students' mental health, social-emotional skills, and overall well-being. One of the most common support services is counseling, which provides students with a safe and confidential space to talk about their thoughts and feelings. School-based mental health services go a step further and offer students access to mental health professionals who can provide therapy and other mental health services.

Specialized support services are also available to students with specific needs or challenges, such as those with disabilities or who are English language learners. These services can include individualized education plans, assistive technology, and specialized instruction.

Mentoring services provide students with a positive adult role model who can offer guidance and support. These programs can be especially helpful for students who lack positive adult relationships outside of school.

Overall, these strategies are aimed at improving students' skills and abilities outside of traditional academic subject areas. By providing students with the support they need to thrive both academically and personally, schools can help ensure that all students have the opportunity to succeed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

One of the most important aspects of preparing for a successful career is ensuring that you have the necessary education and training. This can take many forms, including postsecondary education and career and technical education programs. It is also becoming increasingly common for middle school students to earn high school credit while still in middle school. In preparation for high school and CTE programs.

Career and technical education (CTE) programs offer students the opportunity to gain hands-on experience in a specific trade or industry, allowing them to develop skills that are directly applicable to the workforce. These programs often partner with local businesses and industry leaders to ensure that students are receiving the most up-to-date training and that they are prepared for the demands of the job market.

Broadening access to coursework that allows middle school students to earn college credit is another way to help students prepare for their future careers. This can include high school credit classes, sitting for the SAT, and other initiatives that allow students to earn high school credit while still in middle school. By taking advantage of these opportunities, students can save both time and money on their college education, and they can graduate with valuable experience and credentials that can help them stand out in the job market.

Overall, it is important to ensure that students have access to a wide range of opportunities in preparation for postsecondary and workforce training programs in order to help them succeed in their chosen careers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

A schoolwide tiered model to prevent and address problem behavior, and early intervening services are essential components of a comprehensive approach to promoting positive behavior and academic success for all students.

The tiered model is designed to provide a continuum of support to students based on their needs. The first tier includes universal interventions that are provided to all students, such as school-wide positive behavior interventions and supports (PBIS). The second tier provides targeted interventions to students who are at risk for problem behavior, such as social-emotional learning programs or small group interventions. The third tier provides intensive interventions to students who require individualized support, such as functional behavior assessments and individual behavior plans.

Early intervening services are also important because they provide students with the support they need before they develop more significant problems. Services may include academic interventions, such as tutoring or mentoring, or behavioral interventions, such as counseling or social skills training.

Together, a schoolwide tiered model and early intervening services can help ensure that all students have the opportunity to succeed academically and behaviorally. By providing a continuum of support that is tailored to each student's needs, schools can create a positive and inclusive learning environment where all students can thrive.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Tyrone Middle School has a strong commitment to ongoing professional development, recognizing that investing in teachers is an investment in the success of our students. Our meeting schedule and professional development plan are designed to provide opportunities for teachers to learn, grow and collaborate with one another. Faculty meetings are held regularly, providing a platform for all teachers to come together and share best practices in teaching and learning. These meetings are also used for discussing school-wide initiatives, policies and procedures. Department meetings enable teachers to meet with colleagues in their specific subject area, allowing for in-depth discussions on curriculum, instruction and assessment. This allows for the sharing of ideas, resources and strategies that can be

implemented in classrooms across the school. Grade level meetings provide an opportunity for teachers to work together and collaborate on lesson plans, assessments, and instruction. This allow for the development of consistent and meaningful learning experiences for students across a particular grade level. Committee meetings are focused on specific areas of interest or need, such as school culture, technology, or student engagement. These meetings allow teachers to work together to develop new initiatives, review current programs, or explore new ideas. Overall, the meeting schedule and professional development plan at Tyrone Middle School reflects our commitment to creating a collaborative and supportive learning environment for our teachers, which in turn positively impacts our students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA				\$171,767.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			4611 - Tyrone Middle School	UniSIG	0.72	\$21,600.00
			<i>Notes: Instruction, basic/classroom teacher: The part time hourly (PTH) reading recovery teacher will be scheduled to work 5 hours per day, 5 days per week. This teacher will use researched based strategies and interventions to support enrichment and/or reteaching of content, assisting with individual or small group instruction, assisting with administering diagnostics and assessments, and planning support based on assessment results.</i> <i>Instruction, basic/classroom teacher: The part time hourly reading recovery teacher will be scheduled to work 5 hours per day, 5 days per week. This teacher will use researched based strategies and interventions to support enrichment and/or reteaching of content, assisting with individual or small group instruction, assisting with administering diagnostics and assessments, and planning support based on assessment results.</i>			
			4611 - Tyrone Middle School	UniSIG	0.72	\$2,932.00
			<i>Notes: Instruction, basic//retirement: PTHS teacher retirement contribution (13.57%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.72	\$1,653.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): PTH teacher FICA taxes (7.65%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$52,858.00
			<i>Notes: Instructional staff training services/other certified: The instructional staff developer (ISD), multi-tiered system of supports (MTSS) coach will support teachers in planning and aligning classroom plans to district and state standards; analyzing, monitoring, and communicating response to instruction/intervention data; monitoring schoolwide achievement data; and monitoring behavior data.</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$7,183.00
			<i>Notes: Instructional staff training services/retirement: ISD retirement contribution (13.57%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$4,044.00

			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): ISD FICA taxes (7.65%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$11,390.00
			<i>Notes: Instructional staff training services/group insurance. ISD group insurance (average \$13,245).</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$8,605.00
			<i>Notes: Instruction, basic/classroom teacher: The MTSS ISD position will teach one class focusing on small group intervention for students needing additional intervention to close the learning gap. The ISD's class will present instructional practices in a model/ demonstration classroom setting for observation by all instructors.</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$1,168.00
			<i>Notes: Instruction, basic/retirement: ISD teacher retirement contribution (13.57%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$659.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): ISD FICA taxes (7.65%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$1,855.00
			<i>Notes: Instruction, basic/group insurance: ISD group insurance (average \$13,245).</i>			
			4611 - Tyrone Middle School	UniSIG		\$37,820.00
			<i>Notes: Instruction, basic/furniture, fixtures and equipment: Purchase computers for students to utilize in classrooms. This will allow for students to receive targeted remediation that is specific to their needs with a teacher/interventionist and with accommodations that they need. This will allow us to purchase approximately 40 student digital devices.</i>			
			4611 - Tyrone Middle School	UniSIG		\$20,000.00
			<i>Notes: Instruction, basic/supplies: Classroom supplies such as: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student response dry erase boards, colored paper, etc.</i>			
2	III.B.	Area of Focus: Instructional Practice: Science				\$97,758.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			4611 - Tyrone Middle School	UniSIG	0.86	\$49,315.00
			<i>Notes: Instructional staff training services/other certified: The instructional staff developer (ISD), multi-tiered system of supports (MTSS) coach will support teachers in planning and aligning classroom plans to district and state standards; analyzing, monitoring, and communicating response to instruction/intervention data; monitoring schoolwide achievement data; and monitoring behavior data.</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$6,692.00
			<i>Notes: Instructional staff training services/retirement: ISD retirement contribution (13.57%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$3,773.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): ISD FICA taxes (7.65%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$11,390.00
			<i>Notes: Instructional staff training services/group insurance. ISD group insurance (average \$13,245).</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$8,028.00
			<i>Notes: Instruction, basic/classroom teacher: The MTSS ISD position will teach one class focusing on small group intervention for students needing additional intervention to close the learning gap. The ISD's class will present instructional practices in a model/ demonstration classroom setting for observation by all instructors.</i>			

			4611 - Tyrone Middle School	UniSIG	0.14	\$1,090.00
			<i>Notes: Instruction, basic/retirement: ISD teacher retirement contribution (13.57%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$615.00
			<i>Notes: Instruction, basic/Federal Insurance Contributions Act (FICA): ISD FICA taxes (7.65%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$1,855.00
			<i>Notes: Instruction, basic/group insurance: ISD group insurance (average \$13,245).</i>			
			4611 - Tyrone Middle School	UniSIG		\$15,000.00
			<i>Notes: Instruction, basic/supplies: Classroom supplies such as: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student response dry erase boards, colored paper, etc.</i>			
3	III.B.	Area of Focus: Instructional Practice: Social Studies				\$108,681.40
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			4611 - Tyrone Middle School	UniSIG	0.86	\$55,078.00
			<i>Notes: Instructional staff training services/other certified: Base salary for a coach/instructional staff developer (ISD) focusing on social studies. This position works with our teachers on instructional delivery, target/task alignment, and engagement strategies.</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$7,474.00
			<i>Notes: Instructional staff training services/retirement. Social studies ISD retirement contribution (13.57%)</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$4,214.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): Social studies ISD FICA taxes (7.65%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.86	\$11,390.00
			<i>Notes: Instructional staff training services/group insurance. Social studies ISD group insurance (average \$13,245).</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$8,961.00
			<i>Notes: Instruction, basic/classroom teacher: The social studies ISD position will teach one class of social studies. The ISD's class will present instructional practices in a model/demonstration classroom setting for observation by all social studies instructors.</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$1,217.00
			<i>Notes: Instruction, basic/retirement: Social studies ISD teacher retirement contribution (13.57%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$686.00
			<i>Notes: Instructional staff training services/Federal Insurance Contributions Act (FICA): Social studies ISD FICA taxes (7.65%).</i>			
			4611 - Tyrone Middle School	UniSIG	0.14	\$1,855.00
			<i>Notes: Instruction, basic/group insurance. Social studies ISD group insurance (average \$13,245).</i>			
			4611 - Tyrone Middle School	UniSIG		\$17,806.40
			<i>Notes: Instruction, basic/supplies: Classroom supplies such as: paper, pencils, pens, highlighters, sheet protectors, copies for marking the text and annotating, composition books for journaling, 3 ring binders, note cards, dry erase makers, student response dry erase boards, colored paper, etc.</i>			
4	III.B.	Area of Focus: Instructional Practice: Math				\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00

Total:	\$395,200.00
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Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes