

# School Improvement Plan

## 2015-2016

Tarpon Springs Middle

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Superintendent



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# School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Tarpon Springs Middle	Principal's First Name Raquel	Principal's Last Name Giles
School Advisory Council Chair's First Name Amber	School Advisory Council Chair's Last Name Turcott	

## SCHOOL VISION - What is your school's vision statement?

Empowering Tomorrow's Leaders Today!

## SCHOOL MISSION - What is your school's mission statement?

Our mission is to fully engage students in their education. Through effective teaching practices and the students application of knowledge, students will be prepared for high school.

## SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers start the school year off by using team building activities and "get to know you" activities in the classroom. Teachers take an active role in learning about their students and focus on building relationships with the students and their families.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

Tarpon Springs Middle School is committed to creating a welcoming environment for all the students. Through the increase in the School Wide Behavior plan we are improving the learning environment as well as reinforcing to the students that they are in a safe and respectful environment. We are offering the families and students before and after care through the YMCA and the teachers are visible on campus for all the students.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Tarpon Springs Middle School is improving their school wide behavior plan and expectations through the growth and improvement of the Foundations Team. Through staff surveys and round-table discussion Tarpon Springs Middle will be focusing on improving the learning environment through the school wide implementation of a focus on tardy reduction, a modified dress code, and addressing the safety of the students and staff by addressing backpacks on campus and in the classroom. These three issues were brought up through surveys and discussions. TSMS will also be supporting a more consistent classroom management plan and through these improvements we are sure that student achievement will be improved with more time on task.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers at Tarpon Springs Middle School are conducting beginning of the year team building exercises with their students to help the students adjust to the Middle School Environment. Guidance counselors are available to meet with the students to ensure they are adjusting and to discuss any concerns they may have. Our MTSS team also discusses students and helps find mentoring or tutors if they

have academic or behavioral concerns. The AVID program will implement a tutoring program.

**PART I** **CURRENT SCHOOL STATUS**

**Section B** **School Advisory Council (SAC)**

**SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Raquel	Giles	Faculty
Julia	Marshall	Faculty
Amber	Turcott	Faculty
Nate	Prince	Faculty
Officer	Volker	Community
Katina	Steffen	Parent
Tina	Chagaris	Parent
Sandra	Hopkins	Parent
Kari	Campbell	Parent
Sharon	Stockley	Parent
Krista	Duffek	Parent
Isabella	Szepelska	Parent
Kim	Briscoe	Parent
Ken	Briscoe	Parent
Cathy	Pitts	Parent
Evelyn	Kikta	Parent
Christine	Lewis	Faculty

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

2014-15 FSA Writing, Reading, and Math scores are not yet available for this report. The SIP plan will be updated upon receipt of the FSA scores.

Goal 1 to support target(s): Increase students who are level 3 proficient or higher from 64.5% to 80% to meet the Annual Measurable Outcome target through the development and implementation of a school wide vocabulary program.

Goal 2 to support target(s): Tarpon Springs Middle will increase instructional rigor in the classroom in order to expand the reading skills of the students as measured by the FAIR assessment. Students reading below grade level will be progress monitored throughout the year on one or more of the following assessments: FAIR, SRI Inventory, Lexile, and Achieve 3000 Level Set. Students will increase their reading level by 10 percent.

Goal 3 to support target(s): Tarpon Springs Middle will continue to increase the instructional rigor in the classroom in order to expand the writing skills of the students as measured by the Write Score Assessment. Tarpon Springs Middle will increase the number of students writing on or above grade level by 10%.

Goal 4 to support target(s): Math Goal: Students enrolled in mathematics courses during the 2014-2015 school year will perform with a 63% proficiency achieving level 3 and above ( translates to a 5% increase) on the Mathematics SSS summative assessments as they correlate to the 2013-2014 FCAT results.

Algebra EOC 2013-14 Pass Rate: 97%  
Algebra EOC 2014-15 Pass Rate: 79%

Geometry 2013-14 Pass Rate: 100%  
Geometry 2014-15 Pass Rate:

Science Goal: Students in the 8th grade during the 2014-2015 school year will perform with a 62% proficiency with level 3 and above (9% increase) on the Science FCAT from previous school year, 2013-2014.

Science FCAT 2013-14 Pass Rate: 59%  
Science FCAT 2014-15 Pass Rate: 56%

Social Studies Goal:By June 2015, 100% of Social Studies teachers will plan and deliver instruction aligned with the Florida Standards for Social Studies, in an effort to enable 80% of students to perform successfully on their EOC.

Civics EOC 2014 Pass Rate: 69%  
Civics EOC 2015 Pass Rate: 69%

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

- a) Community Connections for reaching out to the families and improving parental involvement we set aside \$500.00
- b) Recruitment of mentors and volunteers for students identified as in need of these relationship or assistance we set aside \$500.00
- c) Foundations Team will be improving the Positive Behavior Support system by offering more incentives to the students for improving behavior and academics we set aside \$2100.00
- d) Continued support of the new Leadership Academy and the need for materials and curriculum we set aside \$1000.00
- e) Clubs and interest groups for improving the school connection we set aside \$500.00

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

Continue to provide progress on School Improvement goals; share updates on TSMS initiatives and provide opportunity for feedback on a monthly basis.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

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

SAC approval. School Improvement goal are reviewed at the May, 2015 meeting.

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

The team leaders at Tarpon Springs Middle will be discussing with their departments and suggested uses of the SAC funds. The administrative team will bring the ideas to SAC and decide on the most appropriate use of the SAC funds. Tarpon Middle has a process in place for staff to request School Improvement Plan funds.

- a) Community Connections for reaching out to the families and improving parental involvement we set aside \$500.00
- b) Recruitment of mentors and volunteers for students identified as in need of these relationship or assistance we set aside \$500.00
- c) Foundations Team will be improving the Positive Behavior Support system by offering more incentives to the students for improving behavior and academics we set aside \$1000.00 (aka Spartan Pride)
- d) Continued support of the new Leadership Academy and the need for materials and curriculum we set aside \$1000.00
- e) Clubs and interest groups for improving the school connection we set aside \$500.00
- f) TDE's for Side By Side Coaching – Math and Language Arts \$1000.00
- g) Teacher Requests: \$1,500.00

TOTAL: \$6000.00

**STATUTORY COMPLIANCE -**

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?  Yes  No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

**PART I** **CURRENT SCHOOL STATUS**

**Section C** **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Raquel	Last Name Giles	Email Address gilesr@pcsb.org	
Highest Academic Degree Master of Education Leadership	Field of Study Educational Leadership	# of Years as an Administrator 10	# of Years at Current School 1
Certifications (if applicable) Educational Leadership			

**ASSISTANT PRINCIPAL #1**

First Name Margaret	Last Name Attkisson	Email Address attkissonm@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education Leadership"/>	Field of Study Educational Leadership	# of Years as an Administrator 8	# of Years at Current School 8
Certifications (if applicable) Educational Leadership			

**ASSISTANT PRINCIPAL #2**

First Name Kristina	Last Name Devine	Email Address devinek@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education Leadership"/>	Field of Study Educational Leadership	# of Years as an Administrator 0	# of Years at Current School 0
Certifications (if applicable) Educational Leadership			

**ASSISTANT PRINCIPAL #3**

First Name Lois	Last Name Mays	Email Address maysl@pcsb.org	
Highest Academic Degree <input type="text" value="Master of Education Leadership"/>	Field of Study Educational Leadership	# of Years as an Administrator 11	# of Years at Current School 0
Certifications (if applicable) Educational Leadership			

**ASSISTANT PRINCIPAL #4**

First Name	Last Name	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

<b>PART I</b>	<b>CURRENT SCHOOL STATUS</b>
<b>Section D</b>	<b>Public and Collaborative Teaching</b>
<b>INSTRUCTIONAL EMPLOYEES</b>	

# of instructional employees:   43  

% receiving effective rating or higher:           

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

% certified infield, pursuant to Section 1012.2315(2), F.S.:  100% 

% ESOL endorsed:   26  

% reading endorsed:   18  

% with advanced degrees:   46  

% National Board Certified:   0

% first-year teachers:   0    
% with 1-5 years of experience:   7    
% with 6-14 years of experience:  30   
% with 15 or more years of experience:  60 

**PARAPROFESSIONALS**

# of paraprofessionals:   2    
% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):           

**TEACHER RECRUITMENT AND RETENTION STRATEGIES**

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

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

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

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Tarpon Springs Middle has used teacher empowerment and teacher input in school decisions as a means of encouraging positive working relationships. We will continue to gather teacher input in an effort to improve all the working relationships in the school. Teachers meet in their Professional Learning Communities in order to plan as a subject area and we will be investigating a way to use common lesson plans across the subject area.

**TEACHER MENTORING PROGRAM/PLAN** - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Tarpon Springs Middle School assigns a Mentor to all teachers who are brand new to the teaching profession. In addition, Tarpon Springs Middle also has mentors available to teachers who are still new to the profession and require or request additional assistance. Planned activities include: Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

**PART I** **CURRENT SCHOOL STATUS**

**Section E** **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

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

The primary role of an MTSS team is to oversee/facilitate the development of effective practices and supports through a continuum of supports (PD/training, coaching, leadership, evaluation, and organizational system) that integrate the implementation research, supported by evidence and address all learners across the continuum. The problem solving process is used to evaluate the effectiveness and efficiencies of the continuum of supports.

The MTSS team will meet by grade levels bi-weekly with the grade level administrator, guidance counselor, school psychologist, school



social worker and VE TSA to review and assess student academic and behavior performance. Tier 2 and Tier 3 interventions will be developed and implemented via grade level MTSS meetings. The Whole MTSS team will meet bi-weekly (alternating with grade level) to analyze school wide data based on attendance, infraction counts, and academic progress to determine trends, student progress areas in need of support and opportunities for celebration.

The SBLT will monitor the 9-week Action Plans to determine effectiveness of instructional strategies, school wide and classroom management plans. The planning cycle will include a revision of action steps as determined by the review.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

[Add Member](#) [Delete Member](#)

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Raquel	Giles	Principal
Margaret	Attkisson	Assistant Principal
Lois	Mays	Assistant Principal
Kristina	Devine	Assistant Principal
Elena	Sampson	Guidance Counselor
Allison	Linstrum	Guidance Counselor
Laura	Burge	Guidance Counselor
Nancy	Joslin	VE TSA Liaison
Jamie	Donnelly	School Psychologist
Valerie	Rodriguez	School Social Worker

**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The Spartan Power Team represents leadership at TSMS: PLC content leaders, all administrators, pro-ed facilitator, media/technology specialist, and PCTA rep. The team meets monthly to review SIP initiatives-MTSS updates and progress toward the measurable goals. Areas of strength and opportunity for improvement are noted based on data from school wide assessments, walk through, and lesson plan monitoring. Leaders take the information to their PLC members and discuss steps to address gaps.

**DATA SOURCES AND MANAGEMENT SYSTEMS** - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR reading assessment, State Math Assessment, State Science Assessments Glencoe Online Writing Assessment, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, Curriculum Based Measurement (CBM) Common Assessments Midyear: Florida Assessments for Instruction in Reading (FAIR), End of year: FAIR, State and District Math and Science Assessment, FSA Frequency of Data Days: twice a month for data analysis Data results will be distributed to teachers at focused faculty meetings following data reviews. Students will engage in data chats with teachers and counselors during Activity periods every-other Friday. Parents will be informed of data at SAC meetings at least two times per year.

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The MTSS will utilize the PS/Rtl Beliefs Survey and Perceptions of Ps/Rtl Skills Survey to assess current levels of consensus and problem-solving skills within the school building. Data will be analyzed during scheduled meeting times. Initial training will be provided during

grade level meetings and content Professional Learning Communities, and follow-up lessons will occur throughout the year during PLC learning meetings each month. Surveys will be used to evaluate effectiveness of professional development efforts.

**PART I****CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Through Focused Faculty meetings and Learning PLCs which have been designed in the master schedule through common planning, the Principal and Assistant Principals meet with teachers once a month during planning periods to develop strategies appropriate for their content and students. Voluntary peer observations will be conducted during the focused faculty meeting so teachers can observe each other using highly effective strategies in the classroom. Teachers' lesson plans are submitted Wednesday of each week, allowing administrators time to ensure lesson alignment to standards. Administrators will provide feedback to teachers before the lesson.

**DIFFERENTIATED INSTRUCTION** - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of the course content. School wide progress reports will be sent home at mid-quarter to communicate with parents their child's academic performance in a timely manner. Teachers will meet in PLCs at least once per month to review student data including responses to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement with students to support their success with complex text. Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress during the bi-weekly Activity Period.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

**INSTRUCTIONAL STRATEGY #1**

## Strategy Type

## Ambitious Instruction

TSMS teachers will effectively organize students for mastery of complex tasks to increase student learning gains by 10 percent as demonstrated on annual FSA and EOC assessments. WICOR strategies will be used to enrich and accelerate the curriculum across content. The AVID & Literacy Team will meet monthly to select a focus strategy of the month. Support will be provided to teachers through the faculty focus meetings.

TSMS has identified three areas to focus for improvement. First is Standards Based Instruction. Administrators will monitor lesson plans on a weekly basis to ensure a viable curriculum.

Minutes added to the school year: \_\_\_\_\_

## What is/are the strategy's purpose(s) and rationale(s)?

Teachers will utilize data to differentiate and scaffold instruction to increase student performance.  
Effectively Organize Students for mastery of complex tasks.  
Effectively use monitoring strategies.  
Teachers will assist students in improve writing skills.

## Provide a description of the strategy below.

Review content daily to ensure students are seeing correct level of mastery.  
Use homework as a tool of higher order examples of content benchmarks  
Review with students after each unit to ensure they understand LV 3 mastery  
Teachers will come up with effective monitoring strategies to personalize and track progress.  
Teachers will employ the gradual release model in the classroom.

## How is data collected and analyzed to determine the effectiveness of this strategy?

Lesson plan review; gradebook review; common assessment results; classroom formative and summative assessments; administrator

observations via walkthrough; formal and informal observations  
Administrators monitor and support the implementation of literacy standards and strategies through DBQ project materials in the content. (recommended 3 DBQs before FSA)

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Instructional Staff and Administrators

## INSTRUCTIONAL STRATEGY #2

Strategy Type

Collaborative Teachers

TSMS teachers will work collaboratively to develop lessons and scales through common planning to demonstrate teachers share a strong sense of responsibility for student development, school improvement, and professional growth as demonstrated by similar lesson plans, increased participation in common planning activities and professional development that supports student goals. In addition, school improvement funds will be used to support side-by-side-coaching for the reading and math department.

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Teachers will work collaboratively to develop lessons and scales  
Teachers will attend PLCs and discuss best practices.  
Teachers will attend committee meetings, share, collaborate with PLC members.

Provide a description of the strategy below.

Create scales based on Marzano frameworks.  
Teachers will implement, reflect, report and review strategies discussed at PLC  
Teachers work in PLC groups once a month to review standards and create instructional materials (including learning goals and scales) aligned to the rigor of their contents benchmarks.

How is data collected and analyzed to determine the effectiveness of this strategy?

Lesson plan review; gradebook review; common assessment results; classroom formative and summative assessments; administrator observations via walkthrough; formal and informal observations.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Instructional staff/administrative team/School Psychologist/School Social Worker/VE TSA

## INSTRUCTIONAL STRATEGY #3

Strategy Type

Supportive Learning Environment

TSMS teachers will consistently reinforce classroom expectations in order to provide a safe & secure learning environment and decrease by 10 percent Administrative referrals for noncompliance

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Implement Activity Period bi-weekly during which administrators, teachers and itinerants deliver safe school and citizenship lessons to students to support a safe learning environment and promote school wide behaviors for success.  
Establish classroom routines and procedures that ensure efficient and safe learning environment.  
AVID Ambassadors Program

Provide a description of the strategy below.

Support school wide behavior plans  
Ensure time is made available to create positive classroom environment

Adopt a student leader program within the AVID elective.

How is data collected and analyzed to determine the effectiveness of this strategy?

Lesson plans review; administrative walkthrough; informal and formal observations; data analysis collected via Decision Ed

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrators/Spartan Leadership Team/MTSS team and Foundations Team

**INSTRUCTIONAL STRATEGY #4**

Strategy Type

Minutes added to the school year: \_\_\_\_\_

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

**STUDENT TRANSITION AND READINESS** - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

**COLLEGE AND CAREER READINESS**

Describe the strategies the school uses to support college and career awareness

Tarpon Springs Middle offers students the opportunity to participate in their AVID program. Skills that are taught in the AVID program

are reinforced in all of the content areas and the students are also taught how these skills will benefit them when they enter the global community.

- a) Become proficient in taking notes in all classes, organization, time management, study skills, writing, inquiry, working with others, reading and public speaking
- b) Be supported by weekly tutors including college students, adults and peers
- c) Participate in guest speaker forums, volunteer activities and field trips to colleges, universities and businesses

Describe how the school integrates vocational and technical education programs.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

**PART I** **CURRENT SCHOOL STATUS**

**Section G** **Literacy Leadership Team (LLT)**

**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Margaret	Attkisson	Assistant Principal	attkissonm@pcsb.org
Maria	Steffen	Teacher	steffenm@pcsb.org
Sharon	Schlereth	Teacher	schlereths@pcsb.org

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Schoolwide, teachers are promoting literacy by: reinforcing "Binder and a Book" initiative in every classroom, utilizing tier 2 whiteboard vocabulary displays to encourage every teacher to reinforce vocabulary identified as "critical to middle school literacy success" utilizing WICOR and vocabulary strategies (i.e. interactive word walls, AVID strategies for vocabulary, Cornell strategies), supporting schoolwide engagement via Morning Show to introduce and encourage classroom use of identified vocabulary integrated in the content areas. Use and effectiveness are monitored in walkthroughs by administrators.

**MAJOR INITIATIVES** - What will be the major initiatives of the LLT this year?

Major initiatives include monitoring successes in previous year via assessment results, "Binder and a Book" incentive (tickets and drawings for books for students), and continued support and monitoring (for success) results of prior year literacy initiatives. The Literacy Team will continue to meet regularly to consider additional initiatives that encourage student literacy success.

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

<b>8-Step Problem-Solving Process</b>
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**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)****Area 1: English Language Arts (Reading)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25.5		

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39		

**FLORIDA ALTERNATE ASSESSMENT (FAA)****Area 1: English Language Arts (Reading)**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS****Area 1: English Language Arts (Reading)**

## Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56.6		

## Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)****Area 1: English Language Arts (Reading)**

## Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
84		

## Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28		

## Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28		

**ANNUAL MEASURABLE OBJECTIVES (AMOs)****Area 1: English Language Arts (Reading)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	69.2		84
Black/African American	27.1		59
Hispanic	59.1		77
Asian	72.7		94
American Indian			
English Language Learners (ELLs)	15.4		52
Students with Disabilities (SWDs)	15.7		59
Economically Disadvantaged	47.9		70

If you have a goal to support your reading targets, provide the following information for that goal.

**READING GOAL****Area 1: English Language Arts (Reading)**

What is your school's reading goal? Provide a description of the goal below.

Tarpon Springs Middle will increase the instructional rigor in the classroom in order to expand the reading skills of the students as measured by the SRI assessment. Students reading below grade level will be progress monitored throughout the year on one or more of the following assessments : SRI Inventory, Lexile, and Achieve 300 Level Set. Students will increase their reading level by 10%.

Provide possible data sources to measure your reading goal.

- Reading
- Reading - SRI Inventory
- Reading - Achieve 3000 Level Set

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Reading teachers will utilize data to differentiate and scaffold instruction to increase student performance.	Using supplemental texts, teachers will regularly include shorter, more challenging passages to elicit close reading and re-reading.
Action 2	Plan to Implement Action 2
Teachers will provide students with extensive research and writing opportunities.	Teachers will use scales that are linked to learning goals to help the students monitor their own progress and achievement.
Action 3	Plan to Implement Action 3
Reading teachers will implement instruction to help support student success in the new Core Connections standards	Teachers will attend ongoing Core Connections training and bring the new standards and strategies into the classroom.
Action 4	Plan to Implement Action 4
Teachers will meet in PLC's to share data and strategies with each other and discuss how to share the reading strategies with other content area teachers.	Develop a calender of implementation with the Reading coach for offering training and strategies to the other content area teachers. The Reading Coach will work with the Administrative Team to monitor the implementation of Core Connections.

## PART II

## EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

## Section B

## Area 2: English Language Arts (Writing)

## FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

## Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65.5		

## FLORIDA ALTERNATE ASSESSMENT (FAA)

## Area 2: English Language Arts (Writing)

## Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

**WRITING GOAL**

What is your school's writing goal? Provide a description of the goal below.

Tarpon Springs Middle will continue to increase the instructional rigor in the classroom in order to expand the writing skills of the students as measured by the Write Score Assessment. Tarpon Springs Middle will increase the number of students writing on or above grade level by 10%.

Provide possible data sources to measure your writing goal.

Tarpon Springs Middle will use Write Score and Holt McDougal's Collections as data sources for this goal.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Tarpon Springs Middle will continue to offer training and assistance to the staff for the implementation of the increased rigor in the classrooms after perusing the new materials.	Tarpon Springs Middle will continue to offer training and assistance to the staff . Instructors will be given ample time to digest, reflect, and collaborate regarding best practices in writing.
Action 2	Plan to Implement Action 2
Utilize county resources to enhance classroom instruction.	Teachers will utilize online writing resources. Teachers will also use county developed rubrics and attend trainings.
Action 3	Plan to Implement Action 3
Literacy coaches will assist other content area teachers in embedding reading and writing in content areas.	Department heads and Literacy coach will develop meeting calender to train content area teachers in reading and writing strategies.
Action 4	Plan to Implement Action 4



Teachers will meet in monthly PLC's to review strategies.	Discuss Core Connections lessons, close reading strategies, and introduce writing strategies.
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**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section C** **Area 3: Mathematics**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.9		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.7		

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

**Area 3: Mathematics**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**LEARNING GAINS**

**Area 3: Mathematics**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

**Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White			78
Black/African American	16.1		58
Hispanic	57.6		71
Asian	72.7		94
American Indian			
English Language Learners (ELLs)	16		48
Students with Disabilities (SWDs)	15		54
Economically Disadvantaged	40.4		65

**MIDDLE SCHOOL ACCLERATION****Area 3: Mathematics**

## Middle School Participation in High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## Middle School Performance on High School EOC

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)****Area 3: Mathematics**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36.4		

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60.6		

**GEOMETRY END-OF-COURSE ASSESSMENT (EOC)****Area 3: Mathematics**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15.2		

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
84.8		

If you have a goal to support your mathematics targets, provide the following information for that goal.

**MATHEMATICS GOAL**

What is your school's mathematics goal? Provide a description of the goal below.

Students enrolled in mathematics courses during the 2015-2016 school year will perform with a 10% increase of proficiency in achieving level 3 and above (translates to a 10% increase) on the Mathematics SSS summative assessments as they correlate to the 2014-2015 FSA results.

Provide possible data sources to measure your mathematics goal.

- Math - Elementary and Middle AMO's
- Math - Elementary and Middle Learning Gains
- Math - Middle School Acceleration
- Algebra 1 EOC
- Geometry EOC

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Tarpon Springs Middle will conduct a school wide meeting to discuss "shifts" and Core Connections standards. Tarpon Springs will use this informative meeting in order to align the staff in the implementation of the Core Connections Standards.	Time will be set aside throughout the year to inform faculty of the mathematics's departments effort to embrace the FSS.
Action 2	Plan to Implement Action 2
Teachers will empower their students to track their mathematical progress towards mastery of the FSS benchmarks.	Students will be provided with tracking tools which will allow them to track their progress towards reaching content mastery.

Action 3	Plan to Implement Action 3
Teachers will embed Literacy Strategies in Math Content.	Math teacher will provide students with opportunities to read informational and persuasive texts, write about the process and outcomes of their investigations and use the language of math as they work through each problem.
Action 4	Plan to Implement Action 4
Teachers will use available formative assessment data to help drive/remediate instruction.	Teachers will meet in PLC's at least once a month to review student data including responses to tasks and formative assessments. Use supplemental resources to include longer, more challenging word problems and mathematical tasks.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section D** **Area 4: Science**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59	56	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
29		

**FLORIDA ALTERNATE ASSESSMENT (FAA)** **Area 4: Science**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your science targets, provide the following information for that goal.

**SCIENCE GOAL** **Area 4: Science**

What is your school's science goal? Provide a description of the goal below.

Students in the 8th grade during the 2015-2016 school year will perform with a 62% proficiency with level 3 and above (10% increase) on the Science FSA from previous school year, 2014-2015.

Provide possible data sources to measure your science goal.

2014-15 FSA Science results  
 2015-16 mid-year common assessments (teacher or district developed)  
 Performance Matters ongoing assessments

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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Science teachers will utilize data to differentiate and scaffold instruction to increase student performance.	Administer GAP Assessment and review Data and remediate as necessary. Teachers will regularly check for understanding in each of the 5 E's of instruction. Use appropriate vocabulary strategies for students who are struggling.
<b>Action 2</b>	<b>Plan to Implement Action 2</b>
Implement AVID strategies to enhance learning and Reading Strategies	Scientific notebooking, Cornell Note taking, and Marking the Text, WICOR
<b>Action 3</b>	<b>Plan to Implement Action 3</b>
Teachers will engage in CLOSE reading of complex text along with text dependent questions	Teachers receive professional development on close reading strategies. Administrators will also provide feedback from classroom visits and provide feedback to the teachers.
<b>Action 4</b>	<b>Plan to Implement Action 4</b>
Teachers will provide extensive inquiry based instruction which includes research, scientific thinking, and writing opportunities	Teachers will use common short and extended writing and lab rubrics. Teachers provide opportunities to make a claim, test it, and defend their results with evidence.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section E** **Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students  
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

**STEM GOAL** **Area 5: Science, Technology, and Mathematics (STEM)**

What is your school's STEM goal? Provide a description of the goal below.

Provide possible data sources to measure your STEM goal.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

<b>Action 1</b>	<b>Plan to Implement Action 1</b>
<b>Action 2</b>	<b>Plan to Implement Action 2</b>
<b>Action 3</b>	<b>Plan to Implement Action 3</b>

Action 4	Plan to Implement Action 4

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section F</b>	<b>Area 6: Career and Technical Education (CTE)</b>

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your CTE targets, provide the following information for that goal.

<b>CTE GOAL</b>	<b>Area 6: Career and Technical Education (CTE)</b>
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What is your school's CTE goal? Provide a description of the goal below.

Provide possible data sources to measure your CTE goal.

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section G** **Area 7: Social Studies**

**CIVICS END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69	69	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

**U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your social studies targets, provide the following information for that goal.

**SOCIAL STUDIES GOAL** **Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

By June 2016, 100% of Social Studies teachers will plan and deliver instruction aligned with the Florida Standards for Social Studies, in an effort to enable 80% of students to perform successfully on their EOC and/or mid-term and final common assessments.

Provide possible data sources to measure your social studies goal.

We will measure student learning gains through mid-term common assessments and the final common assessment and the Civics EOC.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Meet with the PLCs monthly in order to discuss the action steps and results that are being seen.	Collaborative planning by the grade level. Teachers will share data at the PLC's in order to look for additional steps for student performance improvement.
Action 2	Plan to Implement Action 2
Teachers will align their own unit assessments with EOC question difficulty.	Teachers will use AVID strategies daily to support students at all levels. Content area PLC's will focus on identifying best practices for incorporating DBQ based multiple choice question skills regularly into the classroom.
Action 3	Plan to Implement Action 3
Develop systems for data collection, that include students tracking their own progress, and having regular data chats.	Create tools and plans, common among the department, to use for school based progress monitoring. Develop forms for the students to use in order to track their own progress. Administrator feedback from classroom visits.
Action 4	Plan to Implement Action 4
Provide students with exposure to a variety of primary source documents throughout the year.	Teachers will continue to use materials provided by the DBQ project. Teachers will continue to integrate literacy into the curriculum.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section H</b>	<b>Area 8: Early Warning Systems</b>
<b>ATTENDANCE</b>	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	3.3	2	1
Grade 7	5.1	2.2	1
Grade 8	4.3	2	1

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	10	13	5
Grade 7	15.3	14.7	5
Grade 8	17	20.5	5

<b>SUSPENSIONS</b>	<b>Area 8: Early Warning Systems</b>
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Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	23	23	20

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 7	29	26.6	20
Grade 8	31	28.3	20

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	8	6	5
Grade 7	9	9	5
Grade 8	6	7	5

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	17	15	10
Grade 7	15	14	10
Grade 8	18	18	10

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	7	4.3	1
Grade 7	3	2.5	1
Grade 8	3	1.4	1

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	8	11	5
Grade 7	10	5	2
Grade 8	11	11	5

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	1	1	1
Grade 7	3	0	0
Grade 8	5	.7	1

Students Referred for Alternative School Placement



	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	1	1	0
Grade 7	1	0	0
Grade 8	1	1	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0

**RETENTIONS**

**Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	2	2	0
Grade 7	2	.7	0
Grade 8	3	1	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	16.4		
Grade 7	10		
Grade 8	10		

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	2	5	0
Grade 7	4	5.4	0
Grade 8	1	.3	0

Students in 6th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	5	

**MULTIPLE EARLY WARNING INDICATORS****Area 8: Early Warning Systems**

## Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 6	19.3	18	
Grade 7	21	20.5	
Grade 8	26.1	23.9	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Tarpon Springs Middle offers: 1. Before and after school Extended Learning Programs. 2. Course recovery options. 3. Guidance counselors meet with all students who are failing classes and monitor their progress. 4. TSMS offers a variety of clubs and enrichment programs for the students to feel included in the school community. 5. YMCA program offers homework help to students before and after school. 6. Teachers offer individual help and tutoring before and after school.

Using the Response to Intervention Model, the MTSS team will work to identify students in need of additional support for academics, attendance and behavior. Once students are identified, the MTSS team will develop an intervention plan which could include any of the following: credit recovery, referral to violence preventions specialist, referral to 211, ELP invitation, voucher to Clothes for Kids, and HEAT.

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section I****Area 9: Black Student Achievement**

Describe and identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		
				Add Target	Delete Target
There will be a 10 percent increase percent of black students enrolled in rigorous advanced coursework. Action: MTSS Team will use student data to identify and target black students who demonstrate potential success in rigorous courses. Students will be invited to participate in 5000 Role Models, STEP and Girlfriends club. Academic support will be offered during ELP after-school.	23		35		
There will be an increase in performance of black students in rigorous advanced coursework. Action: Culturally relevant pedagogy will be embedded in monthly faculty focus meetings in addition to models for incorporating the 6Ms in planning and daily instruction . Students will be invited to participate in 5000 Role Models, STEP and Girlfriends club. Academic support will be offered during ELP after-school.	23		35		

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section J****Area 10: Family and Community 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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

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

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

Monitor the parent login on Portal.

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

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

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

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Schedule community evenings each semester to provide families with resources from the staff and from the school community. Community Connection Events were able to reach 50% of the parents in attendance. Out of these 50%, 25% were from the low 25.

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section K****Area 11: Additional Targets**

*This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.*

Add Target

Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Improve the nutritional and/or physical activity environment of the school by working toward attainment of at least one additional item not currently met by the school in the Healthy Schools Inventory.			66

**PART III** **PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD
Delete PD

Professional Development Identified	
Related Goal(s)	
Topic, Focus, and Content	
Facilitator or Leader	
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	
Strategies for Follow-Up and Monitoring	
Person Responsible for Monitoring	

**PART IV** **COORDINATION AND INTEGRATION**

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - 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 IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

The Gulf Coast Jewish Family Counseling provides a counselor on-site to provide small group instruction during lunch on violence prevention, goal setting, positive social interactions, and Second Step curriculum which is delivered during extra-curricular classes.

**MEETING STUDENT NEEDS** - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

**PART V****BUDGET**

Create a budget for each school-funded activity.

Add Item

Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

**PART VI****MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

# 8-Step Planning and Problem-Solving Process

