Tarpon Springs Middle School

2019-20 School Improvement Plan

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Tarpon Springs Middle School

501 N FLORIDA AVE, Tarpon Springs, FL 34689

http://www.tarpon-ms.pinellas.k12.fl.us

Demographics

Principal: Racquel Giles

Start Date for this Principal: 7/1/2014

2019-20 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: B 2016-17: B 2015-16: C 2014-15: B 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <u>www.floridacims.org.</u>

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Mission : To provide challenging learning experiences in a safe learning environment so all scholars are prepared for continued education, career and life.

Provide the school's vision statement

Vision: Learning Gains for Every Student, Every Day

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Phelps , Erin	Principal
Principal	
Nash, Amber	Assistant Principal
Assistant Principal	
Dove, Diane	Assistant Principal
Assistant Principal	
Moline, Felicia	Assistant Principal
Assistant Principal	
DeCorte, Brad	Teacher, K-12
Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	266	246	252	0	0	0	0	764
Attendance below 90 percent	0	0	0	0	0	0	28	46	70	0	0	0	0	144
One or more suspensions	0	0	0	0	0	0	52	50	74	0	0	0	0	176
Course failure in ELA or Math	0	0	0	0	0	0	29	55	52	0	0	0	0	136
Level 1 on statewide assessment	0	0	0	0	0	0	45	50	70	0	0	0	0	165

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	24	32	33	0	0	0	0	89

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	7	14	5	0	0	0	0	26

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated
Monday 6/24/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	75	76	93	0	0	0	0	244
One or more suspensions	0	0	0	0	0	0	32	37	45	0	0	0	0	114
Course failure in ELA or Math	0	0	0	0	0	0	8	13	4	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	61	73	93	0	0	0	0	227

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	32	36	48	0	0	0	0	116

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	55%	52%	54%	56%	50%	53%
ELA Learning Gains	54%	55%	54%	56%	50%	54%
ELA Lowest 25th Percentile	42%	47%	47%	42%	42%	47%
Math Achievement	55%	55%	58%	57%	54%	58%
Math Learning Gains	42%	52%	57%	53%	54%	57%
Math Lowest 25th Percentile	37%	46%	51%	44%	48%	51%
Science Achievement	52%	51%	51%	58%	52%	52%
Social Studies Achievement	73%	68%	72%	69%	65%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Number of students enrolled	266 (0)	246 (0)	252 (0)	764 (0)
Attendance below 90 percent	28 ()	46 ()	70 ()	144 (0)
One or more suspensions	52 (0)	50 (0)	74 (0)	176 (0)
Course failure in ELA or Math	29 (0)	55 (0)	52 (0)	136 (0)
Level 1 on statewide assessment	45 (0)	50 (0)	70 (0)	165 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	54%	51%	3%	54%	0%
	2018	55%	49%	6%	52%	3%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	52%	51%	1%	52%	0%
	2018	52%	48%	4%	51%	1%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
08	2019	59%	55%	4%	56%	3%
	2018	60%	55%	5%	58%	2%
Same Grade Comparison		-1%				

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	49%	44%	5%	55%	-6%
	2018	49%	45%	4%	52%	-3%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	65%	60%	5%	54%	11%
	2018	65%	59%	6%	54%	11%
Same Grade Comparison		0%				
Cohort Comparison		16%				
08	2019	21%	31%	-10%	46%	-25%
	2018	27%	31%	-4%	45%	-18%
Same Grade Comparison		-6%				
Cohort Comparison		-44%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	52%	51%	1%	48%	4%
	2018	57%	53%	4%	50%	7%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	73%	68%	5%	71%	2%
2018	68%	66%	2%	71%	-3%
Compare		5%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	55%	13%	61%	7%
2018	83%	57%	26%	62%	21%
Compare		-15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	56%	35%	57%	34%
2018	0%	56%	-56%	56%	-56%
Compare		91%			

Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	26	37	25	20	35	39	26	43			
ELL	24	39	42	32	39	35	12	40			
ASN	73	38		100	58						
BLK	31	45	37	22	29	33	15	58	46		
HSP	42	50	39	44	45	34	30	71	52		
MUL	54	39		67	47		36	70			
WHT	63	58	46	63	43	44	63	76	69		
FRL	48	52	42	45	41	34	41	62	55		

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	17	41	40	18	39	41	23	40			
ELL	25	40	36	17	39	39	25	35			
ASN	82	92		94	86						
BLK	21	36	34	23	39	41	25	29			
HSP	48	49	26	48	50	44	45	58	47		
MUL	58	56		61	56		55		55		
WHT	63	61	50	63	55	45	64	75	62		
FRL	46	51	40	45	48	44	46	63	50		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

2018-2019 FSA Federal Index data show three subgroups below 41% proficiency. Students with disabilities scored at 31% proficiency showing a 1% decrease from the 17-18 school year. English Language Learners scored at 35% proficiency showing a 1% increase from the 17-18 school year. African American students scored 35% proficiency showing a 4% increase from the 17-18 school year.

Observational data, walkthroughs and instructional support visits reveal the key areas identified for improvement are using PBIS and Restorative Practices to create optimal learning conditions, the use of culturally relevant instruction to increase student engagement and incorporating the use of cognitive complex tasks. While we have seen

marginal improvements in some areas, there is still a need for more professional development on the effective use of professional learning communities.

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

2018-2019 Math FSA data shows a 15% point decrease in student proficiency on the Algebra 1 End of Course Assessment; dropping from 83% to 68%.
The factors leading to the significant drop was the lack of consistent instruction in the 8th grade Algebra class. Math is a critical shortage area and it was difficult to recruit a middle school certified teacher who was skilled with high school content. The teacher assigned to the course resigned in October and the new teacher did not start until the first week of November. When the new teacher started in November, he conducted a diagnostic assessment and found the students were lacking in foundation concepts needed to progress. Consequently, the teacher hired had to re-teach quarter 1 standards.

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

2018-2019 Math FSA shows the greatest gap when compared to the state. 8th grade math shows a 25% gap between school and state with state performing at 46% student proficiency and the school at 21% student proficiency. The ALG EOC shows a 20% between school and state with state performing at 88% student proficiency and the school at 68% student proficiency.

Trend data reveal that math has seen inconsistent growth over the past three years. One factor contributing to the trend is the teacher turnover within the department. Since math is a critical shortage area and it was difficult to recruit teachers with strong content and pedagogy.

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

2018-2019 Civics data showed the greatest improvement with a 4% percentage point gain over last year and a 9% percentage point gain over three years. During the past three years, a strategic focused was placed on embedding literacy skills into the content to increase student proficiency. Additionally, the course progression was adjusted to provide an additional year of preparation prior to the assessment. Moreover, personnel changes were made to ensure a teacher with strong literacy skills were providing Civics instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

2018-2019 data reveal 23% of students received 1 or more suspension and 21.5% of students scored a level 1 on statewide assessments.

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

1.Increase the proficiency of rate for AA ESSA subgroup data from 35% to 45%
2. Increase the proficiency of rate for EL ESSA subgroup data from 35% to 45%

3. Increase the proficiency of rate for SWD ESSA subgroup data from 31% to 42%
4. Decrease the number of students suspended
5. Increase the use of AVID strategies school wide.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Bridging the Gap Goal
Rationale	Data reveal there is a consistent performance gap between black and non-black students in all academic and behavioral areas.

State the measureable outcome the school plans to achieve	Increase the percentage of AA students scoring proficient in ELA Reading from 31% to 42% as measured by end of year FSA data. Increase the percentage of AA students scoring proficient in math from 22% to 42% as measured by end of year FSA data.
Person responsible for monitoring outcome	Raquel Giles (gilesr@pcsb.org)
Evidence-based Strategy	Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.
Rationale for Evidence-based Strategy	Research shows that student engagement is highly impacted when students feel connected to the content. Culturally Relevant Teaching is an evidence-based teaching strategy that is shown to increase student engagement when used with fidelity.

Action Step	
Description	1. Provide professional development opportunities (CRT, Equity, and PBIS/Restorative Practice) based on input and teacher needs as shown through observations/walkthrough data. Also, provide timely, actionable and targeted feedback to teachers on their on the implementation of the PD. 2. Facilitate the creation of optimal classroom learning by using the components of PBIS and Restorative Practices. 3. Provide extended learning opportunities for students and purposeful scheduling.
Person Responsible	Diane Dove (doved@pcsb.org)

#2	
Title	Proficiency for EL students
Rationale	Data reveal there is a consistent performance gap between EL and non-EL students in all academic.

State the measureable outcome the school plans to achieve	Increase the percentage of EL students scoring proficient in ELA Reading from 24% to 42% as measured by end of year FSA data. Increase the percentage of EL students scoring proficient in math from 32% to 42% as measured by end of year FSA data.
Person responsible for monitoring outcome	Raquel Giles (gilesr@pcsb.org)
Evidence-based Strategy	1. Provide opportunities for professional learning that build the capacity of teachers to plan effective lessons that engage ELs and advance learning and language proficiency across the curriculum. 2. Monitor the implementation of effective lessons that engage ELs and advance learning and language proficiency across the curriculum and provide ongoing feedback 3. Teachers explicitly teach and develop the language of the content area. This may include vocabulary and/or specific language patterns, language forms, etc.
Rationale for Evidence-based Strategy	Research shows that EL students who are proficient in academic language fluency are more prepared in becoming academically successful. Moreover, research shows under performing in middle school is directly linked to high school graduation potential.

Action Step	
Description	1. Provide opportunities for professional learning on the use of the WIDA Can Do Approach for all teachers 2. Increase the use of the WIDA ELLevation reports in instructional planning and practice of all classroom teachers to ensure that the instruction reflects the recommended successive language and content goals and provide timely feedback 3. ESOL and classroom teachers collaborate and co-plan utilizing the language proficiency data, CAN DO Descriptors and the WIDA ELLevation reports
Person Responsible	Amber Nash (nasha@pcsb.org)

#3	
Title	Proficiency for ESE students
Rationale	Data reveal SWD students are under performing as compared to their non-SWD counterparts.

State the measureable outcome the school plans to achieve	Increase the percentage of ESE students scoring proficient in ELA Reading from 26% to 42% as measured by end of year FSA data. Increase the percentage of ESE students scoring proficient in math from 20% to 42% as measured by end of year FSA data.
Person responsible for monitoring outcome	Raquel Giles (gilesr@pcsb.org)
Evidence-based Strategy	Continue to hand schedule ESE students in the master schedule in order to maximize delivery services. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work. Purposely monitor task that align with grade level standards and IEP goals. Provide for ongoing collaboration with all between general education teachers, ESE teachers, students and parents.
Rationale for Evidence-based Strategy	Additional support is needed for ESE students to become independent readers. Instructional priorities should include comprehension , vocabulary and text awareness.
Action Step	
Description	1.Teachers will select evidence-based program that provides explicit models, corrective feedback, scaffolding, and cumulative review. 2. Break down complex instructions and skills for students into smaller tasks. 3. Use visual supports and other prompts to support efficient transitions. 4.Create an inclusive learning environment that celebrates students' unique talents as well as needs! 5. Continue to the collaborative structures of team teaching. 6. Continue to use the inclusive scheduling model
Person Responsible	Felicia Moline (molinef@pcsb.org)

#4	
Title	School Climate/Conditions for Learning
Rationale	Research shows that out-of-school suspensions have a negative effect on student achievement for students suspended for any infraction. A recent student also found that suspensions for any reasons are tied to lower scores in math and English tests and that the negative effect increase with each additional day of suspension.

State the measureable outcome the school plans to achieve	Reduce the number of out of school suspensions by 20% as measured by end of year discipline data.
Person responsible for monitoring outcome	Felicia Moline (molinef@pcsb.org)
Evidence-based Strategy	1. Use restorative circle techniques and affective dialogue to have conversations with the learners about their strengths, challenges, preferences regarding how they access, engage and express learning . 2. Develop meaningful relationships with learners using information obtained. 3. Use Positive Behavior Supports as the cornerstone of school and classroom culture.
Rationale for Evidence-based Strategy	The selected strategies are evidence-based and if used to fidelity will yield the desired results.

Action Step	
Description	1. Arranges the classroom to accommodate discussion and build a community of learners. 2. Maintains consistent, calm demeanor when offering corrective feedback. The teacher doesn't link emotion to behavior; interacts with students in a positive manner when they are behaving appropriately at a much higher rate than when they are off task, and maintains at least a 5 to 1 positive to negative interaction ratio. 3. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important, valued. 4. Uses team-building activities and circles to promote peer support for academic achievement.
Person Responsible	Felicia Moline (molinef@pcsb.org)

#5	
Title	ELA Goal
Rationale	2018-2019 FSA data shows a 2% decrease in student proficiency from the 17-18 school year. Walk through and observational data reveals a lack of purposeful planning aligned to the standards.

State the measureable outcome the school plans to achieve	Increase student proficiency in ELA from 55% to 60% as measured on the end of year FSA assessment.
Person responsible for monitoring outcome	Felicia Moline (molinef@pcsb.org)
Evidence-based Strategy	AVID strategies will be evidenced and supported through the core. These research-based strategies have proven successful for those using them with fidelity. Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies will be infused across the curriculum to increasingly engage students at more rigorous levels, and continue to provide a strong foundation of ambitious standards-based instruction.
Rationale for Evidence-based Strategy	AVID strategies are researched-based and promotes equity and access for all students. Additionally, WICOR strategies instills academic and success skills to support greater student achievement.

Action Step	
Description	1. Use the five phases of Focused-Note-taking 2. Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt instruction to meet students' needs. Teachers will also review student work in common planning and PLCs. 3. Seeks multiple perspectives. Acknowledges all students' comments, responses, questions, and contributions. 4. Using the equity protocols, teachers will meet in their bi-weekly PLCs to drive lesson planning and monitor and provide feedback to students to support learning.
Person Responsible	Felicia Moline (molinef@pcsb.org)

#6	
Title	Math Goal
Rationale	2018-2019 FSA data shows a 9% decrease in student proficiency from the 17-18 school year. Walk through and observational data reveals a lack of purposeful planning aligned to the standards.

State the measureable outcome the school plans to achieve	Increase student proficiency in Math from 42% to 55% as measured on the end of year FSA assessment.
Person responsible for monitoring outcome	Raquel Giles (gilesr@pcsb.org)
Evidence-based Strategy	Research shows that teachers who encourage productive-struggle for students as they work through vocabulary and comprehension using appropriate strategies. Effective mathematics teaching uses students' struggles as valuable opportunities to deepen their understanding of mathematics. Students come to realize that they are capable of doing well in mathematics with effort and perseverance in reasoning, sense making, and problem solving
Rationale for Evidence-based Strategy	Research shows that when teachers encouraging productive struggle this strategy enables teachers to anticipate what students might struggle with during a lesson and being prepared to support them through the struggle.

Action Step	
Description	1. Teachers utilize mathematics unit and use the assessments during unit planning and analyze the data by standard for their class and across grade level.

2. Conduct regular, bi-monthly, Professional Learning Communities (PLCs) Inclusive of data chats to review student responses to task and formative assessments and plan for instructional lessons incorporating MAFS and practice standards based on classroom and student level data.

3. Teachers monitor and provide feedback to students to support learning. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback.

4. Teacher utilize systemic documents (adopted curriculum, pacing guides, etc.) to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards (MAFS). |
| **Person Responsible** | Amber Nash (nasha@pcsb.org) |

#7	
Title	Science Goal
Rationale	2018-2019 FSA data shows a 6% decrease in student proficiency from the 17-18 school year. Walk through and observational data reveals a lack of purposeful planning aligned to the standards.
State the measureable outcome the school plans to achieve	Increase student proficiency in Science from 52% to 60% as measured on the end of year FSA Science assessment
Person responsible for monitoring outcome	Amber Nash (nasha@pcsb.org)
Evidence-based Strategy	Ensure the implementation of literacy in Science content area including the use of grade appropriate complex text in Science classes, as well as, planning and implementing project based learning to support students in making real-world content connections to make content more meaningful.
Rationale for Evidence-based Strategy	Research supports that middle-school students who participated in multimedia-based project based learning showed more significant "mastery of content" than the students in classes with traditional instruction and were better able to "create complex products that exhibited their skill."

Action Step	
Description	1. Teachers use lesson planning tools to plan purposeful questions based on anticipated solutions and misconceptions. 2. Conduct regular, bi-monthly PLCs inclusive of 'data chats' and 'student work protocols' to review student responses to tasks and formative assessments and plan for small group remediation that include text-dependent questions, close and critical reading skills/strategy based groups to implement during core instruction to support success with complex texts. 3. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science instructional staff developer to support next steps as needed. 4. Teachers monitor and provide feedback to students to support learning through the use of learning goals/standard and scales. This will be evidenced through student reflections and/or project based learning tasks.
Person Responsible	[no one identified]

#8	
Title	Social Studies Goal
Rationale	2018-2019 FSA data shows a 4% decrease in student proficiency from the 17-18 school year. Walk through and observational data reveals a lack of purposeful planning aligned to the standards.
State the measureable outcome the school plans to achieve	Increase student proficiency in SS from 73% to 80% as measured on the end of year FSA assessment.
Person responsible for monitoring outcome	Raquel Giles (gilesr@pcsb.org)
Evidence-based Strategy	Embed and implement knowledge checks and use the data to gauge student mastery and include AVID strategies daily to support student achievement at all levels.
Rationale for Evidence-based Strategy	AVID strategies are researched-based and promotes equity and access for all students. Additionally, WICOR strategies instills academic and success skills to support greater student achievement.

Action Step	
Description	1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Plan and implement knowledge checks and use data to gauge student mastery. 2. Utilize primary source documents at varying complexity levels throughout the year including AVID strategies daily to support student achievement at all levels. 3. Conduct regular, bi-monthly, PLCs inclusive of data chats to review student responses to tasks and formative assessment to plan for instructional lessons that meet the remediation and enrichment needs of students.
Person Responsible	Felicia Moline (molinef@pcsb.org)

#9	
Title	Attendance
Rationale	18-19 attendance data show 18% or 144 students of the total school population attendance was less than 90% of the school year.

State the measureable outcome the school plans to achieve	Reduce the percentage of students missing more than 90% of the school year from 18% to 10% by end of year attendance data.
Person responsible for monitoring outcome	Raquel Giles (gilesr@pcsb.org)
Evidence-based Strategy	Using a PBIS/RtI tiered system of support for both behavior and attendance creates more efficient and effective systems.
Rationale for Evidence-based Strategy	Research shows that missing 10% of school or about 18 days in most school districts, negatively affect a student's academic performance.

Action Step

Description	1. Classroom competition- Best or Most Improved attendance for the month gets the "attendance trophy" or reward 2. PBIS Check-in and Check-out Point sheets which will help students track their own weekly progress and receive rewards and incentives at the end of the week. 3. Small group attendance booster lessons that target students who have missed 10% or more of school, share facts, compare student to typical student's attendance; discuss barriers to attendance and possible solutions to those barriers; provide opportunity for self-referral and monitor attendance and if it does not improve move student to Tier III interventions
Person Responsible	[no one identified]

#10	
Title	Family and Community Involvement
Rationale	To build a stronger foundation and better communications with TSMS students, parents and community members for improved student outcomes.

State the measureable outcome the school plans to achieve	Increase the number of student and parents volunteers by 10% as measured by end of year volunteer data.
Person responsible for monitoring outcome	Raquel Giles (gilesr@pcsb.org)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	Research has indicated that there are positive academic outcomes stemming from parent involvement ranging from benefits in early childhood to adolescence and beyond. It has been shown that children whose parents are involved or participate with their children have higher cognitive and language skills than do children whose families are not involved or part of such programs.

Action Step	
Description	1. Continue the principal's weekly message. 2. Continue the quarterly newsletter. 3. Continue the partnership with local community stakeholders (CAP, Cops N Kids, Riverside Apartment Complex, The Rotary Club 5. Help grow the Peer to Peer Mentoring, 6. Advertise and Recruit for the Great American Teach In 7. Recruit for our TSIC Program 8. Encourage families connect using the Family Engagement App. 9. Continue recognizing our business partners through 'Adopt-a-School' 10. Continue Spartan Camp each fall-(6th grade orientation) that included a question and answer session with the principal- to build positive relationships with students and parents. 11. Hold a volunteer workshop in the media center. 12. Continue to do open house surveys so that parents can give us important feedback. 13. Continue to seek to develop partnerships and connect parents as career resources; allowing them to serve as guest speakers, mentors and volunteers.
Person Responsible	[no one identified]

#11	
Title	Healthy School Goal
Rationale	

State the measureable outcome the school plans to achieve	Target for 2019-2020, is to become eligible for SILVER national recognition in 5 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Module
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	In 2014-15, school was recognized with BRONZE national recognition. In 2015-16, school is eligible for SILVER national recognition in 4 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016. Target for 2019-2020, is to become eligible for SILVER national recognition in 5 out of 6 Alliance for a Healthier Generation's Healthy School Program Assessment Modules.

Action Step	
Description	By September 1, 2019, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.
Person Responsible	[no one identified]

#12	
Title	College Career Readiness
Rationale	Through the implementation of AVID school-wide strategies and the AVID elective, students will increase performance in all academic classes by 75%.

State the measureable outcome the school plans to achieve	AVID strategies will be evidenced and supported through the core. These research-based strategies have proven successful for those using them with fidelity. Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies will be infused across the curriculum to increasingly engage students at more rigorous levels, and continue to provide a strong foundation of ambitious standards-based instruction.
Person responsible for monitoring outcome	Felicia Moline (molinef@pcsb.org)
Evidence-based Strategy	Ensure the implementation of literacy in all content area including the use of grade appropriate complex text in core classes, as well as, planning and implementing project based learning to support students in making real-world content connections to make content more meaningful.
Rationale for Evidence-based Strategy	AVID strategies are researched-based and promotes equity and access for all students. Additionally, WICOR strategies instills academic and success skills to support greater student achievement.

Action Step	
Description	1. Teachers monitor the extent to which their students demonstrate deeper levels of understanding in rigorous tasks and adjust academic support structures as needed. 2. Increase participation in pre-collegiate exams (PSAT) to at least 99% of students at appropriate grade levels. 3. Update AVID CCI on a monthly basis, celebrate areas of growth, and update strategies for areas of improvement.
Person Responsible	Felicia Moline (molinef@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The administrative team has designed systematic processes that includes a multi-tiered system of supports (MTSS). In that systematic design, they ensure that the primary role of an Instructional Leadership Team (ILT) is to oversee/facilitate the development of effective core instructional, behavioral and practices. The team works to ensure that the core instructional practices are meeting the needs of at least 80 % of the student population. In the core, teachers will provide high quality engaging instruction that meets the needs of diverse learners. They will develop positive relationships with their students and incorporate restorative practices as part of their classroom management plan. In doing the aforementioned, students will feel connected to the learning and will be eager to attend

Tarpon Middle.

The Response to Intervention Team (RTI) is the 2nd layer of support for students that have not demonstrated success with core instruction. RTI team meets every other week to examine academic, discipline, and attendance data for the 20% of students that have been identified in need of Tier 2 and Tier 3 interventions.
The RTI Team works to implement evidenced based interventions that increase with intensity. The team monitors the extent to which the interventions work and students move fluidly through Tiers as needed. Students continue to be supported in academics through classroom remediation/enrichment, through counselor's corner, a progress monitoring and tutoring session, offered by guidance counselors during each lunch period. Additionally, students are encouraged to attend ELP program for after school tutoring. At this level, students will be connected to a mentor, receive social/emotional support from the social worker and school psychologist and sometimes participate in counseling through the Juvenile Welfare Board Program (JWB). In partnership with the JWB, a full time Prevention Specialist is on staff.

In its role to monitor the effectiveness of Tier 1 (core) instruction, the ILT meets twice a month to analyze student performance data. The team uses multiple data sources; including data dashboard (attendance, discipline and academics), advanced reports, walkthrough data, assessment data and grades data to not only monitor the effectives of core instruction but also to identify students in need of additional support. Student progress is monitored bi-weekly through the RTI team. The team uses the root cause drill down process to identify instructional gaps and behavior gaps. Using this data, the team adjusts and/or modify SIP strategies and initiatives used in the SIP 9 week action plan. This information is filtered to the RTI Committee where Tier 2 and 3 Strategies are adjusted and or modified. Additionally, teachers monitor individual student progress and communicate with students, families, guidance counselors and administrators when there are deficiencies. Teachers also meet in PLCs to design lessons to address learning gaps.

		Part V: Budget	
1	III.A	**Areas of Focus: Bridging the Gap Goal**	$0.00
2	III.A	**Areas of Focus: Proficiency for EL students**	$0.00
3	III.A	**Areas of Focus: Proficiency for ESE students**	$0.00
4	III.A	**Areas of Focus: School Climate/Conditions for Learning**	$0.00
5	III.A	**Areas of Focus: ELA Goal**	$0.00
6	III.A	**Areas of Focus: Math Goal**	$0.00
7	III.A	**Areas of Focus: Science Goal**	$0.00
8	III.A	**Areas of Focus: Social Studies Goal**	$0.00
9	III.A	**Areas of Focus: Attendance**	$0.00
10	III.A	**Areas of Focus: Family and Community Involvement**	$0.00
11	III.A	**Areas of Focus: Healthy School Goal**	$0.00
12	III.A	**Areas of Focus: College Career Readiness**	$0.00
		Total:	**$3,900.00**