

Pinellas County Schools

# Tyrone Middle School



## 2019-20 School Improvement Plan

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# Tyrone Middle School

6421 22ND AVE N, St Petersburg, FL 33710

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

## Demographics

**Principal: Robin Mobley N**

Start Date for this Principal: 6/28/2019

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: D 2013-14: C
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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 [www.floridacims.org](http://www.floridacims.org).

## 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

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

#### Provide the school's vision statement

Ensuring Success for All Scholars

Ensuring- certain practices, methods, strategies and actions are in place to make sure. Achievement-Knowledge gain is the currency of scholar success in a formative assessment system.

For All-Yes, even that one

Scholars-Kids first in all decision making. They are the reason we chose to become an educator.

### School Leadership Team

#### Membership

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

Name	Title
Mobley, Robin	Principal
Principal	
Williams, Danielle	Assistant Principal
Assistant Principal	
Helbling, Jason	Assistant Principal
Assistant Principal	
Oyer, Robyn	Assistant Principal
Assistant Principal	
Alford, Christopher	Teacher, K-12
Teacher, K-12	
Reisinger, Ricki	Teacher, ESE
Teacher, ESE	
Papillon, Tyna	Teacher, K-12
Teacher, K-12	
Turini, Lisa	Teacher, K-12
Teacher, K-12	
Josey, Dominique	Teacher, K-12
Teacher, K-12	
Harris, Josette	Teacher, K-12
Teacher, K-12	
HOneycutt, Jason	Teacher, K-12
Teacher, K-12	
Burns, Jame	Teacher, K-12
Teacher, K-12	
Drew, Christina	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	372	361	306	0	0	0	0	1039
Attendance below 90 percent	0	0	0	0	0	0	55	69	62	0	0	0	0	186
One or more suspensions	0	0	0	0	0	0	31	26	25	0	0	0	0	82
Course failure in ELA or Math	0	0	0	0	0	0	12	18	3	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	135	166	127	0	0	0	0	428

**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	50	60	49	0	0	0	0	159

**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	7	6	1	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

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

**Date this data was collected or last updated**

Sunday 7/21/2019

**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	104	83	95	0	0	0	0	282
One or more suspensions	0	0	0	0	0	0	25	16	47	0	0	0	0	88
Course failure in ELA or Math	0	0	0	0	0	0	12	17	4	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	169	132	136	0	0	0	0	437

**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	56	48	58	0	0	0	0	162

**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	38%	52%	54%	38%	50%	53%
ELA Learning Gains	44%	55%	54%	44%	50%	54%
ELA Lowest 25th Percentile	35%	47%	47%	37%	42%	47%
Math Achievement	36%	55%	58%	42%	54%	58%
Math Learning Gains	39%	52%	57%	48%	54%	57%
Math Lowest 25th Percentile	38%	46%	51%	47%	48%	51%
Science Achievement	40%	51%	51%	42%	52%	52%
Social Studies Achievement	47%	68%	72%	51%	65%	72%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	372 (0)	361 (0)	306 (0)	1039 (0)
Attendance below 90 percent	55 ( )	69 ( )	62 ( )	186 (0)
One or more suspensions	31 (0)	26 (0)	25 (0)	82 (0)
Course failure in ELA or Math	12 (0)	18 (0)	3 (0)	33 (0)
Level 1 on statewide assessment	135 (0)	166 (0)	127 (0)	428 (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.



<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	38%	51%	-13%	54%	-16%
	2018	35%	49%	-14%	52%	-17%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	41%	51%	-10%	52%	-11%
	2018	34%	48%	-14%	51%	-17%
Same Grade Comparison		7%				
Cohort Comparison		6%				
08	2019	36%	55%	-19%	56%	-20%
	2018	44%	55%	-11%	58%	-14%
Same Grade Comparison		-8%				
Cohort Comparison		2%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	30%	44%	-14%	55%	-25%
	2018	29%	45%	-16%	52%	-23%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	46%	60%	-14%	54%	-8%
	2018	50%	59%	-9%	54%	-4%
Same Grade Comparison		-4%				
Cohort Comparison		17%				
08	2019	16%	31%	-15%	46%	-30%
	2018	31%	31%	0%	45%	-14%
Same Grade Comparison		-15%				
Cohort Comparison		-34%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	42%	51%	-9%	48%	-6%
	2018	42%	53%	-11%	50%	-8%
Same Grade Comparison		0%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	46%	68%	-22%	71%	-25%
2018	50%	66%	-16%	71%	-21%
Compare		-4%			
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	49%	55%	-6%	61%	-12%
2018	66%	57%	9%	62%	4%
Compare		-17%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	94%	56%	38%	57%	37%
2018	100%	56%	44%	56%	44%
Compare		-6%			

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	13	32	28	8	28	31	10	26			
ELL	24	43	37	27	35	32	23	23	36		
ASN	56	47	23	53	42	50	67	52	76		
BLK	20	36	37	17	29	28	9	25	42		
HSP	36	44	34	32	34	30	38	52	48		
MUL	37	43	20	37	44	31	36	37			
WHT	43	46	36	42	44	53	47	56	48		
FRL	33	41	37	30	36	37	31	37	41		

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	8	33	30	12	36	39	3	23			
ELL	25	45	41	32	51	56	25	35	70		
ASN	67	67		67	60		66	79	89		
BLK	16	32	39	17	37	38	17	27			

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
HSP	35	44	40	42	50	54	35	50	50		
MUL	44	40	25	37	39	50	40	40			
WHT	43	45	36	50	50	48	51	58	56		
FRL	35	43	38	38	47	43	36	45	58		

### 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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	444
Total Components for the Federal Index	10
Percent Tested	99%

#### Subgroup Data

##### Students With Disabilities

Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

##### 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	53
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES

<b>Black/African American Students</b>	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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**

ELA: FSA data shows that 8th-grade scholars had the lowest proficiency rating compared to last year and the other grade levels. Contributing factor to this decline is the vacancy in our 8th grade ELA/ Honors course and 8th grade SS and improper placement in advanced courses.

Math: FSA data shows that 6th Grade showed the lowest performance at 30%. Contributing factor is their level of reading proficiency.

SS: Civics EOC data shows that 54% of students were below proficient. Contributing factor was loss of teacher mid year, lack of PD opportunities for new teacher, lack of experience in content area for new teacher, and lack of completing Cycle 3 testing.

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

ELA: FSA data shows that 8th-grade scholars had the greatest decline compared to last year and the other grade levels. Contributing factor to this decline is the vacancy in our 8th grade ELA/ Honors course and 8th grade SS and improper placement in advanced courses.

Math: FSA data shows that 8th grade Pre-Algebra scholars declined by 15% proficiency and Algebra-1 declined by 17%. Contributing factor to this decline is the vacancy in our Algebra and Pre-Algebra courses. An additional factor is teachers were unable to meet the demands of the pacing guide.

SS: Civics EOC showed the greatest decline of 4%. No Cycle 3 data is a likely contributor as we were not able to evaluate areas of need in preparation for the EOC.

**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**

ELA: When compared to the state average 8th grade displayed the greatest gap of 19%. Contributing factor to this decline is the vacancy in our 8th grade ELA/ Honors course and 8th grade SS and improper placement in advanced courses.

Math: When compared to the state average 6th grade displayed the greatest gap of 25%. The factors that contributed to this gap is...

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

ELA: FSA data shows that 7th-grade reading proficiency increased by 7%. The district assigned staff development to support the team implemented a 9-week plan.

Math:

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

%of Scholars whose attendance is below 90%

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

1. Learning Gains for All in Literacy and Math
2. Learning Gains for ESE Scholars in Literacy and Math
3. Learning Gains for African American Scholars in Literacy and Math

4. Learning Gains for L25% performing Scholars in Literacy and Math
5. Algebra 1 EOC pass rate

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	ELA Our current level of performance data is 38% proficiency and 44% learning gains as evidenced in the 2018-2019 Florida Standards Assessment.
<b>Rationale</b>	The problem/gap is occurring because standards are not effectively implemented, monitored, or assessed with intentional and timely feedback and remediation.
<b>State the measureable outcome the school plans to achieve</b>	The percent of all scholars achieving ELA proficiency will increase from 38% to 50% by the end of the school year as measured by FSA. The percent of scholars demonstrating a learning gain will increase from 44 % to 75% by the end of the school year as measured by the FSA. The percent of scholars in the lowest quartile demonstrating a learning gain will increase from 35% to 75% by the end of the school year as measured by the FSA.
<b>Person responsible for monitoring outcome</b>	Danielle Williams (williamsdanie@pcsb.org)
<b>Evidence-based Strategy</b>	Support staff to utilize data to organize scholars to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each scholar.  Strengthen staff ability to engage scholars in complex tasks.
<b>Rationale for Evidence-based Strategy</b>	If teachers use data to drive their instructional planning, implementation, and remediation, then the instruction will be standards-based to the depth and rigor of the standard and aligned to specific scholar needs.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>All teachers will meet weekly in equity-centered common planning PLCs to create and implement standards-based lesson plans with modeled responses that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target.</li> <li>Teachers will implement AVID WICORT Strategies (Focused Note Taking &amp; Collaborative Study Groups) routinely in their lesson plans.</li> <li>Teachers will create and implement common 9-week instructional plans quarterly that include, standards, goals, targets, text sets, tasks, and checks for understanding. Teachers will reinforce these common practices through regular exchanges of scholar papers and student work protocol during common planning PLCs.</li> <li>Teachers will engage in site-based core connections professional development aligned to specific staff and scholar needs 3x/year with embedded support in the form our academic walks, coaching, and facilitated planning with a district and core connections literacy coach.</li> </ol>

5. All Reading teachers will implement high quality reading intervention through the use of leveraged and monitored Read 180 and iReady curriculum for all scholars specifically targeted in order to increase and maintain scholars' proficiency.

6. Scholars will write weekly in ELA and reading starting in the first quarter using FSA rubric.

7. Implement use of common data chat sheet for scholars and the teacher to track the progress of scholar growth in demonstrating the learning target. Teachers will provide daily feedback aligned to writing and reading standards during classroom instruction.

8. Administrators will conduct regular classroom observations and provide timely feedback to teachers. Teachers will schedule and participate in scheduling quarterly peer-to-peer observations/ lesson studies.

**Person  
Responsible**

Danielle Williams (williamsdanie@pcsb.org)

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<b>#2</b>	
<b>Title</b>	Career and College Readiness
<b>Rationale</b>	The percent of our scholars enrolled in at least one advanced course, as evidenced in the course enrollment in FOCUS, will increase the likelihood of them being tracked in advanced level courses in high school that prepare them for the next level (college or career).
<b>State the measureable outcome the school plans to achieve</b>	The percent of all scholars participating in an advanced course will increase by 10% as measured by FOCUS data, noting the number of scholars successfully passing the advanced course
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	Strengthen teacher implementation of rigorous instructional practice by supporting their implementation of WICORT strategies in daily instruction.
<b>Rationale for Evidence-based Strategy</b>	WICORT provides a learning model that faculty can use to guide scholars to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding). Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve scholars well in life beyond college graduation.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide all staff with information and resources to successfully implement WICORT strategies.</li> <li>2. Conduct AVID coaching sessions with district support</li> <li>3. AVID strategy shared schoolwide at faculty meeting.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	[no one identified]

**#3****Title**

Math

Our current level of performance is 36% proficiency and 39% learning gains, as evidenced in our 2018/2019 Florida Standards Assessment.

**Rationale**

We expect our performance level to be 46% (472 out of 1,026) proficiency and 49% (503 out of 1,026) learning gains, by our 2019/2020 Florida Standards Assessment.

The problem/gap is occurring because standards are not effectively implemented, monitored and assessed.

If standards are effectively implemented, monitored and assessed. the problem would be reduced by 10%.

**State the measureable outcome the school plans to achieve**

The percent of all scholars achieving Math proficiency will increase from 36% to 46% by the end of the school year as measured by FSA. The percent of scholars demonstrating a learning gain will increase from 39% to 49% by the end of the school year as measured by the FSA. The percent of scholars in the lowest quartile demonstrating a learning gain will increase from 38% to 48% ( 122 out of 256) by the end of the school year as measured by the FSA.

**Person responsible for monitoring outcome**

Jason Helbling (helblingj@pcsb.org)

All teachers will conduct standards-based Weekly/Bi-weekly assessments, review the scholar achievement data at a deeper level and utilize data to provide timely, focused feedback to scholars and plan future differentiated classroom instruction.

Develop a practice for scholars and the teacher to track the progress of scholar growth on all common assessments. (Weekly/Bi-Weekly Common assessments, Unit Test)

**Evidence-based Strategy**

All teachers will meet weekly in common PLCs to create and implement standards-based lesson plans that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target, using AVID WICORT strategies

Scholars write frequently in a variety of subjects-All teachers across content will include a performance assessment that requires a written response, at minimum, bi weekly. Develop a standard for good writing by utilizing a common short and extended writing rubric.

Teachers will engage in quarterly peer-to-peer observations, & scholar-work protocols with other math team members.

**Rationale  
for  
Evidence-  
based  
Strategy**

Based on the 2018-2019 FSA data, we will utilize iReady to provide us information about standards that are to be remediated during small group instruction.

**Action Step**

1. Implementing focused note taking in through use of the Interactive Student Notebooks
2. Teachers utilize systematic documents to effectively plan for mathematics units that incorporate the standards for mathematical practice and rigorous performance tasks aligned to mathematics Florida standards.
3. Teachers utilize mathematics unit assessments and use the assessments during unit planning and analyze the data by standard for their class and across the grade level. Empower students and teachers to track the progress on all assessments.
4. Conduct regular professional learning communities (PLCs) inclusive of 'data chats' to review student responses to tasks and weekly formative assessments and plan for instructional lessons incorporating MAFS and practice standards based on classroom and scholar level data. (Usage of iReady data)
5. Teachers monitor and provide feedback to scholars to support learning. Using rotational group instruction as needed.
6. Administrators monitor teacher practice/provide teachers comments to support professional enhancement and growth.
7. Provide more frequent feedback to scholars-
- 8, Develop common assessment practices and reinforce these common practices through regular exchanges of scholar papers.

**Description**

**Person  
Responsible**

[no one identified]

<b>#4</b>	
<b>Title</b>	SWD
<b>Rationale</b>	Our current level of performance of SWD is 13% proficient and 32% learning gains in ELA and 8% proficient and 28% learning gains in math as evidenced in the 2018/2019 Florida Standards Assessment.
<b>State the measureable outcome the school plans to achieve</b>	<p>The percent of SWD achieving proficiency in ELA will increase from 13% to 18% by the end of the school year as measured by the Florida Standards Assessment. FSA. The percent of SWD demonstrating a learning gain in ELA will increase from 32% to 42% by the end of the school year as measured by the Florida Standards Assessment.</p> <p>The percent of SWD achieving proficiency in math will increase from 8% to 13% by the end of the school year as measured by the Florida Standards Assessment. FSA. The percent of SWD demonstrating a learning gain in math will increase from 28% to 33% by the end of the school year as measured by the Florida Standards Assessment.</p>
<b>Person responsible for monitoring outcome</b>	Ricki Reisinger (reisingerr@pcsb.org)
<b>Evidence-based Strategy</b>	Support general and special education teachers in providing standards based instruction that includes differentiation, frequent scholar practice, and timely feedback.
<b>Rationale for Evidence-based Strategy</b>	Scholars with disabilities (and other scholars who struggle) need much more practice and feedback than other students to learn the same skill.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. General and special education teachers will co-plan to purposefully utilize the special education teacher for effective small grouping to differentiate learning</li> <li>2. General and special education teachers will engage in ongoing progress monitoring and use data to guide instruction</li> <li>3. Special education teachers will engage scholars in quarterly data chats to review grades, cycle assessment data, and attendance and behavior data</li> <li>4. Special education teachers will collaborate with general education teachers to ensure general education teachers have a copy of all scholar IEPs, are aware of their responsibilities in implementing the IEP, and to ensure instructional accommodations are provided per scholar IEPs.</li> <li>5. ESE will provide additional professional development to full faculty on implementation of accommodations and to team teaching partners on collaborative planning and high leverage strategies.</li> <li>6. Special education teachers will develop quality IEPs that include specific specially designed instruction to meet individual scholar needs</li> </ol>
<b>Person Responsible</b>	Ricki Reisinger (reisingerr@pcsb.org)

**#5**

**Title** Social Studies

**Rationale** Our current level of performance is 46% (136 scholars out of 295 tested) proficiency as evidenced in the 2018-2019 CIVICS EOC. The problem/gap is occurring because teacher change over mid year, no Cycle 3 data to determine student's areas of need, and focus on mastery of the standards. If we maintain the same teachers through out the year, take the Cycle 1, 2, and 3 exams, and focus on the mastery of the standards, the problem would be reduced by 5%.

**State the measureable outcome the school plans to achieve**

The percent of all students achieving Civics/social studies proficiency will increase from 46% to 75% as measured by the Civics EOC.

**Person responsible for monitoring outcome**

Robyn Oyer (oyerro@pcsb.org)

**Evidence-based Strategy**

Support staff to utilize data to organize scholars to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each scholar.

Strengthen staff ability to engage scholars in complex tasks.

**Rationale for Evidence-based Strategy**

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

**Action Step**

**Description**

1. Ensure all social studies teachers attend district provided PD to support instructional practices (Core Connections, Just In time training will be provided to increase literacy within the content area.)
2. Regularly assess (formally and informally) and utilize data to modify and adjust instruction through the use of monthly department meetings and SBLT meetings. Teachers utilize ongoing formative assessments and use the information gained to adjust, enrich and reteach, and provide research-based interventions.
3. All teachers will meet in facilitated common planning PLCs to create and implement standards-based lesson plans with modeled responses that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target using WICORT strategies (Focused Note Taking and Collaborative Study Groups)
4. Teachers monitor and provide feedback to scholars to support learning.
5. As a method of monitoring the the Social Studies department will meet

monthly to discuss

6. Administrators will conduct regular classroom observations and provide timely feedback to teachers. Teachers will schedule and participate in quarterly peer-to-peer observations/lesson studies.

**Person  
Responsible**

[no one identified]

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**#6****Title**

Science

**Rationale**

Our current level of performance is 40% (104 scholars out of 260 tested) proficiency as evidenced in the 2018-2019 Florida Statewide Science Assessment.

The problem/gap is occurring due to teacher instruction and lack of engaging and complex tasks.

**State the measureable outcome the school plans to achieve**

The percent of all scholars achieving science proficiency will increase from 40% to 50% by the end of the school year as measured by SSA.

**Person responsible for monitoring outcome**

Robyn Oyer (oyerro@pcsb.org)

**Evidence-based Strategy**

Support staff to utilize diagnostic, cycle, and unit assessment data to organize scholars to intentionally plan instruction that differentiates/scaffolds content to meet the needs of each scholar.

Strengthen staff ability to engage scholars in inquiry-based, complex tasks.

**Rationale for Evidence-based Strategy**

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

**Action Step**

1. All teachers will meet weekly in facilitated common PLCs to create and implement standards-based lesson plans with modeled responses that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target using WICORT strategies (Focused Note Taking and Collaborative Study Groups)

2. Teachers will collaboratively create and implement common 9-week instructional plans quarterly that include, standards, goals, targets, text sets, tasks, and checks for understanding. Teachers will reinforce these common practices through regular exchanges of scholar papers and student work protocol during common planning PLCs.

**Description**

3. Teachers will engage in site-based professional development regarding instructional implementation with embedded support in the form our academic walks, coaching, and facilitated planning.

4. Implement the use of a common data chat sheet for scholars and the teacher to track the progress of scholar growth in demonstrating the learning target. Teachers will provide daily feedback aligned to writing and reading standards during classroom instruction.

5. Administrators will conduct regular classroom observations and provide

timely feedback to teachers. Teachers will schedule and participate in quarterly peer-to-peer observations/lesson studies.

**Person  
Responsible**

[no one identified]

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<b>#7</b>	
<b>Title</b>	ELL
<b>Rationale</b>	Our current level of ELA performance is 24% proficiency with 43% learning gains and Math performance is 27% proficiency with 35% learning gains as evidenced in the 2018-2019 Florida Standards Assessment.
<b>State the measureable outcome the school plans to achieve</b>	<p>The percent of all ELL scholars achieving ELA proficiency will increase from 24% to 35% and math proficiency will increase from 27% to 35% by the end of the school year as measured by FSA.</p> <p>The percent of scholars demonstrating a learning gain in ELA will increase from 43 % to 75% and in math will increase from 35% to 75% by the end of the school year as measured by the FSA.</p> <p>The percent of scholars in the lowest quartile demonstrating a learning gain in ELA will increase from 37 % to 75% and in math will increase from 32% to 75% by the end of the school year as measured by the FSA.</p>
<b>Person responsible for monitoring outcome</b>	Danielle Williams (williamsdanie@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Support staff to utilize data to organize scholars to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each scholar.</p> <p>Strengthen staff ability to engage scholars in complex tasks.</p>
<b>Rationale for Evidence-based Strategy</b>	If teachers use data to drive their instructional planning, implementation, and remediation, then the instruction will be standards-based to the depth and rigor of the standard and aligned to specific scholar needs.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify and place Long-Term ELL scholars in the AVID Excel elective course with an emphasis on collaborative study groups</li> <li>2. -Provide professional development and support full faculty on Locating and interpreting scholars' English proficiency data to make informed instructional decisions.             <ul style="list-style-type: none"> <li>-Utilize Can-Do Descriptors to identify the strengths across the four language domains: listening, speaking, reading and writing.</li> <li>-Discuss effective methods that focus on standards-based instruction for beginning and long-term ELL Scholars</li> </ul> </li> <li>3. Implement proficiency level based strategies, resources and accommodations to support comprehensible input across content, specifically, Academic Language Acquisition-Use Discussion Starters, Academic Scripts, Sentence Frames, Sentence Starters during independent, small group, and whole group instruction.</li> <li>4. Utilize and monitor the implementation of Can Do Name charts and the Model Performance Indicators in the panning and practice within all</li> </ol>

classrooms to ensure the instruction matches the needs of ELs and scaffolding provides an appropriate entry-point for grade-level content with ongoing scholar feedback.

5. Have a school plan for meaningful communication with families via the website, newsletter, parent letters, phone calls, etc. and ensure communication is available in languages spoken by EL; Utilize LionBridge Interpretation phone services.

**Person  
Responsible**

Danielle Williams (williamsdanie@pcsb.org)

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<b>#8</b>	
<b>Title</b>	Bridging the Gap
<b>Rationale</b>	<p>1. Our current level of performance is 20% are proficient in ELA (36% made learning gains, 37% L25 made learning gains) and 17% in Math are proficient (29% made learning gains, 28% L25 made learning gains), as evidenced in 2018-2019 FSA.</p> <p>2. We expect our performance level to be 30% for ELA proficiency and 75% for Learning Gains and 30% for Math proficiency and 75% for Learning Gains by end of the school year .</p> <p>3. The problem/gap is occurring because there needs to be a focus on targeted scholars for progress.</p> <p>4. If each black scholar had an adult mentor then their academic growth could be monitored throughout the year. If this would occur, the problem would be reduced by 7-8% for ELA and Math.</p>
<b>State the measureable outcome the school plans to achieve</b>	The percent of black scholars who are proficient in ELA and Math will increase from 20% in ELA and 17% in Math to 30% for both ELA and Math, as measured by FSA ELA or Math. The percent of black scholars who will make learning gains will increase from 36% in ELA and 29% in Math to 75% in both ELA and Math.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<p>Implement equity based PLCs</p> <p>Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</p> <p>Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black scholars.</p> <p>Ensure staff has access to real-time data specific to black scholars in order to have effective data chats and targeted support for improved learning.</p> <p>Partner with families to monitor usage of digital resources that are provided beyond the school day.</p> <p>Implement Restorative Practices and PBIS throughout the school.</p> <p>Support staff to utilize data to organize scholars to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each scholar.</p> <p>Strengthen staff ability to engage scholars in complex tasks.</p>

**Rationale for Evidence-based Strategy**

To ensure the academic, behavioral and emotional needs of each scholar is known and met.

**Action Step**

1. Implement PBIS and Restorative Practices (leverage SBLT, Equity Champions, Restorative Practice Trainers)
2. Facilitate Equity centered PLCs in all subject areas.
3. Identify and enroll specific black males in a targeted ELP session of high interest
4. Teachers participate in equitable grading practices training
5. Teachers participate in Culturally Relevant Teaching Training via AVID Trainers
6. Provide focused data chat nights for families of black scholars in an effort to align them with digital resources that promote academic growth.
7. Equity with Excellence training
8. Ensure that all black scholars who show potential to succeed in an advance level course are scheduled into an appropriate course and provided supports.
9. Set up parent conferences with all black scholars who are not-on-track to be promoted to review personalized learning plans.
10. Develop learner profile and personalized learning plan for all black scholars who are not-on-track to graduate.

**Description**

**Person Responsible**

[no one identified]

<b>#9</b>	
<b>Title</b>	Multiracial
<b>Rationale</b>	<p>1. Our current level of performance is 37% are proficient in ELA (36% made learning gains, 37% L25 made learning gains) and 37% in Math are proficient (44% made learning gains, 31% L25 made learning gains), as evidenced in 2018-2019 FSA.</p> <p>2. We expect our performance level to be 45% for ELA proficiency and 75% for Learning Gains and 45% for Math proficiency and 75% for Learning Gains by end of the school year .</p> <p>3. The problem/gap is occurring because there needs to be a focus on targeted scholars for progress.</p>
<b>State the measureable outcome the school plans to achieve</b>	The percent of black scholars who are proficient in ELA and Math will increase from 20% in ELA and 17% in Math to 30% for both ELA and Math, as measured by FSA ELA or Math. The percent of black scholars who will make learning gains will increase from 36% in ELA and 29% in Math to 75% in both ELA and Math.
<b>Person responsible for monitoring outcome</b>	[no one identified]
	Implement equity based PLCs
	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
	Develop learner profile and personalized learning plan for all multi-racial scholars who are not-on-track to graduate.
	Set up parent conferences with all multi-racial scholars who are not-on-track to be promoted to review personalized learning plans.
<b>Evidence-based Strategy</b>	Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for multi-racial scholars.
	Ensure staff has access to real-time data specific to black scholars in order to have effective data chats and targeted support for improved learning.
	Partner with families to monitor usage of digital resources that are provided beyond the school day.
	Ensure that all multi-racial scholars who show potential to succeed in an advance level course are scheduled into an appropriate course and provided supports.
	Implement Restorative Practices and PBIS throughout the school.
	Support staff to utilize data to organize scholars to interact with content in

manners which differentiates/scaffolds instruction to meet the needs of each scholar.

Strengthen staff ability to engage scholars in complex tasks.

**Rationale for Evidence-based Strategy**

To ensure the academic, behavioral and emotional needs of each scholar is known and met.

Action Step

**Description**

1. Implement PBIS and Restorative Practices (leverage SBLT, Equity Champions, Restorative Practice Trainers)
- 2 Facilitate Equity centered PLCs in all subject areas.
3. Identify and enroll specific multi-racial males in a targeted ELP session of high interest
4. Teachers participate in equitable grading practices training
5. Teachers participate in Culturally Relevant Teaching Training via AVID Trainers
6. Provide focused data chat nights for families of multi-racial scholars in an effort to align them with digital resources that promote academic growth.
7. Equity with Excellence training

**Person Responsible**

[no one identified]

<b>#10</b>	
<b>Title</b>	Economic Disadvantaged
<b>Rationale</b>	<p>1. Our current level of performance is 33% are proficient in ELA (41% made learning gains, 37% L25 made learning gains) and 30% in Math are proficient (36% made learning gains, 37% L25 made learning gains), as evidenced in 2018-2019 FSA.</p> <p>2. We expect our performance level to be 40% for ELA proficiency and 75% for Learning Gains and 40% for Math proficiency and 75% for Learning Gains by end of the school year .</p> <p>3. The problem/gap is occurring because there needs to be a focus on targeted scholars for progress.</p>
<b>State the measureable outcome the school plans to achieve</b>	The percent of black scholars who are proficient in ELA and Math will increase from 20% in ELA and 17% in Math to 30% for both ELA and Math, as measured by FSA ELA or Math. The percent of black scholars who will make learning gains will increase from 36% in ELA and 29% in Math to 75% in both ELA and Math.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<p>Implement equity based PLCs</p> <p>Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</p> <p>Ensure staff has access to real-time data for scholars in order to have effective data chats and targeted support for improved learning.</p> <p>Partner with families to monitor usage of digital resources that are provided beyond the school day.</p> <p>Ensure that all scholars who show potential to succeed in an advance level course are scheduled into an appropriate course and provided supports.</p> <p>Implement Restorative Practices and PBIS throughout the school.</p> <p>Support staff to utilize data to organize scholars to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each scholar.</p> <p>Strengthen staff ability to engage scholars in complex tasks.</p>
<b>Rationale for Evidence-based Strategy</b>	To ensure the academic, behavioral and emotional needs of each scholar is known and met.

Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement PBIS and Restorative Practices (leverage SBLT, Equity Champions, Restorative Practice Trainers)</li> <li>2. Facilitate Equity centered PLCs in all subject areas.</li> <li>3. Identify and enroll specific black males in a targeted ELP session of high interest</li> <li>4. Teachers participate in equitable grading practices training</li> <li>5. Teachers participate in Culturally Relevant Teaching Training via AVID Trainers</li> <li>6. Provide focused data chat nights for families of black scholars in an effort to align them with digital resources that promote academic growth.</li> <li>7. Equity with Excellence training</li> <li>8. Develop learner profile and personalized learning plan for all scholars who are not-on-track to graduate.</li> <li>9. Set up parent conferences with all scholars who are not-on-track to be promoted to review personalized learning plans.</li> <li>10. Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for scholars.</li> </ol>
<b>Person Responsible</b>	[no one identified]



**#11**

<b>Title</b>	Climate and Culture
<b>Rationale</b>	<p>1. Our current level of performance in school-wide behavior is 1,329 ODR's. We expect our performance level to be 750 ODR's by infusing consistent Restorative Practice targeted to build/rebuild meaningful relationships with our amazing scholars. Our school will also continue to implement PBIS school-wide in an effort to enhance the condition for learning</p> <p>2. The problem/gap in behavior performance is occurring because teachers lack prior knowledge of how to effectively incorporate Restorative Practice circles with their scholars coupled by infusing effective PBIS strategies in which to maximize student achievement.</p> <p>3. If each scholar receives Restorative Practice immediately after receiving an ODR fewer repeat infractions would occur, the problem would be reduced by 50%, as evidenced by the end of the year ODR data from the School Profile Dashboard. (include data to validate your hypothesis.)</p>

<b>State the measurable outcome the school plans to achieve</b>	The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 32.8% to 22.8%, as measured by the end of the year ODR data from the School Profile Dashboard.
<b>Person responsible for monitoring outcome</b>	Jason HOneycutt (honeycuttj@pcsb.org)
<b>Evidence-based Strategy</b>	<p>Strengthen the ability of all staff to establish and maintain positive relationships with all scholars</p> <p>Support the development and/or implementation of school-wide ownership of equitable practices that engage scholars in acknowledging and adhering to processes and procedures through use of Guidelines for Success (Schoolwide implementation of PBIS and restorative practices)</p> <p>Strengthen the implementation of research-based practices that communicate high expectations for each Scholar.</p> <p>We will analyze and review our data for effective implementation of our strategies by reviewing ODR data during bi-weekly SBLT, behavior meetings &amp; MTSS meetings. As a team we will identify our most fragile scholars that are in need of more intense behavioral interventions.</p>
<b>Rationale for Evidence-based Strategy</b>	PBIS and REstorative Practice are District wide initiatives to support this area of focus.

<b>Action Step</b>	
<b>Description</b>	<p>1. Attend district-led, two-day team training for Restorative Approaches and SEL</p> <p>2. Ensure at least one staff member attend and becomes is a certified Trainer</p>

of RP

3. Develop school-wide roll-out and development plan of RP/SEL and PBIS
4. Conduct learning opportunities.
5. Monitor and support staff for implementation with fidelity.
6. Review student and teacher data for trends and next steps.
7. Update school-wide plan on a monthly basis.
  - Celebrate areas of growth
  - Update strategies for areas of improvement

**Person Responsible** Jason HOneycutt (honeycuttj@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)**

N/A

## Part IV: Title I Requirements

### Additional Title I Requirements

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

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

- 1) Effectively communicate with families about their students' progress and school processes/practices. • Data Chat Nights - A targeted group of scholars and their parents will be invited to share specific strategies to promote academic success
- 2) Provide academic tools to families in support of their scholars' achievement at home. • Parent Involvement Sessions - all parents and parental supports (ie. Grandparents) will be inviting to attend our bi-monthly PI sessions focusing on a different strategy during each session.
- 3) Purposefully involve families with opportunities for them to advocate for their scholars. • Data Chat Nights - A targeted group of scholars and their parents will be invited to share specific strategies to promote academic success
- 4) Intentionally build positive relationships with families and community partners. • Parent Involvement Sessions - all parents and parental supports (ie. Grandparents) will be inviting to attend our bi-monthly PI sessions focusing on a different strategy during each session.
- 5) SBLT will engage in the problem solving process to identify effective ways to engage our families in the following - effectively advocating for your scholar, increasing their knowledge of various community resources, effectively progress monitoring their scholar and TMS way of work. (Bi-weekly)

### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**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**

The expectation is that we start with positive staff/student relationships. All staff are encouraged to deploy the elements of Capturing Kids' Hearts, incorporating the EXCEL model in class. All staff are encouraged to use a 7:1 positive to negative interaction with students. Counseling occurs with a variety of scholars who have an identified need as determined by the staff, scholar, parent or other stakeholder. Students, at any time, can request to see the counselor through the use of an appointment slip or immediately based on their individual needs. Each counselor works with administrators and other staff of the child study team and Tier 3 MTSS team to evaluate attendance, behaviors and academics (early warning systems) to target scholars for additional interventions or support. Mentoring occurs through: outside agencies/ community volunteers have come in to mentor scholars on an individual basis. The school social worker and psychologist are used as resources for scholars with both in and out of school issues. In addition, there is a Violence Prevention Counselor on campus who works in classrooms, with groups and individual scholars to build social skills and confidence. The SRO on campus works with scholars who may exhibit harm to themselves or others. Also, the school implements School Enrichment opportunities through monthly club days to include, but not limited to: Girl Friends, 5000 Role Model, Principal's Multicultural Advisory Group, Chess Club, STEM Club,, Cross Fit, Intramurals, YOGA, Art, Scholar Government and Scrabble. The school has approximately 20 Take Stock In Children scholarship candidates. Each of these scholars has a mentor who meets with him or her weekly

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

The counselor articulates with the elementary counselors to communicate programs and middle school expectations to ensure incoming scholars are most informed about the expectations in advance. An orientation is used before school begins to induct incoming scholars into the school climate by allowing them the opportunity to come onto the campus prior to school start to learn about the various aspects of middle school life at Tyrone. The scholars are given a mock schedule to learn the campus and attend informative sessions (AVID, dress code, etc.). Grade level assistant principals plan intervention plans as needed and meet with those individuals in the summer in preparation for

the upcoming school year to proactively establish a positive reinforcement plan for specifically identified scholars. Outgoing cohorts are given opportunities to go onto the high school campus via visitation days to shadow selected programs to help support decision making for high school selections

**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**

Comprehensive Needs Assessment is conducted Spring (May 2019) of the prior school year in preparation for this year. Each quarter school improvement goal managers/department chairpersons and their assistant principals facilitate a problem solving process using the quarterly data available.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

(Need to revisit-using the information from the SS dept ppt)

Implementation of AVID School Wide-College Fair

March MADness-College Awareness

CHOICE application fair-selecting high schools that focus interest in alignment with college and career interests

PSAT for all 7th and 8th graders, test will be given in October and results will be back by January so teachers can use data to help prepare them for other classes.

Guidance

Counselor will go into 8th grade history classes in October to promote high school programs which

are geared toward career paths. In addition Guidance Counselor will go over each school high

school request forms with them prior to high school guidance coming out. will be involved in history classes once high schools are selected—planning 4 year high

school courses which gear to which college they will go to. Possible 6th and 7th grade counselors will

use (website planning tool for career paths)

School Counselors meet with scholars in their Social Studies classes several times throughout the

year providing a college and career readiness curriculum which consists of lessons plans, power point

presentations, student activity worksheets and pre-and post-assessments. The curriculum for 6th

grade includes course selection, skills needed for post secondary success, career of interests, post

secondary investigation, SMART goals, middle school academic planning and academic

skills needed for post secondary work. The curriculum for 7th grade includes course selection, growth mindset, learning style inventory, income vs. expenses, build college belief, middle school academic planning and post secondary costs. The curriculum for 8th grade includes course selection, personal strengths, career and post secondary academic planning, careers in the community, high school academic planning and ready financially: post secondary institutions.

**Part V: Budget**

<b>1</b>	<b>III.A</b>	<b>Areas of Focus: ELA</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4611 - Tyrone Middle School		0.0	\$0.00
<i>Notes: Stipends for Professional Learning and Training</i>						
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Career and College Readiness</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Math</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	4611 - Tyrone Middle School	School Improvement Funds		\$2,000.00
<i>Notes: Moby Max digital resource</i>						
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: SWD</b>				<b>\$0.00</b>
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Social Studies</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A</b>	<b>Areas of Focus: Science</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4611 - Tyrone Middle School			\$0.00
<i>Notes: Stipends for Professional Learning and Training</i>						
<b>7</b>	<b>III.A</b>	<b>Areas of Focus: ELL</b>				<b>\$0.00</b>
<b>8</b>	<b>III.A</b>	<b>Areas of Focus: Bridging the Gap</b>				<b>\$0.00</b>
<b>9</b>	<b>III.A</b>	<b>Areas of Focus: Multiracial</b>				<b>\$0.00</b>
<b>10</b>	<b>III.A</b>	<b>Areas of Focus: Economic Disadvantaged</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	510-Supplies	4611 - Tyrone Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: Funds to support Learning Experiences outside of school.</i>			
	6500	510-Supplies	4611 - Tyrone Middle School	School Improvement Funds		\$1,500.00
			<i>Notes: Equipment/ Technology for ELP.</i>			
<b>11</b>	<b>III.A</b>	<b>Areas of Focus: Climate and Culture</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	4611 - Tyrone Middle School	School Improvement Funds	938.0	\$3,000.00
			<i>Notes: School Wide PBIS Incentives for ALL (Scholars and Staff)</i>			
					<b>Total:</b>	<b>\$7,500.00</b>