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# **School Improvement Plan 2016-17**

## **Tarpon Springs Middle School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

## School Profile

|                                   |                                 |
|-----------------------------------|---------------------------------|
| <b>Principal:</b> Raquel P. Giles | <b>SAC Chair:</b> Tina Chagaris |
|-----------------------------------|---------------------------------|

|                      |   |
|----------------------|---|
| <b>School Vision</b> | Learning Gains for Every Student, Every Day |
|----------------------|---|

|                       |  |
|-----------------------|--|
| <b>School Mission</b> | We will provide challenging learning experiences in a safe environment so that all students are inspired to enhance our school community through character development and creativity. |
|-----------------------|--|

| Total School Enrollment | % Ethnic Breakdown: |         |            |                |         |         |
|-------------------------|---------------------|---------|------------|----------------|---------|---------|
|                         | Asian %             | Black % | Hispanic % | Multi-Racial % | White % | Other % |
| 868                     | 2.2%                | 10.8%   | 9.7%       | 4.6%           | 72.4%   | 0.3%    |

|                     |                   |                   |                   |  |
|---------------------|-------------------|-------------------|-------------------|--|
| <b>School Grade</b> | <b>2016:</b><br>C | <b>2015:</b><br>B | <b>2014:</b><br>B | <b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
|---------------------|-------------------|-------------------|-------------------|--|

| Proficiency Rates   | ELA    |        | Math   |        | Science |        | Social Studies |        | Accel. Rate |        | Grad Rate |        |
|---------------------|--------|--------|--------|--------|---------|--------|----------------|--------|-------------|--------|-----------|--------|
|                     | 2016 % | 2015 % | 2016 % | 2015 % | 2016 %  | 2015 % | 2016 %         | 2015 % | 2016 %      | 2015 % | 2016 %    | 2015 % |
| Proficiency All     | 54     | 59     | 55     | 53     | 54      | 56     | 70             | 69     | 68          |        |           |        |
| Learning Gains All  | 48     |        | 51     |        |         |        |                |        |             |        |           |        |
| Learning Gains L25% | 34     |        | 38     |        |         |        |                |        |             |        |           |        |

| School Leadership Team        |            |           |                         |                         |
|-------------------------------|------------|-----------|-------------------------|-------------------------|
| Position                      | First Name | Last Name | FT/PT                   | Years at Current School |
| Principal                     | Raquel     | Giles     | FT                      | 1-3 years               |
| Asst Principal                | Felicia    | Moline    | FT                      | Less than 1 year        |
| Asst Principal                | Eric       | Leopold   | FT                      | Less than 1 year        |
| Asst Principal                | Tanya      | King      | FT                      | Less than 1 year        |
| Inst. Coach (Literacy)        | Cyndi      | Johnson   | PT                      | 1-3 years               |
| Inst. Coach (Math)            | Jeanne     | Zimet     | PT                      | Less than 1 year        |
| Teacher Leader                | Ray        | Coser     | FT                      | 11-20 years             |
| Teacher Leader                | Crissy     | Mathews   | FT                      | 20+ years               |
| Teacher Leader                | Evelyn     | Zahner    | FT                      | 11-20 years             |
| Teacher Leader                | Salome     | Lawrence  | FT                      | 4-10 years              |
| Counselor                     | Allison    | Linstrum  | FT                      | 1-3 years               |
| Counselor                     | Laura      | Burge     | FT                      | 1-3 years               |
| Total Instructional Staff: 55 |            |           | Total Support Staff: 31 |                         |



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Tarpon Springs Middle School is committed to creating a welcoming environment for all the students. Through the use of Proactive Positive Behavioral Supports, we are striving to create a productive learning environment. TSMS ensures a positive school wide atmosphere and behavior plan through the school wide implementation of ‘Guidelines for Success’ for students- this fulfills our plan to teach prosocial behaviors to all students- **Be Safe, Be Respectful, Be Responsible.** These guidelines are posted in every classroom and common area, and they are positive, school wide expectations for all students that are incorporated into daily lessons and interactions with all students. We also have regular methods of acknowledging positive behavior where all adults acknowledge and reward appropriate student behavior through the use of positive behavior referrals, the commitment to character student of the month program and through the use of Spartan Bucks. Students are given a positive behavior referral by their teacher and recognized by their grade level assistant principal in the form of a positive phone call home, prizes and displaying certificates of positive behavior in grade level offices. In the Commitment to Character program, students from each grade level are nominated by their teachers, finalists are approved school wide and winners are recognized through a certificate of recognition, a positive phone call home and a prize.

Teachers/Staff are recognized for positive behavior through the implementation of the **KEY IS YOU** program: **The “KEY” is You.** The administration team believes in the value and contribution of each staff member. Each month 4 staff members will be recognized for their outstanding commitment and leadership to the students and staff of Tarpon Springs Middle School and contributing to a positive school wide culture.

The first 4 members will be recognized by the administration team. The following month the recipient of each award will then recognize a fellow staff member. Each recipient will receive the “key” to display in their classroom and a certificate of appreciation.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

The goal at Tarpon Springs Middle School is to create a safe equitable learning environment that supports the success of ALL learners. To accomplish this mission, TSMS will create a learning environment that incorporates Restorative Practices for Positive Classroom Management. The plan will incorporate respect and acknowledge students in a culturally responsive environment. Teachers will receive professional development in the development of culturally responsive pedagogy and learning environments. During Pre-School, teachers will be invited to participate in careful dialogue and will be led in self-reflective discussion that asks them to examine their own beliefs and assumptions and the impact that it has on their classroom learning environment.

Tarpon Springs Middle School has worked to develop a consistent school wide behavior plan and expectations through the growth and improvement of the Foundations Team. Through staff surveys and round-table discussion Tarpon Springs Middle will be focusing on creating a more supportive learning environment and has identified non- negotiable components from the School Wide Behavior Plan that will

be included in individual classroom management plans. TSMS will also be supporting a more consistent classroom management plan based on the CHAMPS STOIC Elements. The following questions will be used in guiding the development school wide and classroom expectations.

1. How can we/I develop an environment of respect and rapport?
2. How can we/I develop a culture of learning?
3. How can we/I connect with families and communities to better support our learners?
4. How can we/I organize safe common areas and classroom space?
5. How can we establish culturally responsive system and classroom practices?

All instructional staff will participate in the book Study, "Better Than Carrots or Sticks".

Teachers will work collaborate across classroom to exchange strategies, resources, points of view, and ideas to support building a network of culturally responsive classrooms that contribute to a schoolwide system of supporting the success of all learners.

**3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.**

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

The MTSS team will meet bi-weekly with the grade level administrator, guidance counselor, school psychologist, school social worker and VE TSA to review and assess student academic, behavior and attendance data. As a result, individualized interventions for Tier 2 and Tier 3 services are designed and implemented to meet the needs of each learner. Plans are progressed monitored on bi-weekly basis to support student process and provide opportunities for celebration.

Tarpon Springs Middle School places a heavy emphasis on the teacher/student relationship. As a result, teachers will conduct beginning of the year team building exercises to build a sense of community. Guidance counselors are available to meet with the students to ensure they are adjusting and to offer social and emotional support.

#### **Data-Based Problem Solving**

**4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?**

In addition to the multi-level tier support systems, Tarpon Springs Middle School partners with Gulf Coast Jewish Family Community Services and has a full time Prevention Specialist. TSMS work closely with the **CAP Center**- Citizen's Alliance for Progress and are currently working with **CAP** towards the goal of having a credit recovery computer lab that is accessible to students after school hours at **CAP**. TSMS also works closely with **YMCA** of the Suncoast through before and after school programs and planning for community events. The Prevention Specialist teaches the Second Step Curriculum to all 6<sup>th</sup> Grade students through health classes. Small group participation is also available at the parent's request for the following skills: dealing with conflict, peer pressure, forming positive friendships, respectful interactions with others, assertiveness skills, goal setting, coping skills/emotional management and decision making.

TSMS's School Resource Office will offer Gang Resistance Education And Training, abbreviated **G.R.E.A.T.**, to all 6<sup>th</sup> grade students.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

TSMS has a plan to routinely identify students for risk factors like attendance and discipline that require early intervention. The Instructional Leadership team meets regularly and assigns adults to touch base with students in the form of a 'student safety net'. This extra step takes place when a school representative makes contact with the student and home to address concerns and makes sure the student is attending regularly and the lines of communication are open regarding student grades and behavior. Student data that is used to inform decisions is the number of days absent, the number of student referrals, suspensions and discipline data.

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

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Rigorous and equitable expectations are expected of all staff members to ensure the success of all students. Positive Supports- Behavioral Interventions- and learning opportunities have been put into place at our school and are an expectation of all staff members. Our school leadership ensures that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable. We, the faculty and staff at TSMS are able to help students meet our high expectations **through the daily incorporation of our guiding principles: CREATE:** We will use our imagination and ingenuity to bring the students' education to life in ways they will always remember. **INSPIRE:** We will create classrooms that excite, motivate and prepare students to be lifelong learners. **LEAD:** We will guide them in developing skills needed to survive and thrive in education, career and life. Our plan for teachers who seek or are in need of support includes CHAMPS trainings, Marzano trainings with an emphasis on moving towards a more rigorous classroom setting, general classroom management trainings, AVID trainings, Restorative Practices trainings and tools and other methods of reaching all students with varying learning styles. District Content specialist with work with teachers to provide job embedded PD and implement the coaching cycle. Additionally, administrators will provide forthright feedback to teachers after each observation.

**School Culture / SWBP / Key Strategies**

|  |   |
|--|---|
| <b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?  |   |
| Goal: Develop and sustain a culture of compassion; inclusive of respect, empathy and safety that enhances the learning environment for students, faculty, staff and the community. |   |
| What is the key strategy that you will implement to accomplish this goal?  | Name of person(s) responsible                       |
| All instructional staff will participate in a school wide book study on "Better Than Carrots and Sticks" – Restorative Practices for Positive Classroom Management.                | Administrative Team<br>School Based Leadership Team |

|   |                                       |
|---|---------------------------------------|
| All instructional staff received training on CHAMPS during pre-school. All instructional staff received training on the 10-70-20 Instructional model.   |                                       |
| <b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.  |                                       |
| Goal: Provide equitable opportunities for all minority students by increasing overall performance and eliminating gaps between minority and non-minority students by 50%.   |                                       |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible         |
| Develop a mentoring program to partner minority students with a caring adult in the building.<br>Continue 5000 Role Model Program<br>Continue Girlfriends Club<br>The Reintegration plan developed by PCS will be used as an effect means to reintegrate AA students that are suspended back into school setting.                                 | Administrative Team<br>Teacher leader |
| <b>Optional Goal:</b> Describe any other goal you may have related to school culture or behavior. Use only if needed.   |                                       |
| Goal: TSMS will incorporate the 6Ms in planning and daily instruction to address the minority achievement gap. 1. Meaning 2. Models 3. Multiple checks for understanding 4. Mouth 5. Movement 6. Music<br>We will continue to reach out to youth to join and expand our already existing programs like 5000 Role Models and the Girlfriends club. |                                       |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible         |
| We will also invite a high school STEP team to our school to perform for and interact with our students.  | ILT (Instructional Leadership Team)   |



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

It was evidenced by Observation data and Instructional Rounds feedback that although given common planning during the 2015-2016 school year, not all teachers were meeting and planning lessons together. Some departments were teaching and exploring the standards to their intended levels of understanding while others continued to work independently. Increased understanding of the learning goal and learning targets will prove to better focus teachers towards standards based instruction. This year, TSMS has made a commitment to embed AVID WICOR strategies (single binder, Cornell Way, note-taking, use and checking of planners, and Deep Reading) into the delivery of core instruction.

Observation data and minutes from PLCs meeting will be used to monitor peer collaboration in various strategies such as common formative/summative assessments, AVID methodologies, BEST strategies, and DBQs (Document Based Questions). The continued use of AVID and BEST strategies will be evidenced and supported. 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. Additionally, teachers' lesson plans are submitted Friday of each week, allowing administrators time to ensure lesson alignment to standards.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Observation data and Instructional Support Visits reveal that key areas identified for improvement is chunking the standards by creating learning goals and targets and measuring and tracking student learning through the use of goals and scales.

Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of the course content. However, adjustment of instruction is not evident in some cases. A review of academic data (performance matters scores and FSA data) show a steady decline in student achievement indicating a need for more teacher professional development on high yield instruction and student engagement strategies.

During pre-school 2016-2017 school year, all teachers were provided training on Learning Goals and Scales and Student Monitoring. Teachers were encouraged and provided time to reflect on their student data from the previous school year and to revisit their deliberate practice. Teachers were also provided training on how to access student data in FOCUS.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers have various ways to access information regarding students and how to increase student growth in meeting state standards. Teachers can access FOCUS, school trend reports, CIMS, the data warehouse, baseball card, reports in FOCUS and performance results on statewide assessments. Information includes achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, as well as the daily progress of the students.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Students sometimes need help making the transition from one level to the next and an often find themselves falling behind academically and needing support. Tarpon Springs Middle School offers Extended Learning Program (ELP). Students in the ELP program stay after school for additional opportunities for credit recovery and grade forgiveness. Students can enroll in virtual school through Pinellas County and the State of Florida for enrichment courses as well as remedial courses. Grade forgiveness and extended learning classes during the Summer Bridge program (Summer School) is another opportunity for students to grade forgive classes.

Additionally, TSMS will host High School Readiness Night on October 27, 2016 to parents of eighth grade students and parents. This night will specifically focus on what’s needed to transition from middle school to high school.

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

| <b>Instructional Strategy 1</b>  |
|--|
| TSMS teachers will effectively organize students for mastery of complex tasks to increase student learning gains by 10 percent as demonstrated on annual FSA and EOC assessments. WICOR strategies |

|   |   |
|---|---|
| <p>will be used to enrich and accelerate the curriculum across content. Curriculum on the Wall will be used to integrate content to ensure deeper levels on of student understanding. Secondary Content coaches will provide job embedded professional development on the Marzano Learning Map and use the Marzano-AVID Instructional Chart to ensure alignment of strategies. The AVID &amp; Literacy Team will meet monthly to select a focus strategy of the month. Support will be provided to teachers through PLCs, Department and Grade Level Meetings.</p>  |   |
| <p>How are data collected and analyzed to monitor implementation of this strategy?</p>  | <p>Name of person(s) responsible</p>                          |
| <p>The AVID &amp; Literacy Team will meet monthly to select a focus strategy of the month. Support will be provided to teachers through the faculty focus meetings.</p> <p>The AVID School-wide goals are:</p> <ol style="list-style-type: none"> <li>1. Promotion and use of a school wide planner by students, teachers and administration</li> <li>2. Leadership: Build a consistent site team amongst each department with at least one member in attendance for each site team meeting.</li> <li>3. Culture: Improve school wide facilitation of AVID strategies in classroom instruction.</li> </ol> <p>Evidence that we have met these goals are:</p> <ol style="list-style-type: none"> <li>1. School currently provides each student with a school planner.</li> <li>2. AVID site team will meet monthly and have a full, participating team of members who will promote AVID strategies in their classrooms as well as school-wide.</li> <li>3. Present AVID strategy to group through a morning training or through a strategy of the month with handouts in teacher mailboxes.</li> </ol> | <p>ILT (Instructional Leadership Team) and AVID Site Team</p> |
| <p><b>Instructional Strategy 2</b></p>  |   |
| <p>The Homework Club/ELP</p>  |   |
| <p>How are data collected and analyzed to monitor implementation of this strategy?</p>  | <p>Name of person(s) responsible</p>                          |
| <p>At the half-way point of each marking period, teachers will review their data and provide assignments to students whose grades reflect a D or F. These assignments will be given as recovery work to amend those grades. Data is collected through weekly attendance. At the end of the marking period, teachers will be able to assess the completion of said assignments and the resultant grade improvement.</p>  | <p>ILT (Instructional Leadership Team)</p>                    |
| <p><b>Instructional Strategy 3</b></p>  |   |
| <p>Winning Wednesdays</p>   |   |
| <p>How are data collected and analyzed to monitor implementation of this strategy?</p>  | <p>Name of person(s) responsible</p>                          |
| <p>The first 5 minutes of each class period on Wednesdays will be utilized by teachers as a grade and progress check for each student. Students who are not on track will be referred to the appropriate system of support (MTSS, Child Study, Grade level Counselor/AP, Psychologist, etc.)</p>  | <p>ILT (Instructional Leadership Team)</p>                    |



|  |  |
|--|--|
| <p>The first 5 minutes of each class period on Wednesdays will be utilized by teachers as a grade and progress check for each student. Students who are not on track will be referred to the appropriate system of support (MTSS, Child Study, Grade level Counselor/AP, Psychologist, etc.)</p> <p>Teacher gradebooks will be audited weekly to determine failure rates. Instructional Support Plans will be provided to students who need additional supports in their classes. Teachers will be asked to complete plans for students who have earned a D or F beginning second quarter.</p> |  |
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## Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

|  |
|--|
| <p>The Instructional Leadership Team works closely with various committees like the Literacy Team, Child Study Team, MTSS Team, Attendance Team and Discipline Committee to ensure that all stakeholders have input on the decisions being made at Tarpon Springs Middle School. These teams work together to develop a School Improvement Plan that is responsive to the needs of all students. Input is not only encouraged from staff, but also from students and community members in the form of Student Advisory Committees and Community Advisory Boards. Goals are discussed and adapted to ensure they meet the needs of all students. A careful review of the 2015-2016 climate survey reveal that parents do not believe that they are kept informed of how their child is being graded. As a result, teachers are asked to provide course syllabus to parents and update parents on their child’s progress on a regular basis. Results also reveal that parents believe that our school provides a safe learning environment.</p> <p><b>Lowest Score</b> – 3.25 - All of my child’s teachers keep me informed regularly of how my child is being graded progress. <b>Highest Score</b> - 4.01 – Our school provides a safe learning environment.</p> |
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12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

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

### Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The focus areas for teacher professional development this year included Marzano’s instructional design with an emphasis on creating goals and scales in alignment with standards being taught.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

| <b>Key trainings planned for summer / fall related to teacher, staff growth needs.</b>   | <b>When?<br/>Summer, Pre-School?</b>  | <b>Participants?<br/>Targeted Group?</b>         | <b>Expected Outcomes?</b>   |
|--|---|--|---|
| New Teacher Orientation  | <b>July 21, 2016</b><br>2:00 pm – 3:30 pm   | Teachers new to teaching and new to the building |   |
| School Based Leadership Team Training on Group Members Capabilities<br>7 Norms of Collaboration  | <b>July 27, 2016</b><br>1:30 pm– 3:30 pm  | School Based Leadership Team                     | Participants will learn to how to conduct effective meetings                  |
| Welcome Back Breakfast<br>Team Building Activity<br>SIP Island Hopping Activity<br>Committee Meetings  | <b>August 2, 2016</b><br>8:30 am - 11:30 pm<br><br>12:30 pm – 3:30pm<br>Work in Classroom                         | Administrative Team<br>Instructional Staff       | Participants will engage in team building activities and review the draft SIP |
| 10-70-20 Instructional Delivery Model<br>Math, Science, LCA, WL<br>SS, ELA, Reading, Health, PE  | <b>August 4, 2016</b><br>9:00 am – 10:00 am<br>10:30 am to 11:30 am<br><br>12:30 pm – 3:30pm<br>Work in Classroom | Administrative Team<br>Instructional Staff       |   |
| Proactive Classroom Management Toolkit Training<br><br>Grade Level Meeting   | <b>August 5, 2016</b><br>9:00 am to 11:00 am<br><br>2:30 pm – 2:30pm  | Instructional Staff                              |   |
| 8:30am – 9:30 am<br>Implicit /Unconscious Bias<br><br>9:30am – 10:15am D Practice<br>(Reading, ELA, WL)<br><br>10:15am – 11:00am DP<br>( Science, SS, PE/Health)<br><br>11:00am – 11:45pm DP<br>(Math, LC) | <b>August 8, 2016</b><br>10:30 am – 3:30 pm<br>Work in Classroom<br>Instructional Staff                           |  |   |

|   |   |  |  |
|---|---|--|--|
| 1:30 pm – 2:30 pm<br>Athletic Meeting   |   |  |  |
| 8:30am – 9:30am Cambridge Teachers<br>9:30am – 10:30am LCA<br>10:30 am – 11:30am – Gifted/ESE | <b>August 9, 2016</b><br><b>8:30 am – 2:00 pm</b><br>Work in Classroom<br><b>2:10 pm – 3:10 pm</b><br>Faculty Meeting |  |  |
|   |   |  |  |



## Family and Community Engagement

Connections: **District Strategic Plan** ●Goals 1,3,6,7  
**Marzano Leadership** ●Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Tarpon Springs Middle School realizes that a child's education is a shared responsibility between the school and family and that schools and parents must work together as knowledgeable partners. The school will foster and support active parent involvement by using the following strategies. Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. We will develop, implement, and regularly evaluate a parent involvement program to involve parents at all grade levels in a variety of roles and will include the following elements:

- communication between home and school is regular, two-way, and meaningful;
- responsible parenting is promoted and supported;
- parents play an integral role in assisting student learning;
- parents are welcome in the school, and their support and assistance are sought;
- parents are full partners in the educational decisions that affect children and families;
- community resources are made available to strengthen school programs, family practices, and student learning

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Parent and family involvement is a critical component of an effective school. It is not a substitute for high quality educational programs, effective instruction or systemic research-based school improvement. Parents contribute most effectively to improved student achievement and school effectiveness when they are treated as equal partners and given needed information in a timely manner. Schools that work well

with families improve teacher morale and engender more teacher support by parents. When parents receive frequent and effective communication from a school, their attitude about the school is more positive and their involvement increases. A school's practices to inform and involve parents are strong determinants in the frequency and quality of parent involvement. There are many different ways for schools to involve parents in their child's education. To have long-lasting results, parent and family involvement activities must be planned, continuous, inclusive and comprehensive. Tarpon Springs Middle School would like to support families in how to interpret and use student data through data chats at SAC and PTA meetings and regular parent conferences.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

| Planning Inventory   | Very few of our families | Some of our families                | Most of our families                | Nearly all of our families |
|--|--------------------------|-------------------------------------|-------------------------------------|----------------------------|
| Families who have a parent PORTAL account and password                                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>   |
| Families who regularly log onto PORTAL to check student grades / progress              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>   |
| Families who are in regular contact with teachers in person or by phone, text or email | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>   |
| Families who regularly visit the campus for meetings, conferences or school events     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>   |
| Families who report feeling welcome when visiting the campus or contacting the school  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>   |

\*Note: Please use your own school data resources or best estimates in completing this inventory.

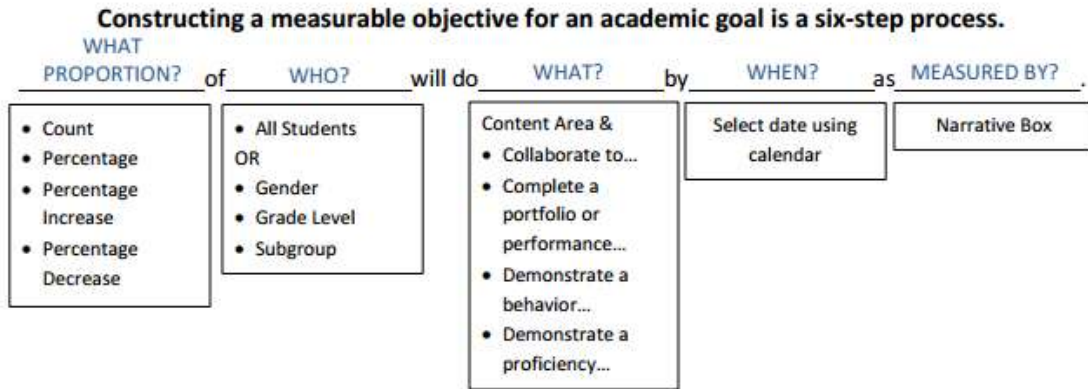
 **Family Engagement / Key Strategies**

|   |                                     |
|---|-------------------------------------|
| <b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?   |                                     |
| Goal: To build a stronger foundation and better connections with TSMS students, parents and community members.  |                                     |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible       |
| Being supportive of our volunteer coordinator (family and community liaison) and helping to develop and grow programs like Peer to Peer Mentoring, the Great American Teach In, adult volunteer mentors and quality internships to our students. Developing and growing these programs will lead to positive student learning outcomes. | ILT/Instructional Leadership Team   |
| <b>Goal 2:</b> What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?  |                                     |
| Goal: Increase school to home connections and relationships through home visits and partnerships with community agencies/local schools.   |                                     |
| What is the key strategy that you will implement to accomplish this goal?   | Name of person(s) responsible       |
| To make more home visits if necessary, have a working partnership with Citizen's Alliance for Progress (The CAP Center), The City of Tarpon Springs, Tarpon Springs High School and the feeder elementary schools- Brooker Creek Elementary School, Sunset Hills  | ILT (Instructional Leadership Team) |

|  |   |
|--|---|
| <p>Elementary School, Tarpon Springs Elementary School and Tarpon Springs Fundamental Elementary School.</p> <p>Specific Actions Include the following:</p> <ol style="list-style-type: none"> <li>1. TSMS to host a High School Readiness Night for 8<sup>th</sup> grade students and their parents specifically focusing on transitioning from middle to high school.</li> <li>2. Administrative team to attend Cops and Kids Parent meeting to be held September 2016.</li> <li>3. Mrs. Giles will attend a meeting at The CAP Center to discuss a collaborative partnership with the Extended Learning Program to ensure the success of all students.</li> <li>4. Mrs. Giles to periodically attend Rotary International Luncheon to discuss successful implementation of Stage 2 of the Library Media Center Grant.</li> <li>5. Ms. King and Mr. Leopold to attend feeder elementary schools to discuss transition programs.</li> </ol> |   |
| <p><b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.</p>   |   |
| <p>Goal: Family and Community Engagement</p>   |   |
| <p>What is the key strategy that you will implement to accomplish this goal?</p>   | <p>Name of person(s) responsible</p>  |
| <ul style="list-style-type: none"> <li>• Coordinate with PTSA/SAC to drive for more volunteers by 1<sup>st</sup> PTSA general meeting.</li> <li>• Increase involvement with feeder schools to facilitate transition by the end of the school year.</li> <li>• Use Connect Ed to promote/explain role of PTSA and SAC; announce requirements prior to 1<sup>st</sup> meetings.</li> <li>• Create/assign a faculty liaison for PTSA to promote parent/faculty awareness/involvement.</li> <li>• Coordinate with faculty, staff, volunteers, parents, students to create 4 community events throughout the school year to promote TSMS.</li> </ul>  | <p>Mrs. Giles, Ms. King</p> <p>Successful coordination of community outreach events- one per quarter this school year.</p> <p>Attending/speaking at at least one PTSA/SAC meeting at a feeder elementary school.</p> <p>Increasing the number of registered volunteers, mentors and guest speakers at our school.</p> |

 Section 2 – School Goals / Action Steps

## Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

|   |  |
|---|--|
| <b>ELA / Reading Goal</b>   | <b>Goal Manager:</b> Mathews, Lawrence, Moline   |
| <p><b>GOAL 1:</b> Increase the number of student proficient on the Reading FSA from 54% to 64% as measured by end of the year FSA data.</p> <p><b>GOAL 2:</b> Increase the number of students making reading learning gains from 48% to 60% as measured by the end of the year FSA data.</p> <p><b>GOAL 3:</b> Increase the proficiency of student represented by the L25 quartile from 34% to 46% as measured by the end of year FSA data.</p> <p>A deeper dig of the data reveal that with level 1 students in the 6<sup>th</sup> grade there was only an 18% learning gain; And only a 24% leaning gain with 7<sup>th</sup> grade level 1 students.</p> <p>What key strategies will be used to accomplish this goal?</p> <p>Strategy 1: Grade level ELA teachers will collaborate to ensure course pacing is consistent.</p> <p>Strategy 2: Grade level ELA teachers collaborate utilizing key reading and writing strategies to ensure mastery of Florida Standards for ELA</p> |  |
| <b>Actions / Activities in Support of ELA Goal</b>  | <b>Evidence to Measure Success</b>   |
| <ul style="list-style-type: none"> <li>Teacher receive professional development to ensure successful implementation of learning goals and scales.</li> <li>Teachers receive professional development on utilizing close reading strategies, standards, assessment and instructional methods.</li> <li>Incorporate Write Score Strategies.</li> <li>Demonstrate literary appreciation activities.</li> <li>Participate in scheduled monthly PLC meetings.</li> <li>Provide opportunities for grade level teachers to collaborate and monitor pacing progress.</li> </ul>   | <ul style="list-style-type: none"> <li>PLC Monthly Feedback</li> <li>Lesson Plan Monitoring</li> <li>Student work samples</li> <li>Instructional Support Model Visits</li> <li>Observation Data</li> <li>Formal and Informal Assessments</li> <li>ELA students gradually take ownership of understanding the standards as demonstrated on scale tracking sheets</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Administrators monitor and support the implementation of reading programs- including the use grade appropriate complex texts in reading intervention classes.</li> <li>• Supervising Administrator will attend ELA/Reading department PLC Meetings.</li> <li>• Teachers conduct data chats with students and support students with setting learning goals based on data and monitoring progress.</li> <li>• Teachers use formative assessment to determine individual learning.</li> </ul> |  |
|   |  |

| Mathematics Goal   | Goal Manager: Coser, King , Zimet   |
|--|---|
| <p><b>GOAL 1:</b> Increase the number of student proficient on the Math FSA from 55% to 65% as measured by end of the year FSA data.</p> <p><b>GOAL 2:</b> Increase the number of students making math learning gains from 51% to 61% as measured by the end of the year FSA data.</p> <p><b>GOAL 3:</b> Increase the proficiency of student represented by the L25 quartile from 38% to 48% as measured by the end of year FSA data.</p> <p><b>Goal 4:</b> Increase the number of students making math proficient on the Algebra 1 EOC from 84% to 100 % as measured by the end of the year Algebra 1 EOC data.</p>   |   |
| Actions / Activities in Support of Math Goal   | Evidence to Measure Success   |
| <p><u>Adults Actions necessary to achieve goal:</u></p> <ul style="list-style-type: none"> <li>• Ensure students receive rigorous and timely instruction using District delivery models aligned to State mandated standards.</li> <li>• Deliver Curriculum in classrooms using collaborative strategies designed to meet the needs of diverse learners.</li> <li>• Continuously monitor through formative and summative assessments as well as quarterly “data chats” designed to inform all stakeholders of student progress toward mathematical mastery.</li> <li>• Monitor, measure and modify instructional plan as needed through collegial planning and discussions.</li> <li>• Students will be charged with monitoring their progress toward meeting content mastery using learning targets scales.</li> </ul> | <ul style="list-style-type: none"> <li>• Performance Matter Cycle Assessments</li> <li>• Formative Assessments</li> <li>• Student work samples</li> <li>• Instructional Support Model Visits</li> <li>• Observation Data</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Provide time for remedial support for struggling students to include: tutoring, differentiated instruction and assignments, and best practices relating to MTSS.</li> <li>• Supervising Administrator will attend ELA/Reading department PLC Meetings.</li> <li>• Incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of course content.</li> </ul> |  |
|   |  |

| Science Goal  | Goal Manager: Seger, Leopold  |  |
|---|---|--|
| <p><b>GOAL 1:</b> Increase the number of student proficient on the Science FSA from 54% to 64% as measured by end of the year FSA data.</p>   |   |  |
| Actions / Activities in Support of Science Goal   | Evidence to Measure Success   |  |
| <ul style="list-style-type: none"> <li>• Analyze format of test questions and identify strategic testing words.</li> <li>• Work with the Reading Coach Science and obtain feedback/strategies that will be monitored through lesson plans.</li> <li>• Incorporate Nature of Science in each Science unit through hands on activities.</li> <li>• Utilize technology based applications (MobyMax, GradeCam, Kahoot!, Performance Matters/Unify, to determine mastery of learning objectives.</li> <li>• Supervising Administrator will attend ELA/Reading department PLC Meetings.</li> <li>• Incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of course content.</li> <li>• Meet in PLC'sT to review student response to tasks and plan text-dependent questions, close reading, and skill/strategy based groups to implement during core instruction with students to support their success with complex text.</li> <li>• Utilize the parallel teaching approach teaching Nature of Science in context with Content.</li> <li>• Provide students with opportunities to write lab reports during inquiry-based science projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Performance Matter Cycle Assessments</li> <li>• Formative Assessments</li> <li>• Student work samples</li> <li>• Instructional Support Model Visits</li> <li>• Observation Data</li> </ul> |  |



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**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)  |   |
|--|---|
| <b>Goal Name:</b> Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.   | <b>Goal Manager:</b> Wellness Team  |
|  |   |
| Actions / Activities in Support of Goal  | Evidence to Measure Success   |
| <ul style="list-style-type: none"> <li>In 2014-15, school was recognized with BRONZE national recognition. In 2015-16, school is eligible for SILVER national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</li> <li>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.</li> <li>Target for 2016-17, is to become eligible for SILVER national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</li> </ul> | <ul style="list-style-type: none"> <li>By April 1, 2017, 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.</li> </ul> |
|  |   |

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)   |   |
|---|---|
| <b>Goal Name:</b> Social Studies Goal   | <b>Goal Manager:</b> Zahner, Leopold  |
| <b>GOAL 1:</b> Increase the number of student proficient on the SS (Civics) FSA from 70% to 78% as measured by end of the year FSA data.  |   |
| Actions / Activities in Support of Goal   | Evidence to Measure Success   |
| <ul style="list-style-type: none"> <li>Work with Reading teachers using the Curriculum on the Wall (COW) chart to curriculum map for increase student comprehension and engagement.</li> <li>Use AVID (WICOR) Strategies daily to increase student engagement and support student achievement at all levels.</li> <li>Continue to use materials provided by the DBQ project.</li> </ul> | <ul style="list-style-type: none"> <li>Performance Matter Cycle Assessments</li> <li>Formative Assessments</li> <li>Student work samples</li> <li>Instructional Support Model Visits</li> <li>Observation Data</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Social Studies teachers receive professional development around inclusion of higher order questioning techniques as well as DBQ level 2 (focus on writing) strategies</li> <li>• Administrators monitor and support the implementation of literacy standards and strategies through DBQ project materials in social studies.</li> <li>• Incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of course content.</li> </ul> |  |
|   |  |

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)  |   |
|--|---|
| <b>Goal Name:</b> Positive School Culture/Hospitality  | <b>Goal Manager:</b> Hospitality Committee & Administration   |
| <b>GOAL 1:</b> Increase the number of staff appreciation and recognition activities by 50%.  |   |
| Actions / Activities in Support of Goal  | Evidence to Measure Success   |
| <ul style="list-style-type: none"> <li>• Improve hospitality and increase participation</li> <li>• Send out reminders and account information</li> <li>• Acknowledge birthdays and celebrations/life events</li> <li>• Perhaps have a staff dress up day monthly (colleges, etc.)</li> <li>• Develop a staff/teacher monthly recognition program.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence will be improved school morale and camaraderie.</li> <li>• Staff/teacher perception data</li> <li>• ADVANCE ED Survey Data</li> </ul> |
|  |   |

**Academic Achievement Gap**

|   |  |
|---|--|
| <b>Subgroup Goal (Black)</b>  | <b>Goal Manager:</b> Instructional Leadership Team |
| <b>GOAL 1:</b> Increase the number of AA students proficient from 17% to 27% on the ELA FSA as measured by end of the year FSA data.  |  |
| <b>GOAL :2</b> Increase the number of AA students proficient from 23% to 33% on the Math FSA as measured by end of the year FSA data. |  |

**GOAL 3:** Increase the proficiency of AA student represented in the Bradley subgroup on the ELA FSA from 29% to 40% as measured by the end of year FSA data.  
**Goal 4:** Increase the proficiency of AA student represented in the Bradley subgroup on the Math FSA from 27% to 37% as measured by the end of year FSA data.

| Actions / Activities in Support of Black Goal  | Evidence to Measure Success  |
|--|--|
| <ul style="list-style-type: none"> <li>• Place a keen focus on teacher/student relationships</li> <li>• All staff participate in school wide book study “Better than Carrots or Sticks” and as a result incorporate a restorative practice as part of their classroom management plan.</li> <li>• Engage students through the 5000 Role Model and Girlfriends Program</li> <li>• Increase school to home connections through parent/student/teacher/admin guidance conferences and home visits for students and families that are difficult to reach.</li> </ul> | <ul style="list-style-type: none"> <li>• Referral Data</li> <li>• Parent Feedback</li> <li>• RTI Supports</li> <li>• ADVANCE ED Student Survey Data</li> </ul> |
|  |  |

| Subgroup Goal (ELL)  | Goal Manager: Burge, Leopold, Department Chairs |
|--|---|
| GOAL 1: Increase the number of student proficient on the ELA FSA from 12% to 24% as measured by end of the year FSA data. GOAL 2: Increase the number of student proficient on the Math FSA from 21% to 31% as measured by end of the year FSA data. |   |

| Actions / Activities in Support of ELL Goal  | Evidence to Measure Success                           |
|--|---|
| <ul style="list-style-type: none"> <li>• Provide ELLs with strategic types of scaffolding, such as graphic organizers, visual aids, peer help or home language help, and removing these supports as students’ skills develop.</li> <li>• Provide ELLs ample opportunities to have extended interaction (such as doing ‘jigsaw’-type activities) with peers of varying English proficiency levels.</li> <li>• Provide ELLS with relevant background knowledge about a topic to be discussed in class, or activate their existing knowledge of a topic.</li> </ul> | Performance Matters<br>Student work samples<br>Grades |
|  |   |

| Subgroup Goal (ESE)  | Goal Manager: Joslin, King, Department Chairs |
|--|---|
| GOAL 1: Increase the number of student proficient on the ELA FSA from 6 % to 15% as measured by end of the year FSA data. GOAL 2: Increase the number of student proficient on the Math FSA from 14% to 25% as measured by end of the year FSA data. |   |

| Actions / Activities in Support of ESE Goal  | Evidence to Measure Success                           |
|--|---|
| <ul style="list-style-type: none"> <li>• Provide ESE students with concrete objects and events—items they can touch, hear, smell, etc.</li> <li>• Repeat instructions or offer information in both written and verbal formats.</li> <li>• Use cooperative learning activities and partner varying abilities to work together on a specific project or toward a common goal.</li> </ul> | Performance Matters<br>Student work samples<br>Grades |
|  |   |

| Subgroup Goal (If Needed)<br>Enter Goal Name | Goal Manager: |
|--|---------------|
|  |               |

| Actions / Activities in Support of Goal | Evidence to Measure Success |
|---|-----------------------------|
|   |                             |
|   |                             |

**Early Warning Systems (EWS) -- Data and Goals**

| Early Warning Indicator*<br>(Number of students by grade level) | Grade 6th | Grade 7th | Grade 8th | Grade <i>Select</i> | Grade <i>Select</i> | School |      |
|---|-----------|-----------|-----------|---------------------|---------------------|--------|------|
|   | #         | %         |           |                     |                     |        |      |
| Students scoring at FSA Level 1 (ELA or Math)                   | 41        | 62        | 67        |                     |                     | 170    | 19.6 |
| Students with attendance below 90 %                             | 32        | 41        |           |                     |                     | 74     |      |
| Students with excessive referrals**                             | 12        | 7         |           |                     |                     | 19     |      |
| Students with excessive course failures**                       | 16        | 14        | 24        |                     |                     | 54     |      |
| Students exhibiting two or more indicators                      |           |           |           |                     |                     |        |      |

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

|  |  |  |
|--|--|--|
| <b>Attendance Goal</b>   |  | Please ensure that your goal is written as a SMART goal. |
| Decrease the number of students with 10 or more days absent by 20% as measured by end of the year attendance data.   |  |  |
| <b>Actions / Activities in Support of Attendance Goal</b>  |  | <b>Evidence to Measure Success</b>                       |
| <ul style="list-style-type: none"> <li>Teachers will <u>make contact</u> with the parent/guardian by phone or email after the student has missed 5 days of school and follow up by alerting guidance and the attendance specialist.</li> <li>Host quarterly attendance socials and reward certificates for student with 100% attendance each quarter.</li> <li>Assign mentors to students with excessive attendance</li> </ul> |  | Attendance Reports<br>CST Minutes                        |
|  |  |  |

**EWS - Discipline**

|  |  |  |
|--|--|--|
| <b>Discipline Goal</b>   |  | Please ensure that your goal is written as a SMART goal. |
| Decrease the total number of referrals from 984 by 20% by the end of the 2017 school year as measured by the end of the year referral data.  |  |  |
| <b>Actions / Activities in Support of Discipline Goal</b>  |  | <b>Evidence to Measure Success</b>                       |
| <ul style="list-style-type: none"> <li>Incorporate CHAMPS strategies as part of teacher classroom management plans.</li> <li>Participate in school wide- book study to change the culture of the school from punitive to supportive.</li> <li>Place a keen focus on teacher/student relationships</li> </ul> |  | Referral data  |
|  |  |  |

|  |  |  |
|--|--|--|
| <b>Discipline Goal – Other</b> (as needed)     |  | Please ensure that your goal is written as a SMART goal. |
| Specify  |  |  |
|  |  |  |
| <b>Actions / Activities in Support of Goal</b> |  | <b>Evidence to Measure Success</b>                       |

|  |  |
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**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

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| <b>Early Intervention / Extended Learning Goal</b>   |
| Please ensure that your goal is written as a SMART goal  |
| Goal: Develop and sustain a culture of compassion; inclusive of respect, empathy and safety that enhances the learning environment for students, faculty, staff and the community. |
| - Reduce the number of students in need of remediation by 50%.   |

| Actions / Activities in Support of Goal                           | Evidence to Measure Success |
|---|-----------------------------|
| Increase the use of AVID/WICOR Strategies in the classroom by 50% | Student Artifacts           |
|   |                             |

**Section 3 – Required Items / Resources**

**Instructional Employees**

| Current Instructional Staff Members    |     |                                       |    |
|--|-----|---------------------------------------|----|
| # of Instructional Employees           | 43  | % with advanced degrees               | 46 |
| % receiving effective rating or higher |     | % first-year teachers                 | 3  |
| % highly qualified (HQT)*              | 100 | % with 1-5 years of experience        | 7  |
| % certified in-field**                 | 100 | % with 6-14 years of experience       | 30 |
| % ESOL endorsed                        | 26  | % with 15 or more years of experience | 60 |

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

Research indicates that the number one reason new teachers leave the field is because they do not feel supported by administration. To combat this issue, TSMS has instituted a New Teacher Mentoring Program. Each teacher new is partnered with a more experienced teacher. The new teacher mentoring program meets once per month and serves as a sounding board and support system for the various challenges that new teachers face.

**SAC Membership**

| SAC Member / First Name | SAC Member / Last Name | Race   | Stakeholder Group  |
|-------------------------|------------------------|--------|--------------------|
| Raquel                  | Giles                  | Select | Principal          |
| Julia                   | Marshall               | Select | Teacher            |
| Amber                   | Turcott                | Select | Teacher            |
| Nate                    | Prince                 | Select | Support Employee   |
| Officer                 | Volker                 | Select | Business/Community |
| Christine               | Lewis                  | Select | Teacher            |
| Tina                    | Chagaris               | Select | Parent             |
| Katina                  | Steffen                | Select | Parent             |
| Sandra                  | Hopkins                | Select | Parent             |
| Kari                    | Campbell               | Select | Parent             |
| Cathy                   | Pitts                  | Select | Parent             |
| Ken                     | Briscoe                | Select | Parent             |

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes       No *(Describe the measures being taken to meet compliance below.)*

The School Advisory Council (SAC) provides the linkage between the school, parents and the community at large. The SAC plays a major role in determining the goals of the school and the means to achieve these goals. All parents and community members are invited to attend the monthly meetings and to consider active membership on the council. All meetings are open to interested parents and community members. Dates of the meetings are listed on the school marquee and published in the school newsletter. SAC meets the 3rd Tuesday of every month in the Media Center at 6:30 pm.

SAC Meeting agendas will consist of reviewing academic, attendance and discipline data.

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

|   |                             |                          |
|---|-----------------------------|--------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Committee Approval Date: |
|---|-----------------------------|--------------------------|

**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

|   |                             |                           |
|---|-----------------------------|---------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Chairperson: Raquel Giles |
|---|-----------------------------|---------------------------|

|   |
|---|
| State Days / Intervals that Team meets below.   |
| The SBLT team meets on the first and third Monday of each month beginning at 8:15 am. |

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

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

|   |
|---|
| Use this space to paste budget, if desired. |
|---|