



Executive Summary: **Tarpon Springs Middle School**

School Improvement Plan for 2017-18

Tarpon Springs Middle School has 869 students' grades six to eight, four administrators, one part-time instructional reading coach, 54 classroom teachers, and 41 staff members.

The mission of Tarpon Springs Middle is to provide challenging learning experiences in a safe learning environment so all students are inspired to enhance our school community through character development and creativity. Tarpon Middle School has met the requirements of the AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

School Celebrations

A review of our most recent school achievement data has given us reasons to celebrate and build upon as a school.

Those improvements include:

- 1.) Our overall school grade improved from a 'C' to a 'B'
- 2.) Our school has been recognized as a Five Star School for the last several years.
- 3.) Our school improved its ELA L25% learning gains by 12 points.
- 4.) Our school's Leadership Conservatory for the Arts is recognized as one of the top middle school band programs in the district.
- 5.) Tarpon Springs Middle School Leadership Conservatory for the Arts took home first place in the 2017 Music USA Festival for concert band, jazz band, orchestra and chorus and was the overall grand champions for instrumental vocal.
- 6.) Our school won a Dairy Council of Florida award for increasing the number of students who eat breakfast each day from 200 to about 450. The School received \$2,500 in cafeteria equipment.

Primary Goals

To accomplish our mission, Tarpon Springs Middle School has the following primary goals.

- 1) Increase the number of student proficient on the Reading FSA from 54% to 64% as measured by end of the year FSA data.
- 2) Increase the number of student proficient on the Math FSA from 55% to 65% as measured by end of the year FSA data.
- 3) 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.
- 4) Increase the number of student proficient on the Science FSA from 57% to 65% as measured by end of the year FSA data.
- 5) Increase the number of student proficient on the SS (Civics) FSA from 70% to 78% as measured by end of the year FSA data.
- 6) Increase the number of ELL student proficient on the ELA FSA from 12% to 24% as measured by end of the year FSA data.
- 7) Close the achievement gap in ELA between black and non-black students by 20 % percent.

- 8) Reduce the number and percent of discipline incidents for each student subgroup by 30%.
- 9) Increase our number of parent involvement events that are “tied to student learning” by 50%.
- 10) Increase the use of AVID/WICOR strategies embedded in core instruction by 50%.

Key Strategies:

The core instructional and monitoring strategies included in our action plans are:

- Monitor, measure and modify instructional plan based on student.
- Reviewing student work samples as part of our learning walks and PLCs as a periodic “rigor” check.
- Using research-based strategies in core instruction (e.g., 5E, Gradual Release (10-70-20) Text Dependent Questioning.)
- Deliver curriculum in classrooms using collaborative strategies designed to meet the needs of diverse learners.
- Utilizing scales and rubrics aligned to a learning goal to assess and inform instruction.
- Monitor student progress through formative and summative assessments as well as quarterly “data chats” designed to inform all stakeholders of student progress toward mathematical mastery.
- Embed AVID/WICOR Strategies into core instruction with fidelity.

Professional Development

During the 17-18 school year, the Instructional Leadership Team (ILT) will work to embed Restorative Practices into the fabric of the school culture. During pre-school, the team will provide a re-tooling of the practices learned from the school wide book study of “Better than Carrots and Sticks”. The team will communicate the district’s vision for Restorative Practices and share the rollout of this very important district initiative. Additionally, several Math and Science teachers attended the AVID Culturally Responsive Training this summer and will provide turn-round training the staff. They will share best practices and model the 6M’s of Culturally Relevant Teaching. Those teachers will lead the charge in collaborating to support building a network of culturally responsive teaching. Teachers will continue to meet in Professional Learning Communities to conduct lesson studies by reviewing evidence based instructional strategies, student responses and student work samples to inform instruction.

Parent and Community Engagement

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.

For more information about Tarpon Springs Middle School Improvement Plan, please go to our website at www.pcsb.org/tarpon-ms.org