



School Improvement Plan 2017-18

Tarpon Springs Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



Vision and Direction

School Improvement Plan 2017-18

School Profile

Principal: Raquel Giles	SAC Chair: Tina Chagaris
--------------------------------	---------------------------------

School Vision	Learning Gains for Every Student, Every Day
----------------------	---------------------------------------------

School Mission	We will provide challenging learning experiences in a safe learning environment so 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 %
869	2.2%	10.4%	11.9%	4.3%	71%	.2

School Grade	2017: B	2016: C	2015: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
---------------------	-------------------	-------------------	-------------------	--------------------------------------------------------------------------------------------

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	55	54	55	55	57	54	64	70	61	68	n/a	n/a
Learning Gains All	55	48	50	51								
Learning Gains L25%	46	34	43	38								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Raquel	Giles	FT	4-10 years
Assistant Principal	Eric	Leopold	FT	1-3 years
Assistant Principal	Felicia	Moline	FT	1-3 years
Assistant Principal	Tanya	King-Florio	FT	1-3 years
Teacher Leader	Brad	DeCorte	FT	11-20 years
Teacher Leader	Keith	Seeger	FT	11-20 years
Teacher Leader	Salome	Lawrence	FT	11-20 years
Counselor	Laura	Burge	FT	1-3 years
Counselor	Allison	Linstrum	FT	4-10 years
Counselor	Kharina-Sampson	Elena	FT	4-10 years
Teacher	Christina	Drew	FT	1-3 years
VE Specialist	Nancy	Joslin	FT	1-3 years
Teacher	Mary	Musser	FT	Less than 1 year
Total Instructional Staff:	54		Total Support Staff:	



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. With 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 Respectful, Be Accountable, Be Productive**. The Restorative Justice Committee revised the guidelines during the summer professional development. Guidelines posters are in every classroom and common area and are taught using model lessons and revisited at the beginning of each quarter.

We also have regular methods of acknowledging positive behavior where all adults acknowledge and reward appropriate student behavior with positive behavior referrals, the commitment to character student of the month program. Students receive positive behavior referrals by their teacher and are 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, teachers nominate students from each grade level, finalists selected school wide and winners are recognized through a certificate of recognition, a positive phone call home and a prize.

The theme for this school year is “**Lighting the Spark of Curiosity; Going from Good to Great**”. The theme’s focus is on continuous growth. The administration team believes in the value and contribution of each staff member. Each month 4 staff members are selected by their colleagues for sparking the curiosity; teaching them new strategies, supporting them with classroom management techniques, helping them try new Culturally Relevant Teaching ideas etc. The goal of the program is to create a culture of lifelong learning and to celebrate the learning and growth of others.

The administration team will recognize the first 4 members during pre-school. The following month the recipient of each award will then recognize a fellow staff member. Each recipient will receive the “a lantern” to display in their classroom and a certificate of appreciation.

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

Our mission 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 learning environment. 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.

The principal and a team of volunteer teachers attended the Restorative Practices training and have been included in the Restorative Practices Professional Learning Community where they will network with their colleagues to exchange and share ideas.

During pre-school, the team will lead a restorative circle and engage in conversations around the elements of a supportive learning environment. The team will also lead the group in designing operational practices that create a seamless alignment between PBS and Restorative Practices. They will share the model the 5 restorative questions and encourage staff to incorporate these questions when faced with challenging student behavior.

Questions:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done in what way?
5. What do you think you need to do to make things right.

As part of the initial integration of restorative practices, the team met to evaluate current discipline and PBS practices and identified barriers to implementation in Phase I of the rollout. They discovered that most of the language in their discipline plan was punitive or written as response to non-compliance. They did not have a plan in place to teach and model the expected behaviors. Together the team re-established the guidelines/behaviors for success and created lessons that each teacher will teach and at the beginning of each quarter and review at the beginning of each week.

The team will create a Restorative Justice Committee modeled after the example seen at Pittsfield Middle High School located in Pittsville, Wisconsin. The team will consist of 2 teacher leaders, and 1 administrator and at least 3 students. The team will train on conflict resolution techniques, and use scripted questions to further dialogue. The goal of the committee to teach students to take responsibility and resolve issues peacefully.

TSMS will continue to use a more consistent classroom management plan based on the CHAMPS STOIC Elements. The following questions were used in to guide 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?

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

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

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?

Tarpon Spring Middle School places a heavy emphasis on teacher student relationships and believes along with Rita Pierson that “Every Student Deserves a Champion”. The administrative team communicates with all staff the importance of remembering the brain development of adolescent students. During the 14-15 school year, TSMS partnered with Tarpon Springs Trauma Informed Community Initiative called Peace 4 Tarpon. The Peace 4 Tarpon Committee provided the staff PD on adolescent brain development. They specifically discussed how the brain responds to trauma and how trauma effects learning. The principal added a trauma informed page to the staff’s online notebook “Spartan Central”. This page contains links to resources and support.

The staff at TSMS understand the value of forging positive relationships with families; therefore, teachers are encouraged to be proactive and to communicate with families early and often. During the 16-17 school year, the Staff at TSMS completed a book study of “Better Than Carrots and Sticks”, Restorative Practices for Positive Classroom Management. The book study allowed the staff to engage in collaborative conversations around best practices for creating and sustaining a supportive learning environment. This year, staff will continue to engage in those conversations and work to embed the work of restorative practices into the school wide discipline plan.

TSMS believes in community outreach and works to engage community stakeholders. Strong partnerships have been formed with the CAP Center (Citizen’s Alliance for Progress) and Cops n Kids. Both organizations provide tutoring and after school care for students at Tarpon Middle. . The administrative team and teachers attend CAP Center events and hosts parent informational fairs. Additionally, a new partnership has been developed with Riverside Apartment Complex where many of our students reside. The Tarpon Middle

Team will hosts a teacher/ parent meet and greet during the month of September because many of the families do not attend the annual Back to School Night event due to scheduling conflicts or other reasons. Moreover, the Prevention Specialist- delivers the Second Step Curriculum to all 6th 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 Resource Officer, a member of the Tarpon Springs Police Department will offer training in gang resistance education, cyber safety, anti-bullying and anti-drug prevention.

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

In its role to monitor the effectiveness of Tier 1 (core) instruction, the ILT meets twice a month to analyze student performance data. The team uses multiple data sources; including data dashboard (attendance, discipline and academics), advanced reports, walkthrough data, assessment data and grades data to not only monitor the effectiveness of core instruction but also to identify students in need of additional support.

The team uses the root cause drill down process to identify instructional gaps and behavior gaps. Using this data, the team adjusts and/or modify SIP strategies and initiatives used in the SIP 9 week action plan. This information is filtered to the RTI Committee where Tier 2 and 3 Strategies are adjusted and or modified. Additionally, teachers meet in PLCs to design lessons to address learning 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?

The ILT reviews the goals set by each department to ensure high expectations for all students. The administrative team ensures the master schedule is designed to support equitable access of classes for all students and supports are in place to facilitate student growth. Furthermore, administrators review Lesson plans and walkthrough data to engage teachers in reflective dialogue around instructional practices.

We will continue to allow our guiding principles to frame our way of work with student. We believe that we are able to help students meet 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 this year is to differentiate teacher-training needs and use their deliberate practice to set professional development goals. This may include CHAMPS trainings, Marzano trainings with an emphasis on moving towards a more rigorous classroom setting, general classroom management trainings, AVID trainings, Restorative Practices trainings, Culturally Relevant Teaching Strategies and other tools. 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.

<p>This year, the professional development will focus around 3 key ideas:</p> <ol style="list-style-type: none"> 1. Foundations of Learning <ol style="list-style-type: none"> 1. Preconceptions 2. Deep Foundation of Factual Knowledge 3. Metacognition 2. Professional Learning Communities <ol style="list-style-type: none"> 1. Common formative assessment 3. Progress Monitor Student Learning

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
IMPLEMENT RESTORATIVE PRACTICES	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p>The staff at TSMS has been working to develop and sustain a culture of compassion, inclusive of respect, empathy and safety that enhances the learning environment for students, faculty and staff. The staff is encouraged to see non-compliant behaviors through the “trauma informed lenses” Instead of asking the student “What’s wrong with you”, they will ask “What happened to You” to gain a deeper understanding of the source of the behavior.</p> <p>The school wide professional development plan consists of training on strategies that promotes the use of Restorative Practice and Culturally relevant learning opportunities.</p>	Administration Team/ILT/Teacher Leaders
Goal 2: 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.	
INCREASED MONITORING OF ALL STUDENTS- BUT SPECIFICALLY MINORITY STUDENTS	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<p>In an effort to narrow the achievement gap, TSMS will implement the following key actions:</p> <p>Teachers will meet in PLCs to develop common formative assessments. This data will allow the teacher to learning gaps for individual students or groups of students with similar needs.</p> <p>Teachers will implement intentional <u>small group instruction</u> as a means to provide remediation to students in need of additional support. The teacher may likely plan activities and instruction that occur simultaneously within the classroom. While one group is receiving direct instruction, the other students can be working independently or collaboratively.</p>	Administration Team/ILT/Teacher Leaders

<p>The ILT will conduct a root cause analysis on discipline data to identify underlying causes of the discipline disparities. The ILT will share the data and lead the staff in reflective conversations.</p> <p>Administrators will engage the faculty in frank conversations about the nature of discipline referrals and will work to support teachers in their classroom management practices.</p> <p>The Girlfriends Club and the 5000 Role Model Program will serve as an additional layer of support for minority students. Both programs are designed to boost self-image, increase social skills, and academic performance.</p> <p>Equally important, the Students Targeted for Educational Performance Program (STEP) will provide a supportive structure for minority students in order to optimize academic achievement through encouragement, support and guidance.</p> <p>The Reintegration plan developed by PCS will be used as an effect means to reintegrate AA/Hispanic students that are suspended back into school learning community.</p>	
<p>Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.</p>	
<p>What is the key strategy that you will implement to accomplish this goal?</p>	<p>Name of person(s) responsible</p>



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?

<p>During the 16-17 school year, the ILT placed a strategic emphasis on high-quality aligned instructional systems. They began by restructuring the vision and mission statement and setting high standards for all students and committing to a vision of learning gains for every student. As a result, learning gains increased in many categories the school grade increased from a C to a B.</p> <p>The administrative team at TSMS carefully designed the master schedule to allow for collaborative planning. Grade level content teachers meet in teacher teams to plan lessons, examine student performance data and develop next steps. During the 16-17 school year, teachers also participated in lesson studies and conducted learning walks. Moreover, The ILT continues to engage faculty in conversations around academic excellence. The staff carefully examined teacher and student actions involved in excellent instruction and worked to establish a common language of instruction using the Marzano Learning Map.</p>

Administrators conduct walkthroughs using a bi-weekly walkthrough schedule. In addition to providing the teacher feedback through iobservation, they use an excel spreadsheet to track teacher growth data by identifying at least one instructional lever. Teachers receive timely feedback and are provided coaching support. This year, TSMS will place a strategic focus on PLCs and use the DuFour 4 question model as a guide. There will be a commitment to use common formative assessments.

AVID strategies will be evidenced and supported through the core. These research-based strategies have proven successful for those using them with fidelity. Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies will be infused across the curriculum to increasingly engage students at more rigorous levels, and continue to provide a strong foundation of ambitious standards-based instruction. 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 student engagement, monitoring for the desired effect and incorporating the use cognitive complex tasks. We have seen an improvement in some teachers' ability to engage all learners. Walkthrough data reveal that reveal that there is still a need for need for more professional development on high yield instruction and student engagement strategies and differentiation.

TSMS will focus on creating high quality learning experiences for every child. Specific areas of focus continues to be improving instruction by conducting lesson studies, learning walks, coaching etc. .

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.

Regular data chats in faculty meetings, PLCs and house meetings, Analyzing Assessments, Increased use of goals and scales. 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 L25 students in Reading and Math and the daily progress of 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).

TSMS believes in the importance of articulation and looks for ways to communicate with the feeder elementary schools and feeder high schools. Recognizing that some students struggle with the transition, The 6th grade guidance counselor communicates with the elementary school in advance requesting name of students that may require more nurturing. These students are met with during the first few weeks of school and assigned a mentor. Likewise, the 8th grade guidance counselor communicates with the feeder high school in the same manner.

Once on campus, student are offered extra academic help through tutoring and the Extended Learning Program 'ELP' (before and after school). Students in the ELP program can stay after school for additional opportunities for credit recovery and grade forgiveness. Students can also enroll in virtual school through Pinellas County and the State of Florida for enrichment courses and remedial courses. .

Additionally, TSMS added a link to their schools website to assist parents of eighth grade students in the transition process.

All 8th grade students participate in the Career Cruising Program, which assist them in the career path selection. Students complete an interest inventory and then are guided through college selection. They, then create a tentative four-year plan.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
INCREASED RIGOR: 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	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
In addition to walkthrough data, lesson Plans and PLC Minutes are collected and analyzed to monitor the implementation of this strategy.	Administration Team
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
STUDENT CENTERED CLASSROOMS: TSMS teachers will incorporate the use of the gradual release or 10-20-20 model of instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Walkthrough data are collected and analyzed to monitor implementation of this strategy.	Administration Team
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
DIFFERENTIATED INSTRUCTION: TSMS teachers will organize their classrooms to include the use of learning centers to differentiate instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
In addition to walkthrough data, lesson Plans and PLC Minutes are collected and analyzed to monitor the implementation of this strategy.	Administration Team, Teachers



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 among 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.

TSMS make a concerted effort to create an environment of collaboration. The ILT Team works closely with various committees: AVID/Literacy Team Child Study Team, RTI Team, PBS, etc. to ensure that all stakeholders have input on the decisions process. These teams work together to develop a School Improvement Plan that is responsive to the needs of all students. Input encouraged from staff, students and community members in the form of Student Advisory Council and The Parent Teacher Student Association.

Data are reviewed and goals are discussed and adapted to ensure they meet the needs of all students. A review of the 2016-2017 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 a course syllabus to parents and to update parents on their child’s progress on a regular basis- including consistent updates to grades in portal. Results also reveal that parents and teachers believe that our school provides a safe learning environment.

Lowest Score – 3.25 (29% disagree) - All of my child’s teachers keep me informed regularly of how my child is being graded

Highest Score - 4.01 (49% agree) – Our school provides a safe learning environment.

The 2016-2017 climate survey also revealed that teachers do not believe that they personalize instructional strategies and interventions to address the individual learning needs of students. As a result, teachers are participating in professional development geared towards culturally relevant practices and AVID schoolwide practices. Results also reveal that teachers believe that our school uses multiple assessment measures to determine student learning and school performance.

Lowest Score – 2.94 (31% disagree) – All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.

Highest Score – 3.78 (65% agree) – Our school uses multiple assessment measures to determine student learning and school performance.

Student perception data shows that students do not believe that there is a mutual sense of respect among students and teachers. As a result, teachers are continuing to participate in professional development with a focus towards restorative practices- in addition to last year’s book study on restorative justice practices. Results also reveal that students believe that our school offers resources, programs and services to help them succeed and provides a challenging curriculum and learning experiences.

Lowest Score – 2.81/2.78 (20%/19% disagree) – In my school, all students are treated with respect. /In my school, students treat adults with respect.

Highest Score – 3.64/3.68 (46%/48% agree) – In my school a variety of resources are available to help me succeed./In my school, programs and services are available to help me succeed.

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.

This year, TSMS teachers will meet in grade level content teams to develop common formative assessments. Additionally, they work collaboratively to develop lessons and scales to demonstrate a shared sense of responsibility for student improved student outcomes.

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?

There is evidence to support that professional development on the Marzano Instructional Design has led to improved student outcomes. The next steps is to revisit the Foundations of Learning and to incorporate the three principles of learning into the lesson plan design.
PLC's will continue to be the vehicle that improves the instructional quality at TSMS.

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, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
New Teacher Orientation	July 21, 2017 2:00 pm – 3:30 pm	Teachers new to teaching and new to the building	
ILT Team Training on Group Members Capabilities 7 Norms of Collaboration	July 25, 2017 9:00 am– 12:00 pm	ILT	Participants will learn mutual learning behaviors
Work in Classroom	August 1, 2017 8:30 am – 3:30 pm		
Local School ECET2 Training	August 2, 2017 8:30 am - 3:30 pm	Administrative Team Instructional Staff	Participants will rediscover their “why” of teaching and be re-energized for the new school year.
DISTRICT WIDE TRAINING	August 3, 2017 8:30 am - 3:30 pm		
Back to School Message Foundations of Learning Data, BTG, SIP Professional Learning Communities AVID School Wide Practices	August 4, 2017 8:30 am to 11:15 am 12:30 pm – 3:30 pm	All Staff	Participants will learn hear the principal’s back to school message and be given the charge to light the spark of curiosity in others.
Restorative Practices Culturally Relevant Teaching	August 7, 2017 8:30 am – 3:30 pm		

First Day Procedures			
Work in Classroom	August 8, 2017 8:30 am – 3:30 pm		
Work in Classroom	August 9, 2017 8:30 am – 3:30 pm		



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. As a result, we will develop, implement, and regularly evaluate the 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

Pinellas County Schools and specifically Tarpon Springs Middle School will educate, empower, and support families to enable them to effectively reinforce learning and healthy development of their child. It is our goal to build and enhance the capacity of staff and families through capabilities (skills and knowledge), connections (networks), cognition (beliefs, values), and confidence (self-efficacy).

We have a plan to build positive relationships with families and community members. Our primary goal is to build connections with families that link to student outcomes.

We will continue existing events like 'Tarpon Traditions' where students will discover how cultures around the world have contributed to our society. Other planned community outreach events and fundraisers are also in the works- for example a craft fair, a chili cook off, and a RELAY for life event.

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 interpreting and using student data via trainings, data chats and/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.

TSMS would like to support families by helping them to interpret and use student data through data chats at SAC and PTA meetings and regular parent conferences.

TSMS will have school wide data chats where students are trained how to track their learning progress. We will institute a student led conference night for 7th and 8th grade students in September. Sixth grade students will conduct student-led conferences after the first progress- report period.

Parents are kept informed through weekly school messages, peachjar flyers and monthly newsletters.

We will encourage students, parents, families and community members to download and use the Pinellas County Schools Family Engagement APP.

We will do everything we can to help get students, parents and families engaged by encouraging:

- Making education a priority at home
- Communicating with teachers
- Joining the PTA/SAC
- Becoming a registered volunteer
- Becoming a mentor
- Asking students what books they are reading- or suggest one
- Listen to kids
- Adopting a class
- Sponsoring an activity or award

We will help families to understand that by being engaged in their children's education, they will promote their success.

--

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<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 (especially those linked to student learning).	<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 Goals and Strategies

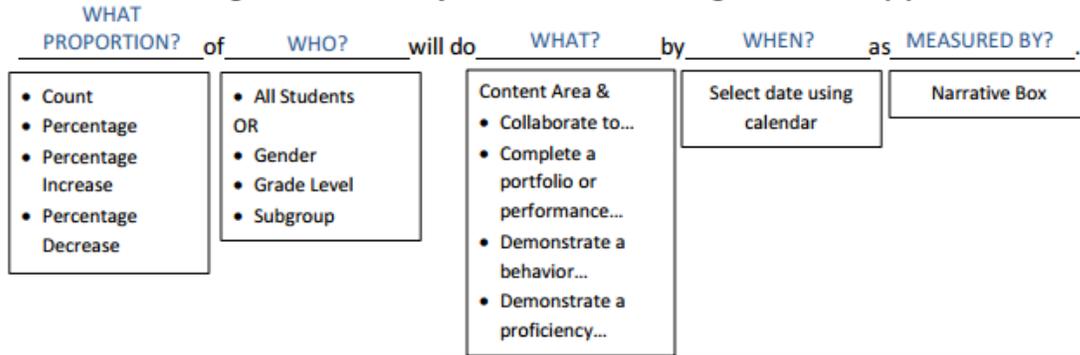
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
To build a stronger foundation and better communications with TSMS students, parents and community members.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Assist the Family and Community Liaison in recruitment of parent and student volunteers. -Continue the principal’s weekly message. -Continue the quarterly newsletter. -Continue the partnership with local community stakeholders (CAP, Cops N Kids, Riverside Apartment Complex, The Rotary Club -Help grow the Peer to Peer Mentoring, -Advertise and Recruit for the Great American Teach In -Recruit for our TSIC Program -Encourage families connect using the Family Engagement App. -Continue recognizing our business partners through ‘Adopt-a-School’ -Continue Spartan Camp each fall-(6 th grade orientation) that included a question and answer session with the principal- to build positive relationships with students and parents. - Hold a volunteer workshop on August 8 th at 5:30 in the media center. - Continue to do open house surveys so that parents can give us important feedback. -Continue to seek to develop partnerships and connect parents as career resources; allowing them to serve as guest speakers, mentors and volunteers.	Administration Team/Tanya King

Developing and growing these programs will lead to positive student learning outcomes.	
Goal 2: 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?	
To increase community involvement through partnerships with Citizens Alliance for Progress (CAP), Cops ‘n Kids, Riverside Apartments.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Continue the 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 Elementary School, Tarpon Springs Elementary School and Tarpon Springs Fundamental Elementary School. Specific Actions Include the following: <ol style="list-style-type: none"> 1. TSMS to host a High School Readiness Night for 8th grade students and their parents specifically focusing on transitioning from middle to high school (prior to publication of the District Application Program Guide). 2. Administrative team to attend Cops and Kids Parent meeting 3. Principal and team will host a parent meet and greet at Riverside Apartment in September. 4. Principal attend Rotary International Luncheon to discuss successful implementation of Stage 2 of the Library Media Center Grant. 5. AP to build relationships with feeder elementary schools to discuss transition programs. 6. To support the family and community involvement committee in planning at least 4 community outreach events this year. 7. To achieve ‘5-star school’ status. 8. To continue to increase participation in the History Fair 	Administration Team/
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

 Section 2 – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Department Chair, Supervising Assistant Principal
<p>GOAL 1: 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>GOAL 2: Increase the number of students making reading learning gains from 55% to 63% as measured by the end of the year FSA data.</p> <p>GOAL 3: Increase the proficiency of student represented by the L25 quartile from 46% to 54% as measured by the end of year FSA data.</p> <p>What key strategies will be used to accomplish these goals?</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>	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p><u>Adults Actions necessary to achieve goal:</u></p> <p>Teachers will assist students in goal setting and monitoring their learning.</p> <p>Teachers will incorporate WICOR Strategies.</p> <p>Teachers will demonstrate literary appreciation activities.</p> <p>Teachers will use common formative assessments</p> <p>Teachers will incorporate the use of learning centers</p> <p>Teachers will differentiate instruction</p> <p>Teachers will conduct data chats with students</p> <p>Teachers will use data to inform and adjust instruction</p>	<p>Write Score Assessment/SRI Assessment</p> <p>PLC Monthly Feedback</p> <p>Observations</p> <p>Lesson Plan Monitoring</p> <p>Student work samples</p> <p>Instructional Support Model Visits</p> <p>Observation Data</p> <p>Formal and Informal Assessments</p>
<p>Support Teachers will receive in order to achieve goal:</p> <p>Teachers will participate in DWT.</p> <p>Teachers will participate in Core Connections</p>	<p>Lesson Plan Monitoring/Use of more AVID strategies (Socratic Seminars)/Evidence of</p>

Teachers will participate in learning walks. Teachers will be meet in PLCs to plan lessons and review data.	Student Centered Instruction in walkthroughs
----------------------------------------------------------------------------------------------------------------	----------------------------------------------

Mathematics Goal	Goal Manager: Math Department Chair, Supervising Assistant Principal	
<p>GOAL 1: 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>GOAL 2: Increase the number of students making math learning gains from 50% to 58% as measured by the end of the year FSA data.</p> <p>GOAL 3: Increase the proficiency of student represented by the L25 quartile from 43% to 52% as measured by the end of year FSA data.</p> <p>Goal 4: 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> <p>-</p>		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
<p>- <u>Adults Actions necessary to achieve goal:</u></p> <p>Teachers will provide students with timely feedback</p> <p>Teachers will assist students in goal setting and monitoring their learning.</p> <p>Teachers will incorporate WICOR Strategies.</p> <p>Teachers will use the 10-70-20 model of instruction</p> <p>Teachers will use common formative assessments</p> <p>Teachers will incorporate the use of learning centers</p> <p>Teachers will differentiate instruction</p> <p>Teachers will conduct data chats with students</p> <p>Teachers will use data to inform and adjust instruction</p> <p>Teachers will increase accountable “math talk”</p> <p>Teachers will incorporate the standards of mathematical practice.</p>	<p>Performance Matters Cycle Data has shown some increases in all 4 goals (expected growth is 5-7%).</p> <p>Performance Matter Cycle Assessments</p> <p>Formative Assessments</p> <p>Student work samples</p> <p>Instructional Support Model Visits</p> <p>Observation Data</p>	
Support Teachers will receive in order to achieve goal:		
<p>Teachers will participate in DWT.</p> <p>Teachers will participate in Core Connections</p> <p>Teachers will participate in learning walks.</p> <p>Teachers will be meet in PLCs to plan lessons and review data. (yet taking into account district pacing models)</p>		

Science Goal	Goal Manager: Science Department, Supervising Assistant Principal	
---------------------	--------------------------------------------------------------------------	--

<p>GOAL 1: Increase the number of student proficient on the Science FSA from 57% to 65% as measured by end of the year FSA data.</p>	
<p>Actions / Activities in Support of Science Goal</p>	<p>Evidence to Measure Success</p>
<p>Adults Actions necessary to achieve goal: Teachers will provide students with timely feedback Teachers will assist students in goal setting and monitoring their learning. Teachers incorporate the 5 Model of Instruction Teachers will incorporate WICOR Strategies. Teachers will use the 10-70-20 model of instruction Teachers will use common formative assessments Teachers will incorporate the use of learning centers Teachers will differentiate instruction Teachers will conduct data chats with students Teachers will use data to inform and adjust instruction Teachers will incorporate Nature of Science in each Science unit through hands on activities. Teachers will incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of course content. Teachers will design lessons to spark curiosity.</p>	<p>Performance Matter Cycle Assessments Formative Assessments Student work samples Instructional Support Model Visits Observation Data</p>
<p>Support Teachers will receive in order to achieve goal: Teachers will participate in DWT. Teachers will participate in learning walks. Teachers will be meet in PLCs to plan lessons and review data</p>	<p>Performance Matters data</p>

Supervising Administrator will attend ELA/Reading department PLC Meetings.	
----------------------------------------------------------------------------	--

Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: Social Studies	Goal Manager: Social Studies Department, Supervising Assistant Principal
GOAL 1: 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
<p>Teachers will provide students with timely feedback</p> <p>Teachers will assist students in goal setting and monitoring their learning.</p> <p>Teachers incorporate the 5 Model of Instruction</p> <p>Teachers will incorporate WICOR Strategies.</p> <p>Teachers will use the 10-70-20 model of instruction</p> <p>Teachers will use common formative assessments</p> <p>Teachers will incorporate the use of learning centers</p> <p>Teachers will differentiate instruction</p> <p>Teachers will conduct data chats with students</p> <p>Teachers will use data to inform and adjust instruction</p> <p>Teachers will incorporate Nature of Science in each Science unit through hands on activities.</p> <p>Teachers will incorporate knowledge checks (formative assessments) and use the collected data to gauge student mastery of course content.</p> <p>Teachers will design lessons to spark curiosity.</p> <p>Teachers will use AVID (WICOR) strategies daily to increase student engagement and support student achievement at all levels.</p> <p>Teachers will use knowledge checks (formative assessments)</p> <p>Teachers will use movement to engage students</p>	<p>Performance Matter Cycle Assessments</p> <p>Formative Assessments</p> <p>Student work samples</p> <p>Instructional Support Model Visits</p> <p>Observation Data</p>
<p>Support Teachers will receive in order to achieve goal:</p> <p>Teachers will participate in DWT.</p> <p>Teachers will participate in learning walks.</p> <p>Teachers will be meet in PLCs to plan lessons and review data</p>	<p>Performance Matters Cycle Assessments, Formative Assessments, Student work samples, ISM feedback, Observation Data</p>

--	--

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: AVID	Avid Site Team
III. AVID Schoolwide Leadership: Representative Governance Indicator 5; Emerging AVID Schoolwide.	
ILT, AVID Site Team, and principal collaboratively make decisions that promote college readiness and high expectations of students.	
II. AVID Schoolwide Systems: Management of the AVID Elective Indicator 3.	
There is sufficient documentation of an AVID Elective student recruitment and selection plan prior to recruitment and the AVID Site Team plays an active role in implementation.	
<p>By the end of the school year 2017-18, we will have team meetings between SLT and AVID Site Team minutes indicating college initiatives for school-wide promotion.</p> <p>By the end of the school year 2017-18, eighth grade students, through education and awareness, will have chosen a high school that best suits their college and career plans.</p> <p>By the end of the school year 2017-18, all students will have heard their teachers speak toward their college experience through College Week, morning news, and mini-talks.</p> <p>By the end of the school year 2017-18, students and faculty will participate in College Friday where faculty, staff, and students have the opportunity to wear their chosen college shirts.</p> <p>SLT and AVID Site Team will meet to discuss how to bring about college and career ready mindsets.</p> <p>Faculty and Staff wear college shirts on Friday.</p> <p>8th graders making educated choices for high school based off of college and career readiness.</p> <p>SLZT and AVID Site Team will build college and career</p>	<p>Monthly minutes</p> <p>Applications</p> <p>Pictures of staff</p> <p>Pictures of College Week</p>
Support Teachers will receive in order to achieve goal:	SLT and AVID Site team will examine pre-data of the 2017-18 school year and put a plan in action by December

<p>Monthly AVID Site team meetings with active membership; school wide training on rigorous inquiry and the art of asking questions, school-wide curriculum strategy of 20 minutes instruction/work followed by 2 minutes of reflection.</p>	<p>for recruitment for the 2018-19 school year.</p> <p>By the end of 2017-18, we will increase our AVID Elective class from five to six with at least fifty percent of the current AVID students returning into the program.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	Goal Manager: Wellness Champion
Target to become eligible for SILVER national recognition in 5 out of 6 'Alliance for a Healthier Generation's' Healthy School Program Assessment Modules	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>The Healthy Schools Team will document improvement/achievement in modules that become eligible for national recognition</p> <p>For 2017-2018, the Healthy School Team will review all assessment items to determine the most feasible items to improve in one module to achieve recognition level, then develop an action plan for that item(s) by November 2017.</p>	<p>Healthier students, teachers, faculty and staff- based on Humana Health Tracker App results</p> <p>By April 2018, the Healthy School Team will edit the school's Healthy School's Program Assessment in the action plan items to document improvement/achievement of one module that is now eligible for national recognition.</p>

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: ILT/PLCs
<p>ELA/Writing BTG GOAL 1: Increase the number of African American students making ELA gains from 48% to 53% as measured by end of the year FSA data.</p> <p>ELA/Writing BTG GOAL 2: Increase the achievement level of African American ELA students from 38% to 43% as measured by the end of the year FSA data.</p> <p>ELA/Writing BTG GOAL 3: Increase the proficiency of African American ELA students represented by the L25 quartile from 34% to 39% as measured by the end of year FSA data.</p> <p>ELA/Writing BTG GOAL 4: Increase the achievement level of Hispanic ELA students from 51% to 56% as measured by the end of the year FSA data.</p> <p>ELA/Writing BTG GOAL 5: Increase the achievement level of Multi-Race ELA students from 48% to 53% as measured by the end of the year FSA data.</p> <p>Reading/Math BTG GOAL 6: Decrease the gap in Math proficiency for African American students by an average of 3.2% this year on state assessments.</p>	

Social Studies/Science BTG GOAL 7: Increase the use of movement to engage minority students and incorporate the use AVID/WICOR strategies by implementing at least 3 of the 6Ms and at least one AVID/WICOR strategy in daily lessons as measured by classroom walkthroughs.

Continue to CLOSE achievement gaps between black and non-black students in all academic and behavioral areas, resulting in no gap.

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.</p> <p>Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for African American learners and increase the percentage of proficient students.</p> <p>Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.</p> <p>Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.</p> <p>Utilize at least 3 of the 6 Ms in daily lessons/assignments/student centered instructions- Meaning, Models, Monitoring, Mouth, Movement, Music</p> <p>Establish procedures and expectations for student behavior that encourages the development of positive interpersonal skills during roundtable discussions, scavenger hunts, journaling, think/write/pair/share, 3 step interviews</p> <p>Identify students with Math skill deficiencies and ensure that remedial and differentiated instruction strategies are used to reach these struggling students.</p> <p>Develop a non-confrontational rapport with the most challenging students</p>	<ul style="list-style-type: none"> -Student performance on State FSA tests (ELA and Math) -Student grades/GPAs -Students making As/Bs, on track 2.0 -Increase in % of classrooms showing evidence of culturally rich supplemental materials -Observation feedback -ISM feedback -SRI/Write score increases -Growth in classroom -Growth in formative assessments -Growth in Performance Matters Cycle Data -Evidence of AVID strategies -written responses -answers to FSA formatted questions -reading logs, reading response journals/graphic organizers -reading counts quizzes passed -reading counts points -books read/tracked -reading minutes tracked -scales posted in notebooks -student work -close-reading notes -curriculum and lessons - A decrease in retained African American students from the 2016/17-2017/18 school year.

<p>Restoring relationships with students who have been given a consequence.</p> <p>Utilizing more reflection activities with students in need</p> <p>Utilizing informal classroom circles to discuss issues, or to see where the class is at/assess atmosphere/that positive solutions are implemented</p> <p>Provide opportunities for students to make up work and/or offer extra credit assignments</p> <p>Promote school wide reading accountability and incentives</p> <p>Involve students in creating rules and procedures for classroom</p> <p>Increase school to home connections through parent/student/teacher/admin guidance conferences and home visits for students and families that are difficult to reach.</p>	

Subgroup Goal (ELL)	Goal Manager: ILT/PLCs/Administration/Burge/Ramos
<p>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.</p> <p>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.</p>	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>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.</p> <p>Provide ELLs ample opportunities to have extended interaction (such as doing 'jigsaw'-type activities) with peers of varying English proficiency levels.</p> <p>Provide ELLS with relevant background knowledge about a topic to be discussed in class, or activate their existing knowledge of a topic.</p>	<p>Performance Matters</p> <p>Student work samples</p> <p>Grades</p>

Subgroup Goal (ESE)	Goal Manager: ILT/PLCs/Ms. Joslin
<p>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.</p> <p>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.</p>	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<p>Provide ESE students with concrete objects and events—items they can touch, hear, smell, etc.</p> <p>Repeat instructions or offer information in both written and verbal formats.</p> <p>Use cooperative learning activities and partner varying abilities to work together on a specific project or toward a common goal.</p>	<p>Performance Matters</p> <p>Student work samples</p> <p>Grades</p>

Subgroup Goal (If Needed) Positive School Culture/Hospitality	Goal Manager: Hospitality Committee and Administration
<p>GOAL 1: Increase the number of staff appreciation and recognition activities by 50%.</p>	

Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Improve hospitality and increase participation</p> <p>Send out reminders and account information</p> <p>Acknowledge birthdays and celebrations/life events</p> <p>Perhaps have a staff dress up day monthly (colleges, etc.)</p> <p>Develop a staff/teacher monthly recognition program.</p>	<p>Evidence will be improved school morale and camaraderie.</p> <p>Staff/teacher perception data</p> <p>ADVANCE ED Survey Data</p>

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	ELA/MATH 24/26	ELA/MATH 28/26	ELA/MATH 25/39						29%
Students with excessive absences / below 90 %	6.3%	7.3%	8.6%						22%
Students with excessive behavior / discipline**	22	22	24						21%
Students with excessive course failures**	26.3%	36.6%	37.1%						22%
Students exhibiting two or more Early Warning indicators	69	96	90						27%

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
To raise the attendance rate for all students from 93.5% to 98% at the end of the school year	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Teachers will make contact 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.	Improved attendance rate at the conclusion of the 2017/2018 school year

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
We would like to decrease the incidences of defiance referrals by 10% and reduce the total amount of referrals from a total of 1091 to 981.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success
Implementing Restorative Practices, Utilizing Guidance Referrals before Behavioral Referrals, Referring students to Violence Prevention with Ms. Lundy		A decrease in the number of referrals at the conclusion of the 2017/2018 school year
Revamping the Dress Code Procedure		A decrease in the number of detentions and referrals for dress code at the conclusion of the 2017/2018 school year

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
Actions / Activities in Support of Goal		Evidence to Measure Success

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.

School Profiles/Early Warning Indicators Data Source:

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
205 Students had at least one ‘F’ on their report card this year- it is our goal to slash this number in half in the coming year	

Actions / Activities in Support of Goal	Evidence to Measure Success
TSMS offers ELP for students to stay after before and after school to catch up on classes they are behind in.	The total number of students with at least one F will drop from 205 to 105 at the conclusion of the 2017/2018 school year

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	54	% with advanced degrees	46
% receiving effective rating or higher		% first-year teachers	0
% 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. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Raquel	Giles	Multi	Principal
Julia	Marshall	White	Teacher
Amber	Turcott	White	Teacher
Kevin	Lang	White	Business/Community
Christine	Lewis	White	Teacher
Tina	Chargaris	White	Parent
Melody	Day	Hispanic	Parent
Derrek	DeCan	White	Parent
Izabella	Szelpelska	White	Parent
Nancy	Ramos	Hispanic	Support
Nancy	Joslin	White	Teacher
Cathy	Pitts	White	Parent
Eve	Richardson	White	Parent
Demetra	Lecourezos	White	Parent
Sharon	Stokely	White	Business/Community
Kevin	Lang	White	Business/Community
		Select	

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. Attached budget if preferred.

The budget is pending carryovers and will post in late August of 2017