



School Improvement Plan 2017-18

Tyrone Middle School

The Center for Innovation and Digital Learning

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Robin Mobley	SAC Chair:
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School Vision	“Ensuring achievement for all scholars”
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School Mission	Provide a safe and quality educational setting with engaging and rigorous classroom experiences that create educated, respectful, and responsible citizens who are prepared for college, career, and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	9.7%	21.1%	16.8%	4.2%	47.9	0%

School Grade	2017: C	2016: C	2015: D	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2016 %	2017 %	2016 %	
Proficiency All	40	36	36	36	34	32	63	56	2017 % 53	2016 % 60		
Learning Gains All	50	44	42	41								
Learning Gains L25%	45	36	42	39								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Robin	Mobley	FT	4-10 years
Assistant Principal	Nicole	Johnson	FT	1-3 years
Assistant Principal	Danielle	Williams	FT	Less than 1 year
Assistant Principal	Jodi	Leichman	FT	Less than 1 year
Curriculum Specialist	Margaret	Saturley	FT	Less than 1 year
MTSS Staff Developer	Lucuis	Chambers	FT	Less than 1 year
Social Worker	Justin	McClain	FT	1-3 years
Guidance Counselor	Maureen	Tucker	FT	1-3 years
Guidance Counselor	Meredith	Hano	FT	4-10 years
Guidance Counselor	Karleen	Nickerson	FT	Less than 1 year

Total Instructional Staff:	55	Total Support Staff:	32	



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).

The guidelines for success that are taught to scholars are: Be Respectful, Be Responsible, and Be Safe. These expectations are communicated during the first few weeks of school, during the development of social contracts within each class and are reinforced within the positive behavior intervention and supports (PBIS). The PBIS system includes a PBS committee to solicit ideas and buy-in from the staff in regards to grade level competitions with incentives tied to behavioral expectations. A multi-tiered system of support is in place that focuses on grades, attendance, and behavior specifically aligned to changing behavior and effectively reintegrating scholars back to their appropriate setting for each grade level.

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?

Using the Marzano instructional framework, we implement a system to provide feedback to teachers regarding their classroom routines and behavioral expectations within the school. We will analyze the classroom observation data, as well as classroom discipline data to assess the level at which the school wide expectations have transferred to the classroom. Data will be disaggregated when analyzing in order to gauge the level at which the expectations are implemented equitably in the handling of scholar behavior. We’ve developed a five-step progressive discipline plan within the classroom that will be utilized throughout the campus to increase consistent implementation of behavior expectations.

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 SBLT team meets weekly with a focus on behavior, early warning signals, academics, extended learning program, etc. as it aligns to our sub-groups of scholars and school-wide needs when planning to meet the physical, social, and emotional needs of scholars at TMS.

Grade level teams meet weekly. Each team identifies a set of scholars to implement an intervention for a quarter as deemed necessary by the analysis of the early warning indicators. The interventions are monitored for a quarter by the team. Content based PLCs are held weekly and every other week, assistant principals work in PLCs with teachers to collaboratively monitor the responses of scholars to the interventions in literacy and math. Biweekly MTSS leadership meetings are held to monitor the effectiveness of the implementation of tier 2 and 3 interventions, problem solve root causes for lack of effective response to the intervention and to assess the effectiveness of our multi-tiered systems of supports focused on the integration of behavioral and academic for the purpose of improved scholar outcomes. Child study team meets biweekly to review attendance, monitor interventions implemented,

problem solve root causes for to determine if additional supports/interventions are necessary and affirm positive behavior interventions to deploy schoolwide.

Behavior:

Tier 1- Healthy core classroom environment (rigorous/engaging classroom experiences, effective systems/processes (CHAMPS), and healthy relationships-including restorative language/restorative strategies and 2nd step for all 6th graders). Implement positive behavior intervention support (PBIS). School-wide behavior plan-healthy core classroom environment, implementation of PBIS, implementing social contracts, AVID ambassadors, campus service hours, personalized learning, and clubs
 Assessment of Tier 1 core classroom environment is made prior to implementing tier 2 and 3 behavior interventions. Monitoring of the Tier 1 core classroom learning environment and management system is done via classroom walkthroughs, as well as behavior referral data and our MTSS staff developer is responsible for coaching teachers to develop healthier core classroom learning and management systems when the data reveals necessary to do so.

Tier 2- Scholars are discussed during MTSS/Tier 2&3 meetings and interventions are put in place for scholars not responding to tier 1 school-wide behavior plan. (Positive interventions, check in/check out, groups with targeted behaviors, specific interventions, and restorative practices implemented.)

Tier 3- Scholars not responding to tier 1 and 2 interventions become candidates for mentoring, behavior contracts/challenges, FBAs or PBIPs.

What is criteria for Tier 2 Behavior and Tier 3 Behavior/What are the interventions(resources) for each? Who's responsible for implementing and monitoring?

Criteria-

i. Tier 2:

1. Beginning of school year-Last year scholars with 5 or more referrals
2. **28 scholars with referrals to date after root cause analysis and checking the core classroom learning and management system to confirm the degree of healthiness by our MTSS staff developer.**

ii. Tier 3:

1. Scholars with FBA and PBIP

Resource/Intervention

iii. Tier 2: (mindfulness, HOPs-organization, Scholar Success Skills/Goal setting, restorative circles/restorative strategies)

1. Group intervention: Check in/out-positive phone call home
2. Group intervention: daily in Choice-McClain/ Classroom teacher or grade level intervention

iv. Tier 3(increase the intensity-time or focus or more individual):

1. Mentoring, Behavior contracts/behavior challenges, FBA, PBIP

Who is responsible for implementing intervention/resource and monitoring?

v. Tier 2:

1. McClain, Hamilton, Bernstein, Nickerson, Tucker, Knight Martin, Anderson, Chambers

vi. Tier 3:

1. Mr. Chambers

Academic:

Tier 1- Standards Based Instruction : AVID Schoolwide and three key instructional strategies are implemented (engage scholars in cognitively complex tasks, tracking their own progress on a standards based scale and WICORT strategies with a focus on organization, focused notetaking and marking the text) and personalized learning.

- Criteria-
 - i. Tier 2:
 - ☐ Level 1 and 2 scholars
 - ☐ Failed a core academic course
 - ii. **Tier 3:**
 - ☐ Lack of sufficient progress on the Think Through Math, iReady and R180 Progress monitoring tool
 - ☐ Failed a core academic course a second quarter
 - ☐ Retained –Bernstein will do further research of the retained scholars
 - ☐ Scholar already has a PSW
- Resource/Intervention
 - i. Tier 2:
 - ☐ Math and Reading Intervention course & ELP
 - ☐ Classroom intervention/grade distribution analysis (include digital resources), AVID Peer tutors
 - ii. Tier 3(increase the intensity-time or focus or more individual): Academic success plan, individual learning plan, personalized learning plan, and mentor **after root cause analysis and checking the core classroom learning and management system to confirm the degree of effective implementation of the intervention by the assistant principal and/or principal**
 - ☐ iReady or TTM tool kit with individualized support
 - ☐ use researched based interventions with individualized support (before school, targeted hour)
- Who is responsible for implementing intervention/resource and monitoring?
 - i. Tier 2:
 - ☐ Intervention Course Teachers for Reading/Math and A.P. supervising the Reading and Math course
 - ☐ Core content teacher and assistant principal (lesson planning and deployment of lesson plans)
 - ii. Tier 3:
 - ☐ Staff team member(all available staff push in support-AP, Principal, MTSS, Pyschologist, Curriculum Specialist, Social Worker, ESE liasion, on site substitute, etc. implementing the tier 3 intervention and the Assistant Principal of each scholar

Attendance

Tier 1-Implementation of positive behavior intervention support (PBIS) for excellent attendance-acknowledging good attendance frequently and consistently through PBIS

Tier 2-check in/out, positive interventions

Tier 3-Magistrate Court, mentors

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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?

Counseling occurs with a variety of scholars who are in need of supplemental or intensive supports as determined by the staff, scholar, parent, or other stakeholder. All scholars have equitable access to student services personnel based on individual needs. Scholars with behavior barriers will have the opportunity to participate in restorative circles and guided meditation in our CHOICE room daily if assigned time in the room. Scholars, at any time, can request to see their student services personnel through the use of service request slips. The child study team and MTSS team evaluate attendance, behaviors, and academics (early warning systems) to target scholars for additional interventions or support. The MTSS team identifies root causes by working through the “5 why process” to determine why a particular problem persists. An achievable barrier to overcome is identified and procedures/intervention/plan is put into place and monitored over time to overcome the barrier. Data is used to determine if the barrier was eliminated and the process starts over if necessary.

The school scholar services team (social worker, psychologist, multi-tier system of support coach, guidance counselors, and violence prevention specialist) work to provide wrap around services to all students and families. In addition, the violence prevention specialist on campus will work in classrooms, groups, and individual scholars to work on conflict resolution, problem solving, build social skills, and confidence. The SRO on campus works to establish relationships with scholars and helps to establish a safe environment for students.

MTSS and Scholar Services team will use data reports from focus regarding early warning systems. During child study and MTSS team meetings these reports are used to problem solve solutions to reduce the amount of scholars that fall into these categories.

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).

Once a week our school based leadership team meets to review and discuss attendance, behavior, and academics on a rotational basis. We use Focus and Decision Ed to pull attendance data, discipline referral data, and percentage of scholars who have a FBA or PBIP, students with a PSW, and scholars who are not responding to tier 1 and 2 interventions. Teachers in PLC use Unify disaggregated data across content to monitor scholar progression on standards based instruction.

Additionally, each week, we meet as a Tier 3 Academic/Behavior and Child Study Team on a rotational basis to identify specific scholars, the actions that have already been taken to support the scholar, the next steps that need to be taken, who is responsible, and when the action steps should be completed by. We continue to check in on these scholars to determine if the supports have been effective or if we need to implement or change interventions to promote scholar success.

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?

Communicate and model high expectations during all staff interactions, department/team leaders communicate non-negotiables for learning, instructional leadership team observes teachers consistently to confirm high expectations and non-negotiables are in place and provide feedback to improve and encourage

teachers. Instructional leadership team will review lesson plans and PLC logs to ensure regular review of data and implementation of non-negotiables.

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?	
Establish and maintain a culture of high expectations and increased positive interactions by creating an environment where all stakeholders feel their input is valued, feel safe, and empowered to create solutions for success as measured by quarterly and summative climate survey results specific to feeling safe, valued and a sense of mutual trust.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Implement AVID school-wide • Capturing Kids Hearts • Effective deployment of teams, using mutual learning principles 	Williams, Johnson, Mobley, Saturely, Leichman, Brian Morrison, Team 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.	
Reduce the number of disciplinary infractions (referrals and suspensions) for blacks and English Language Learner scholars quarterly in order to decrease the annual disparity in referrals and suspensions to reach a level that is representative of the black and English Language Learner scholar population.	
<div style="border: 1px solid black; padding: 5px;"> <p>Eliminate the gap between the proficiency rates in reading (ELA) and math on state and national assessments for black and non-black scholars</p> <p>Reduce the gap between the rate of learning gains in reading (ELA) and math on state and national assessments for English Language Learners and non English Language Learners</p> </div>	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Implement AVID Schoolwide and effective WICOR-T strategies daily • Engage scholars in standards based instruction and cognitively complex tasks daily • Implement interventions early and monitor the interventions for successful responses. 	Williams, Johnson, Leichman, Mobley, Chambers, Saturely
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



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?

Department chairs identify and communicate the teaching and learning non-negotiable of planning for instruction that includes collaborative standards based lesson planning with integration of WICOR-T strategies, utilization of the common standards based scales developed in the unit plans, utilization of progress monitoring to demonstrate scholar progress. Utilize common planning time to identify scholars who did not master standards and make a plan to ensure mastery of the content. PLC's will utilize the scholar work protocol and engage in regular peer-to-peer observations. Coaching cycles and purposeful professional development will provide support in executing the high yield strategies outlined in the Marzano instructional framework.

Successes include: Classroom teachers selected by content supervisors to facilitate professional development at District Wide Training, model classrooms implementing proper use of standards based goals, scales, and scholars tracking their progress. The alignment of instruction to standards is predominately evident in classrooms according to instructional leadership team and instructional support model team observational data.

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?

Teaching math conceptually to our scholars, engaging scholars in cognitively complex tasks, scholars tracking their own progress on a standards based goal and scale and the use of AVID(WICOR-T)strategies across all academic content areas and offering personalized learning experiences. Data reviewed to reach this conclusion include scholar interviews, FSA results, cycle assessment scores, and classroom observations.

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 meet weekly in data PLCs to review scholar work, common assessment, and formative assessment data. Departments utilize technology to collect and analyze formative assessment data to drive instruction. Teachers continue implement regular data chats. Teachers communicate and track scholar progress using learning goals and scale and involve scholars in tracking their own progress in learning.

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).

We hire and assign quality teachers. Teacher leaders are empowered to work with their department to implement AVID school-wide to support all scholars in reaching grade level proficiency. School Counselors collaborate with the elementary and high school counselors, visit the main feeder elementary schools to go over basic middle school information and hand out course request forms, 8th grade counselor coordinates high school registration with feeder pattern schools, assist with applying for the various district application programs, and go to classrooms to meet with every current 6th and 7th grade scholar to go over plans and course requests for the next school year to ensure a smooth transition between all grade levels. All 6th and 7th grade scholars complete the career interest inventory and select careers and colleges that interest them, 8th grade scholars complete a 4-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?	
Effective implementation daily in all content classrooms of researched best practices in WICOR-T (Writing, Inquiry, Collaboration, Organization, Reading and Technology) strategies with an emphasis schoolwide on: <ul style="list-style-type: none"> • Organization through use of schoolwide binder and planner • Increased interactions with focused notes (Cornell Notetaking), deliberately using multiple cycles of note interaction, and • A specific literacy strategy to promote skills in reading, writing, and communication through the use of complex text (confirmed by school team input on August 2). 	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected via lesson plans and instructional walkthroughs conducted by the instructional leadership and AVID site teams,	Principal/Assistant Principals, AVID Site 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?	
Engage scholars daily in cognitively complex tasks aligned to grade level standards.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected via lesson plans and instructional walkthroughs conducted by the instructional leadership and AVID site teams, providing immediate feedback to support understanding and growth.	Principal/Assistant Principals, AVID Site team
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Engage scholars in tracking their own academic progress using standards based learning goals and scales.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will be collected via lesson plans and instructional walkthroughs conducted by the instructional leadership and AVID site teams, providing immediate feedback to support understanding and growth.	Principal/Assistant Principals, AVID Site team



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 Advanc ED climate survey that supports your plan to improve professionalism, collegiality and trust.

Data was collected from all staff via 0365 virtual brainstorming in an effort to identify ideas to enhance relationships between teachers, staff and administrations and resolve challenges related to school climate. All teachers were invited to convene and review the brainstorming notes, prioritize data and devise action steps. Teacher leaders took ownership of the action steps. During pre-school, our first pre-school planning day was Focused on Culture. During this time we engaged in a day of getting to know one another as a team and getting to know the scholars/families we serve (via a photography/video tour of our school assignment

zone). We also engaged in defining what our core values in the district mean to us at our school. We engaged in team dialogue specific to what we needed to start, stop and continue in order to create a climate where our team collectively ensures that every scholar, every adult, every classroom, every period, excels every day.

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.

Teachers will meet in common planning PLCs and team PLCS during the school day to analyze data and plan for instruction twice a week.

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? .

Focus areas: Technology, Formative Assessment, Classroom Management support, Collaborative Structures.

Evidence for effectiveness: increase in the use of technology to engage scholar and track progress is noted, not as much progress in the area of collaborative structures. Classroom management and school wide behavior is an area that still needs support, mainly due to the staff turnover, which requires yearly revisit of effective processes and procedures for the new teachers.

Next steps: Close the gap between new teachers and returning teachers on past focus areas. Communicate and provide training and support to all staff on Innovation/Digital Learning as well as our three-school wide instructional strategies-(Task/standard alignment to ensure we engage scholars in cognitively complex tasks, schoolwide use of WICORT strategies and scholar progress tracking using standards based goals and scales Monitor the 3 instructional strategies, provide job embedded PD and coaching support based on the observation data.

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?
School wide AVID Deployment/AVID pathway training and Summer Institute	Summer and as needed with follow up based on walkthrough data	Instructional	Increased authentic engagement with scholars in real Writing, Thinking, Collaboration, Reading In Organization. Effective deployment of strategies will support increasing scholar academic achievement and closure of the academic achievement gap

Restorative Practices	Summer	Instructional and Support	Reflective discipline resulting in fewer incidents
Mentor meetings with “just in time” support for new staff members Embrace Pinellas	Pre-school and ongoing	New Teachers	Close the gap between new and returning teachers concerning best practices and procedures and increase teacher retention.
District Wide Training	Pre-School	Instructional	Deepen content knowledge and knowledge of content resources to support learning
International Society for Technology in Education	Summer	Instructional	Increase scholar engagement
Agile Mind	Pre School and ongoing	6 th grade math teachers	Increase math literacy and increased math learning gains
Marzano Key Instructional Elements	Ongoing	Instructional	Teacher instructional growth



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).

TMS will host quarterly parent events: (see the calendar of events listed below)

Activity Name	Description of Activity	Person Responsible	Timeline
Monthly SAC Mtgs.	Parents will be provided with strategies to help improve their child's academic performance, which will result in an improved effort from both school and home to ensure every child is successful and highest student	Mobley	August 2017 – May 2018

	achievement is obtained.		
Magnet Parent Nights	Parents will participate in student-led conferences. Students will share with their parents the cross-curricular projects created within the Magnet program courses.	Johnson	October 2017 March 2018 April 2018 (6:00 – 7:30 pm)
PTA Meetings	Parents will get updates on school initiatives that will promote student achievement.	PTA President	October 2017 December 2017 March 2018 April 2018 (6:00 – 6:30 pm)
6th Grade Orientation	Orientate incoming 6 th graders to TMS	Williams	August 2017
Back to School Night	Opportunity for all parents to easily transition to middle school and build positive relationships with teachers. <ul style="list-style-type: none"> • Data chat night #1 will be held with targeted scholars and their parents regarding strategies for academic success • Share Community Resources 	Johnson	September 26, 2017 5:30 – 8:00 pm
Data Chat Nights	Invite a target group of scholars and their parents regarding strategies for academic success	PIC	September 27, 2017 November 2017 March 2018

	<ul style="list-style-type: none"> • ELL scholars • Scholars in Intensive courses 		
Grandparents Day Celebration (Breakfast)	<p>Grandparents will be provided with supportive strategies to help improve their communication with their child as it relates to their academic performance, which will result in an improved effort from both school and home to ensure every child is successful and highest student achievement is obtained.</p> <p>Strategy – FOCUS progress monitoring</p>	PIC	September 8, 2017 8:15 – 9:15 am
Doughnuts for Dads	<p>Parents will be provided with supportive strategies to help improve their communication with their child as it relates to their academic performance, which will result in an improved effort from both school and home to ensure every child is successful and highest student achievement is obtained.</p> <p>Strategy – FOCUS progress monitoring & Holiday</p>	PIC	November 10, 2017 8:30 – 9:15 am

	Homefun/Enrichment Activities		
Parent Discovery Night	The Center for Innovation and Digital Learning Magnet program will provide insight on the Magnet program digital curriculum, program highlights and expectations.	Johnson / Magnet Team	December 5, 2017 6:00 – 8:00 pm
Pastries for Parents	Parents will be provided with supportive strategies to help improve their communication with their child as it relates to their academic performance, which will result in an improved effort from both school and home to ensure every child is successful and highest student achievement is obtained. Strategy – FOCUS progress monitoring & District Application Process	PIC	January 12, 2018 8:30 – 9:15 am
Muffins for Moms	Parents will be provided with supportive strategies to help improve their communication with their child as it relates to their academic performance, which will result in an improved effort from	PIC	February 9, 2018 8:30 – 9:15 am

	<p>both school and home to ensure every child is successful and highest student achievement is obtained.</p> <p>Strategy – FOCUS progress monitoring & Assessment Resources</p>		
Fruit for Fathers	<p>Parents will be provided with supportive strategies to help improve their communication with their child as it relates to their academic performance, which will result in an improved effort from both school and home to ensure every child is successful and highest student achievement is obtained.</p> <p>Strategy – FOCUS progress monitoring & ??????</p>	PIC	<p>March 9, 2018 8:30 – 9:15 am</p>
Sports Banquet	<p>Parents will be given an opportunity to celebrate to successes of their children in the area of team sports.</p>	Athletic Team & PIC	<p>April 2017</p>
College & Career Awareness Night	<p>Parents will be provided with College and Career Awareness resources to help improve their child's academic</p>	AVID Team & PIC	<p>April 2017 6:00 – 8:00 pm</p>

	<p>performance, which will result in an improved effort from both school and home to ensure every child is successful and highest student achievement is obtained and that they are prepared for a positive post-secondary experience.</p>		
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The purpose is to provide an informal setting that will allow stakeholders to join us for the following purposes: 1. build positive relationships all family members, 2. provide awareness on a variety of topics that focus on increased scholar success. We also have quarterly skating parties sponsored by PTSA, we encourage all staff and scholars to attend in order to promote and foster positive relationships. TMS parents are given the opportunity to get involved in the decision-making process by partnering with the school's PTSA & SAC. Title I is an agenda item at every monthly meeting, this provides ongoing participation and solicitation of input into systems/activities needed for scholar success. Input is received from all stakeholders to evaluate our Title I Program. TMS current Coordination and Integration as it relates to Title II includes the use of staff developers and teacher leaders to provide training to parents regarding FSA, RI, and reading success in all academic areas. In regards to Individuals with Disabilities Education Act (IDEA Tyrone Middle School) IEP nights are held to provide information regarding goals and expectations. In regards to ESOL scholars, TMS provides translation services and support to parents and scholars participating in the ESOL program. TMS is also a recipient of the Community Eligibility Program whereas all scholars who attend TMS receive free lunch and breakfast. Community members' partner with Tyrone as mentors, sponsors of school incentives and activities, participants of Great American Teach In for the purpose of expanding scholars' knowledge of various careers.

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.

Tyrone Middle School conducts ongoing parent meetings in an effort to provide ongoing, open, two-way communication with parents, families and the community in an educational setting to ensure all stakeholders are aware and involved in the school's activities through a variety of settings in an effort to increase scholar achievement. Faculty and staff are involved in ongoing/year-round home visits. Monthly meetings are held to discuss school wide data via Parent/Scholar/Teacher Association Meetings and School Advisory Council Meetings. We resolve to do a better job supporting families with interpretation and utilization of scholar data.

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 type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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 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

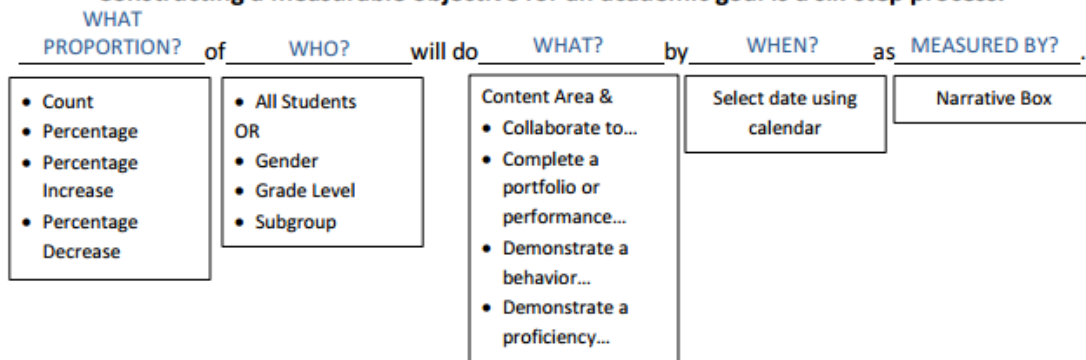
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Academic Parent Teacher teams – increase number of positive team conferences planned for specific scholars, led by the scholars.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Host parent data chat meetings for targeted scholars in our subgroups twice a year. • Continue to increase PTSA/SAC involvement and attendance via use of innovative and digital conferencing. 	Instructional Leadership Team Members
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?	
Increase community partnerships, utilize Grade Level Teams to increase parental communication and host 2 community resource nights.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Utilize the Grade Level Teams to increase parental communication. • Maintain a strong teacher presence at the community centers in the area. • Maintain community center partnership by ensuring they are invited and attend scheduled school events. • Host 2 TMS Community Resource nights so that parents are aware of the various resources available to them in the community. 	All faculty and Staff members at TMS
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Schedule various bi-linguals events outside the school for the purpose of sharing academic and community resources with families.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
<ul style="list-style-type: none"> • Host a parent data chat meeting for targeted ELL scholars twice a year. 	SBLT

<ul style="list-style-type: none"> Continue to increase PTSA/SAC involvement and attendance via use of innovative and digital conferencing. 	
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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: Danielle Williams Dominique Josey Jaqueline Wood	
The percent of scholars proficient in ELA and Reading will increase from 40% to 50% by the end of the school year as measured by the Florida Standard Assessment. The percent of scholars demonstrating a learning gain will increase from 50% to 65% by the end of the school year as measured by the FSA. The % of the scholars in the lowest quartile who will make a learning gain will increase from % to % .		
Actions / Activities in Support of ELA Goal	Evidence to Measure Success	
All teachers will incorporate daily cognitively complex tasks, WICORT, and engage students in tracking their progress using learning goals and scales.	Lesson plans (evidence of planning for as measured by the lesson planning guiding questions)/observational data (evidence of implementation of)	
All ELA and Reading teachers will utilize data within their common planning professional learning communities weekly to differentiate and scaffold instruction through rigorous, highly engaging lesson plans addressing new and remediation content, as well as provide extended learning opportunities for targeted groups to increase scholar performance.	Lesson plans/observational data Quarterly Write Score assessment data	

All Reading teachers will implement high quality reading intervention through the use of leveraged and monitored Read 180 and iReady curriculum for all scholars specifically targeted in order to increase and maintain scholars' proficiency.	Read 180 and iReady Diagnostic and quarterly assessment data
All teachers will engage in quarterly peer-to-peer observational rounds and routine student work protocols during PLC to assess instruction and student mastery of content. Teachers will adjust lesson plans and assignments as needed as well as conduct regular data chats with scholars as a result of engaging in peer-to-peer observations and student work protocol PLCs.	PLC meeting minutes/lesson plans/observational data

Mathematics Goal	Goal Manager: Nicole Johnson Chris Alford	
The percent of scholars proficient in math will increase from 36% to 50% by the end of the school year as measured by the Florida Standard Assessment. The percent of scholars demonstrating a learning gain will increase from 42% to 75% by the end of the school year as measured by the FSA. The % of the scholars in the lowest quartile who will make a learning gain will increase from % to % .		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
All teachers will incorporate daily cognitively complex tasks, WICORT, and engage students in tracking their progress using learning goals and scales.	Lesson plans (evidence of planning for as measured by the lesson planning guiding questions)/observational data (evidence of implementation of)	
Utilize Agile Mind Curriculum with 6 th grade math scholars	Increased learning gains in math	
All teachers will utilize data within their common planning professional learning communities weekly to differentiate and scaffold instruction through rigorous, hands-on, highly engaging lesson plans aligned to current and remediation standards content, Study Island, providing extended learning opportunities for targeted groups to increase student performance	Lesson plans/observational data District Cycle/Benchmark assessments	
All intensive math teachers will implement high quality intervention through the use of leveraged and monitored iReady curriculum for all scholars specifically targeted in order to increase and maintain scholars' proficiency.	iReady Diagnostic and quarterly assessment data	
All teachers will engage in quarterly peer-to-peer observational rounds and student work protocols during PLC to assess instruction and student mastery of content. Teachers will adjust lesson plans and assignments as needed as well as conduct regular data chats with scholars as a result of engaging in peer-to-peer observations and student work protocol PLCs.	PLC meeting minutes/lesson plans/observational data	

Science Goal	Goal Manager: Danielle Williams	
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Marissa Silkie-Rees	
The percent of scholars proficient in science will increase from 34% to 42% by the end of the school year as measured by the state assessment for 8 th grade science.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
All teachers will incorporate daily cognitively complex tasks, WICORT, and engage students in tracking their progress using learning goals and scales.	Lesson plans (evidence of planning for as measured by the lesson planning guiding questions)/observational data (evidence of implementation of)
All science teachers will provide extensive inquiry based instruction aligned to learning goals and scales that includes research, scientific thinking, and writing opportunities (claims and evidence).	Lesson plans/observational data
All teachers will utilize data within their common planning professional learning communities weekly to differentiate and scaffold instruction through rigorous, hands-on, highly engaging lesson plans aligned to current and remediation standards content, Study Island, providing extended learning opportunities for targeted groups to increase student performance	Lesson plans/observational data District Gap and Cycle/Benchmark assessments Socratic quiz/ Study Island assessment
All teachers will engage in quarterly peer-to-peer observational rounds and routine student work protocols during PLC to assess instruction and student mastery of content. Teachers will adjust lesson plans and assignments as needed as well as conduct regular data chats with scholars as a result of engaging in peer-to-peer observations and student work protocol PLCs.	PLC meeting minutes/lesson plans/observational data

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: Civics	Goal Manager: Jodi Leichman Tyna Papillon
The percent of scholars proficient in civics will increase from 62% to 70% by the end of the school year as measured by the End of Course exam	
Actions / Activities in Support of Goal	Evidence to Measure Success
All teachers will incorporate daily cognitively complex tasks, WICORT, and engage students in tracking their progress using learning goals and scales.	Lesson plans (evidence of planning for as measured by the lesson planning guiding questions)/observational data (evidence of implementation of)
All teachers will utilize data within their common planning professional learning communities weekly to differentiate and scaffold instruction through rigorous, highly engaging lesson plans aligned to current and remediation content, in addition to	Lesson plans/observational data District Cycle/Benchmark assessments

providing extended learning opportunities for targeted groups to increase student performance.	
All teachers will engage in quarterly peer-to-peer observational rounds and routine student work protocols during PLC to assess instruction and student mastery of content. Teachers will adjust lesson plans and assignments as needed as well as conduct regular data chats with scholars as a result of engaging in peer-to-peer observations and student work protocol PLCs.	PLC meeting minutes/lesson plans/observational data

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: STEM	Goal Manager: Danielle Williams
Increase the number of scholars engaged in STEM learning experiences by having each team create and implement a STEM cross content project based learning experience each semester.	
Actions / Activities in Support of Goal	Evidence to Measure Success
Identify and monitor the number of Black and Hispanic scholars participating in STEM (Science, Technology, Engineering, and Mathematics) enrichment clubs	All teams successfully implement one STEM project based learning experience each semester. Increase of scholars in STEM
Increase number of scholars in STEM enrichment clubs by 1 additional group.	

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of Goal	Evidence to Measure Success

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager:
Current Proficiency for Math is 11% (16 of 145) and Reading is 14.8% (22 of 149). The percent of black scholars proficient in math will increase from 11% to 24% by the end of the school year as measured by the Florida Standard Assessment. The percent of black scholars proficient in literacy will increase from 14.8% to 31% by the end of the school year as measured by the Florida Standard Assessment.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Identify scholars whose academic achievement level is in the high level 2 and low-level 3 ranges. These scholars will be selected for the extended learning program in order to close the achievement gap.	-Cycle Assessment Data -Write Score Data -Formative Assessments -iReady performance improvements

<p>Implement interventions early and monitor the interventions for successful responses.</p> <p>Identify black scholars for advanced course work who have not traditionally been tracked for advance work and ensure equity by providing easy access for black scholars to the advance coursework, and STEM</p> <p>Place in AVID for support where needed.</p>	<p>-Increase of Black Scholars in STEM, advance courses and AVID -Quarterly Grade Reflections</p>
<p>All core content teachers will complete quarterly grading reflections to evaluate the impact their instruction has had on Black scholars and job embedded PD will be provided based on needs assessment of teacher individual grade reflections.</p>	<p>Increase in black scholars' success in literacy and math as measured by FSA proficiency rate.</p>

Subgroup Goal (ELL)	Goal Manager:
<p>Current Proficiency for Math is 26.3% (25 of 95) and Reading 19.6% (20 of 102). The percent of ELL scholars proficient in math will increase from 26.3% to 30% by the end of the school year as measured by the Florida Standard Assessment. The percent of ELL scholars proficient in literacy will increase from 19.6% to 23% by the end of the school year as measured by the Florida Standard Assessment.</p>	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<p>Identify specific ELL scholars. Place them with specific teachers. Assign a mentor. Place in AVID for additional support where needed. Identify Hispanic scholars for advanced course work who have not traditionally been tracked for advance work and ensure equity by providing easy access for Hispanic scholars to the advance coursework, and STEM</p> <p>Teachers have received professional development on how to identify their ESOL scholars' 2017 ACCESS data and the resources needed to effectively plan academic supports and interventions into lessons to differentiate for each scholars' need in order to see increased achievement.</p> <p>Implement interventions early and monitor the interventions for successful responses.</p>	<p>-Cycle Assessment Data -Write Score Data -Formative Assessments -iReady performance improvements -Increase of Hispanic Scholars in STEM, advance courses and AVID -Quarterly Grade Reflection</p>
<p>All core content teachers will complete quarterly grading reflections to evaluate the impact their instruction has had on ELL scholars and job embedded PD will be provided based on needs assessment of teacher individual grade reflections</p>	<p>Increase in ELL scholars' success in literacy and math as measured by FSA gain rate.</p>

Subgroup Goal (ESE)	Goal Manager:
<p>Current Proficiency for Math is 4.7% (4 of 85) and Reading 4.9% (4 of 82). The percent of ESE scholars proficient in math will increase from 4.7% to 36% by the end of the school year as measured by the Florida Standard Assessment. The percent of ESE scholars proficient in literacy will increase from 4.9% to 29% by the end of the school year as measured by the Florida Standard Assessment Identify scholars whose</p>	

academic achievement level is in the high level 2 and low-level 3 ranges. These scholars will be selected for the extended learning program in order to close the achievement gap.

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Identify scholars whose academic achievement level is in the high level 2 and low-level 3 ranges. These scholars will be selected for the extended learning program in order to close the achievement gap Implement interventions early and monitor the interventions for successful responses.	-Cycle Assessment Data -Write Score Data -Formative Assessments -iReady performance improvements -Quarterly Grade Reflection
Train ESE Facilitator and ESE associate to support small group instruction for differentiation in class. All core content teachers will complete quarterly grading reflections to evaluate the impact their instruction has had on ESE scholars.	Increase in scholars with disabilities success in math as measured by FSA proficiency rate.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

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	Grade	Grade	Grade	Grade	Grade	Grade	School Totals	
	Select	Select	Select	Select	Select	Select	Select	#	%*
Students scoring at FSA Level 1 (ELA or Math)									
Students with excessive absences / below 90 %									

Students with excessive behavior / discipline**									
Students with excessive course failures**									
Students exhibiting two or more Early Warning indicators									

*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.
Decrease the amount of scholars missing more than 10% of instructional time (102) by 10% quarterly to reduce the amount of scholars missing more than 10% of instructional time by 10% annually.		
Actions/ Activities in Support of Attendance Goal	Evidence to Measure Success	
Child study team will meet twice a month to review attendance of scholars who have missed 10% or more of instructional time, identify patterns based attendance codes, send attendance letters, and complete problem solving worksheets to place interventions in place where necessary.	Monitoring of the average daily attendance by social worker	
Positive Incentive-Monthly grade level attendance contest/competition. Quarterly perfect attendance celebrations, and earn a talan ticket period, based on attendance in class	Decrease in the amount of scholars on the child study list	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Reduce the amount of black scholars with referrals (546) by 10% to (491) during the 2017-2018 school year.		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success	
· Utilize the use of the MTSS Process through the use of scholar concern reports -Create positive behavioral interventions plans (PBIP) early for	Reduction of referrals	

Scholars experiencing behavior concerns.	
Implement a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, restorative practices, Multi-tiered systems of support and plan for teaching pro-social / appropriate student	

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.

Early Warning Indicators: attendance below 90%, one or more suspensions, course failure in ELA or Math, and level 1 on statewide assessment. Scholars that have failed ELA or Math or that has been retained the previous year are placed on the guidance counselors watch list. An academic success plan to Implement interventions early and monitor the interventions for successful responses. is developed with the scholars and there are quarterly meetings with these scholars to address their progress. Extended Learning Program- the scholars scat are not being successful, as measured by course failure, will be required to attend Saturday school

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: Reduce the amount of scholars with excessive course failures (204) by 10% (184).	

Actions / Activities in Support of Goal	Evidence to Measure Success
Academic Team interventions-each grade level team identifies 10 scholars each quarter and Implement interventions early and monitor the interventions for successful responses.	Reduction in course failures per grade level
Extended Learning Plan designed to support before/after school teacher tutorials, credit recovery, remediation and enrichment.	ELP attendance

Academic success plan and quarterly meetings with guidance counselors	Reduction in course failures per grade level
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Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	58	% with advanced degrees	23.5
% receiving effective rating or higher		% first-year teachers	1
% highly qualified (HQT)*	90.2	% with 1-5 years of experience	26
% certified in-field**	90.2	% with 6-14 years of experience	22
% ESOL endorsed	15.7	% with 15 or more years of experience	9

*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.

We will continue to exhaust all resources to recruit highly qualified instructors to ensure our mission of preparing our scholars for high school, college, career, and life is accomplished. Teachers new to the district and our school will participate in a four-tiered process for support that starts with the AP, core instructional partner/mentor, the department chair, the Curriculum Specialist, MTSS Staff Developer and the New Teacher Lead Mentors. Great school retain quality instructors and work tirelessly to provide the best for support for their school community.

- Starts with new teacher support monthly meetings

		Select	
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SAC Compliance

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

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

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> X <input type="checkbox"/> No	Chairperson: Mr. CHambers is our MTSS Staff developer. We do not identify a chairperson
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Please state the days / intervals that your team meets below.
Each Tuesday 8 am-9 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. Attached budget if preferred.

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