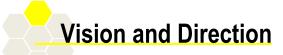# School Improvement Plan
2016-17

Tyrone Middle School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Robin Mobley	SAC Chair:	Lapatia Gibbs

School Vision	"Ensuring Achievement for All Scholars"

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.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	**Black %**	**Hispanic %**	**Multi-Racial %**	**White %**	**Other %**
917	9.7%	21.1%	16.8%	4.2%	47.9%	0%

School Grade	2016: C	2015: D	2014: C	Title 1 School?	☒ Yes	☐ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	36	37	36	33	32	40	56	41	60	34		
Learning Gains All	44		41									
Learning Gains L25%	36		39									

School Leadership Team				
Position	**First Name**	**Last Name**	**FT/PT**	**Years at Current School**
Principal	Robin	Mobley	FT	4-10 years
Asst Principal	Jayme	Joslyn	FT	4-10 years
Asst Principal	Derrick	Lyons	FT	4-10 years
Asst Principal	Nicole	Johnson	FT	Less than 1 year
Asst Principal	Kristy	Evans	FT	4-10 years
Instr. Coach (literacy)	Bridgett	Howell	FT	1-3 years
Instr. Coach (math)	Theresa	Kersey	PT	Less than 1 year
Instr. Coach (science)	Margaret	McCabe	PT	Less than 1 year
Other (specify)	Kiana	Porter-Isom	PT	4-10 years
Total Instructional Staff: 57		**Total Support Staff:** 8		

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 weeks of school, during the development of social contracts within each class and are reinforced within the positive behavior system (PBS). The PBIS system includes grade level competitions with incentives tied to behavioral expectations. A tiered system of support is in place that focuses on grades, attendance and behavior for each grade level.

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

> 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 t in order to gauge the level at which the expectations are implemented equitably in the handling of scholar behavior. We met with all staff and the team developed a five-step progressive discipline plan within the classroom that will be utilized throughout the campus creating to increase the consistent implementation and buy in to the plan by staff.

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.

> Behavior:
> Tier 1 – school-wide behavior plan, implementation of PBS, Monday Morning Mindset Messages, Capturing Kids Heart
> Tier 2 – scholars are discussed during tier 3 meetings and interventions are put in place for scholars not responding to tier 1 school-wide behavior plan (Behavior success plan, groups with targeted behaviors, specific incentives, Eagle Eye Mentor)
> Tier 3 – scholars not responding to tier 1 or 2 are looked at for FBAs or PBIPs
> Academic:
> Tier 1 – School-wide curriculum, Implementation of WICORT strategies
> Tier 2 – Intensive Reading and Math for scholars not responding to tier 1, Extended Learning Program
> Tier 3 –Academic Success Plan for scholars not responding to tier 1 and 2-individual learning plan, personalized learning plan, mentor

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. Scholars, at any time, can request to see their counselor through the use of counselor request slips, or immediately based on their individual needs. Each counselor and social worker works with administrators and other staff of the child study team and Tier 3 MTSS team to evaluate attendance, behaviors and academics (early warning systems) to target scholars for additional interventions or support. The Tier 3 teams identifies the root causes by working through the "5 why process" to determine why a particular problem persists. An achieveable barrier to overcome is identified and procedures/intervention/plan is put in place to overcome the barrier. Data is used to determine if the barrier was overcome and the process starts over if necessary.

The school social worker and school psychologist are used as resources for scholars with both in and out of school issues. The school social worker also refers scholars and families to outside resources. In addition, there is a Violence Prevention Counselor on campus who works 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 proactively provides classroom lessons through social studies classes. Our SRO works with scholars who may exhibit harm to themselves or others.

The data sources that are used in reports of students missing more than 10% of instructional time pulled from Focus; reports of students receiving 2 or more discipline referrals pulled from Focus; quarterly reports of students failing core subjects pulled from Focus. During child study team meetings and during Tier 3 MTSS team meetings these reports are used to problem solve solutions to reduce the amount of students 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 dashboard, disparity gap or Healthy Schools data).

Once a week we meet to review and discuss attendance, behavior, and academics on a rotation bases in order to respond as the data compels. For attendance meetings we pull attendance data for our scholars missing 10% of instructional time. For behavior we pull our scholars who have received discipline referrals and scholars who have a FBA or PBIP. For academics we look at scholars who have a PSW and those scholars who are not doing well in core subjects, responding to the academic tier2 intervention, according to teacher grade book reports, and intensive math and reading reports.

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, department leaders create non-negotiable for learning, observe teachers consistently to confirm high expectations and non-negotiable are in place and provide feedback to improve and encourage to motivate teachers. Review lesson plans, PLC logs, regular review of data, and monitoring of non-negotiable.

⬡ **School Culture / SWBP / Key Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?

Goal: Establish genuine relationships between peer to peer and peer to adult and adult to adult, as measured by the increase of positive responses on specific question stems on the climate survey related to relationships between all on campus.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
- Build a culture of Relational Capacity-Implement Capturing Kids Hearts and apply the content from CKH (Social Contract, 4 questions, affirmations, tell me something good) - Establish and communicate Core Values - Revitalize Positive Behavior Interventions and Support Program - Behavior committee will plan regular events to motivate scholars to meet school wide expectations (increase attendance/decrease discipline rates) and build school community.	Lyons

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.

 Goal: Achievement of African American scholars, scholars with disabilities and English language learners will increase when meaningful relationships are built with adults within the school's community and scholars are engaged in high yield instructional strategies that meet their diverse needs.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
- Teachers will implement the three school wide instructional strategies. - Leverage and monitor high quality intervention for all scholars. Enroll scholars not proficient in literacy and math in ELP or Intensive Reading/Math and monitor scholar performance. - Academic Teacher-Parent Team conference-scholar led conference - Eagle Eye mentors-provide mentorship specific scholars - Scholar leadership cadres- established to positively influence peer behavior.	Teachers Joslyn Hamilton Lyons

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 Chairpersons identify and communicate the teaching and learning non-negotiable of planning for instruction and it includes collaborative standards based lesson planning with integration of WICORT strategies, utilization of the common standards based scales developed in the unit plans, and utilization of

progress monitoring charts to demonstrate scholar progress. Utilize common planning time to Identify scholars who did not master standards and make a plan to move forward in ensuring their success.   PLC's utilize scholar work protocols and peer-to-peer observations. Coaching cycles and embedded coaching support will provide professional development 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 DWT, model classrooms implementing proper use of standards based goals, scales and scholar tracking of their progress. The alignment of instruction to the standards is predominately evident in classrooms according to Instructional Leadership Team and ISM 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?

Increasing the use of literacy strategies across all academic content and scholar engagement to increase proficiency and learning gains in every content area. Scholar interviews, FSA results, cycle assessment, and classroom observations are data points reviewed in reaching this conclusion.

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 PLC's to review scholar work, common assessment and formative assessment data. Many departments utilize technology to collect and analyze formative assessment data to drive instruction. Teachers continue to work towards providing regular data chats. Teachers continue to communicate and track scholar progress using scales and work towards involving scholars in tracking their own progress in learning goals and scales.

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).

The key to ensuring all scholars can reach grade level proficiency is to hire and assign quality teachers to the classroom of core academic instruction. We have high expectations for hiring quality teachers. Teacher leaders are empowered to work with their department to create and monitor teaching and learning non-negotiable to support all scholars in reaching grade level proficiency.
School counselors collaborate with the elementary counselors and high school counselors for a smooth transition between all grade levels. School counselors visit the main feeder elementary schools to go over basic middle school information and hand out course request sheets to incoming 6th graders. 8th grade counselor coordinates high school registration with the main high schools that our scholars feed into. Parent nights are held to assist with applying for the various district application programs. School counselors also go through social studies classes to meet with every current 6th and 7th grade scholar to go over plans and course requests for the next school year. Scholars are prepared for college/career through the career cruising program, which is done through social studies classes with the school counselor. 6th and/or 7th graders complete the career interest inventory and select careers and colleges that interest them, and 8th graders complete a 4-year plan.

⬡ **Standards-Based Instruction / Key Strategies**

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

Instructional Strategy 1

Closed Reading of complex text.	
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 Team.	Assistant Principals/Principal
Instructional Strategy 2	
Involve scholars in tracking their progress in relation to 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 Team.	Assistant Principals/Principal
Instructional Strategy 3	
Using methods for managing scholar response rates to engage each scholar.	
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 Team.	Assistant Principals/Principal

Collaboration for Professional Growth

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

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

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.

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 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

> our three school wide instructional strategies (Close Reading of complex text, Managing response rate, scholar progress tracking)

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

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Marzano Conference: Building Expertise Keystone Issues Conference Innovation and Digital Learning ECE2T Harvard Urban School Leadership Institute Marzano Instructional Framework	Summer	Instructional Staff Developers, Teacher Leaders, Assistant Principal	Increasing elements rated as applying and innovating based on observational walkthrough data, which in turn equates to an increase of scholars progressing In mastering standards. Knowledge gained brought back to school shared with staff on Pro-ED day trainings
AVID pathway training and Summer Institute	Summer	All teachers- targeted teachers that have not attended AVID trainings in the past.	Increased use of AVID strategies (WICORT) and increases in scholar achievement
Classroom management Literacy: Paired Close Reading with a Purpose & English Language Learner (ELL) Scholar tracking of progress on scales Trauma Informed Care Capturing Kids Hearts refresh Managing student response rates	Pre-school with ongoing support of 3 instructional strategies Monthly Eagle University and Pro-Ed Days	All teachers- classroom observation data will be utilized to determine which teachers are assigned to which specific sessions during Eagle University	1. Increases in scholar reading comprehension which will increase scholar achievement in all subject areas to close the achievement gap 2. Increases in scholar engagement/ownership of learning which will increase overall achievement 3. Increase in effective relationships formed

			which will translate into a decrease in discipline and closing the achievement gap
Twice/month New Teacher PLCs--Monthly Mentor meetings with "just in time" support for new staff members -Monthly informal meeting with administrator (Q & A) Weekly 30 minute one to one mentor/mentee support sessions Pre-Pre School Orientation meeting on 7/26/16 via mentor program. Pre school mentor/mentee meeting Teacher Success Ad Embrace Pinellas	Pre-school and on-going	New Teachers	Close the gap between new and returning teachers concerning best practices and procedures and increase teacher retention.
District Wide Training			Deepen content knowledge and knowledge of content resources to support learning
International Society for Technology in Education			Increase of scholar engagement

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).

We have quarterly parent events (i.e. Fruit for Fathers, Muffins for Mom, Grandparent's Chat, etc.) to meet with parents and chat about how things are going for their child in order to build positive relationships with families. We have quarterly skating parties sponsored by PTSA and all staff and

scholars are encouraged to attend to foster relationships. Tyrone Middle School parents are involved in the decision-making process by partnering with the school's PTSA & SAC. Title I is on the agenda at every monthly meeting, which 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 Reading Coaches and teacher leaders to provide training to parents regarding FSA, FAIR, 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 how to interpret and use student data via trainings, data chats 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, parent conferences and data chats. Monthly meetings are held to discuss school wide data via Parent/Student/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 the data to support your goals and strategies to better connect with families.

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

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

🔶 Family Engagement / Key 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?
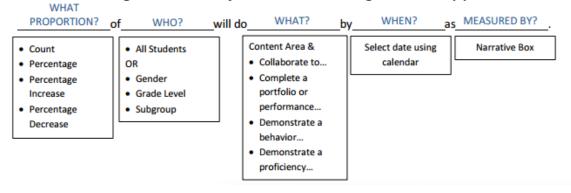
Goal: Academic Parent Teacher teams –increase number of positive team conferences planned for specific scholars, led by the scholars.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Host a parent data chat meeting for targeted scholars in our subgroups after first, second and third quarter. Continue to increase 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?	
Goal: Home visit Hub-Increase the number of home visits by the Home Visit Hub by 10%. Maintain the community partnerships.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize the home visit hub team to identify and visit homes. Maintain teacher presence at the community centers in the area. Maintain community center partnership by ensuring they are invited and attend scheduled school events.	All faculty and Staff members at TMS

{Section 2}– School Goals / Action Steps

Academic Goal

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

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

ELA / Reading Goal	Goal Manager: Jayme Joslyn
The percent of scholars proficient in ELA and Reading 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 44% to 60% by the end of the school year as measured by the FSA.	

Actions / Activities in Support of ELA Goal	Evidence to Measure Success
All teachers will incorporate close readings, methods to manage response rates and tracking progress on learning scales.	Lesson plans/observational data
Implement a high quality intervention. Reading 180 and iReady will be leveraged and monitored as a high quality intervention for all scholars specifically targeted in order to	Read 180 and iReady data

increase scholars' proficiency and maintain the proficiency of scholars.

Utilize professional learning communities (PLCs) for successful unit and lesson planning to meet the instructional objectives via use of gradual release or 5E lesson planning model. Create lesson plans aligned to Florida Standards, assign learning tasks and assessments that increase the instructional rigor and level of questioning and integrate Marzano High Yield Instructional Strategies

During weekly PLCs, data are analyzed from a variety of ongoing assessments and checks for understanding, interpreted and used to regularly monitor progress toward achievement goals and to help all students meet individual achievement goals when data indicate interventions are needed

Make decisions about how to adjust instruction based on student data, formative and summative assessments and other feedback, to determine student levels of deficiency and proficiency on annually assessed standards for all subject areas

Mathematics Goal	Goal Manager: Nicole Johnson
The percent of scholars proficient in mathematics will increase from 36% to 44% 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 41% to 50% by the end of the school year as measured by the FSA.	

Actions / Activities in Support of Math Goal	Evidence to Measure Success
All teachers will incorporate close readings, methods to manage response rates and tracking progress on learning scales.	Lesson plans/observational data
Implement a high quality intervention Think Through Math (TTM) will be leveraged and monitored as a high quality intervention for all scholars who have an achievement level 1 and the top third of achievement level 2 in mathematics	Completion of a pre-identified number of lessons in the TTM curriculum
All teachers will use the Study Island resource to provide differentiation of instruction, remediation and continual practice of their grade level targets.	Lesson Plans PLCs Logs Formative and summative assessment results

Utilize professional learning communities (PLCs) for successful unit and lesson planning to meet the instructional objectives via use of gradual release or 5E lesson planning model. Create lesson plans aligned to Florida Standards, assign learning tasks and assessments that increase the instructional rigor and level of questioning and integrate Marzano High Yield Instructional Strategies During weekly PLCs, data are analyzed from a variety of ongoing assessments and checks for understanding, interpreted and used to regularly monitor progress toward achievement goals and to help all students meet individual achievement goals when data indicate interventions are needed Make decisions about how to adjust instruction based on student data, formative and summative assessments and other feedback, to determine student levels of deficiency and proficiency on annually assessed standards for all subject areas Data Chats after cycle assessments, students tracking their own progress in class on an ongoing basis	

Science Goal	Goal Manager: Nicole Johnson
The percent of scholars proficient in science will increase from 32% to 46% by the end of the school year as measured by the state assessment for 8th grade science. 50% of our scholars will be proficient in science as measured by district cycle assessments.	

Actions / Activities in Support of Science Goal	Evidence to Measure Success
Data Chats after cycle assessments, students tracking their own progress in class on an ongoing basis' All teachers will use the Study Island resource to provide differentiation of instruction, remediation and continual practice of their grade level targets. All teachers will incorporate close readings, methods to manage response rates and tracking progress on learning scales.	Lesson plans/observational data Socrative quiz data/Study Island assessments. PLC's will analyze data, adjust instruction?
Targeted groups for Extended Learning Program in 8th grade. Use our GAP data to determine which scholars to attend. The scholars and their parents will receive a special invitation to join	Benchmark assessments and second gap analysis Lesson plans/observational data

us. We will use "Study Island" as a resource. We will also use labs/lesson ideas from STEMScopes. We will also plan high interest hands on activities to engage students in the group. We will track our progress using Socrative quizzes or the assessments provided by Study Island. We will provide motivational incentives like pizza parties/ice cream sundae socials etc. for achieving goals we set together. Plans to begin this group would be in October after we have the first cycle assessment data. We will look for overlaps from the Gap Assessment. We will also be able to remediate 8th grade standards based on this new data.	Socrative quiz data/Study Island assessment data Scholar survey data.
Increased use of STEM and PBL activities focusing on Nature of Science standards 2016 SSA data was used to determine this area to focus. We scored a 6 out of 11 in NOS, 8 out of 15 in physical, earth and life science. We dropped by a point in the physical and life science strands. Historically we have scored low on NOS standards as a district and a school on the FCAT and on cycle assessments. We also thought this action step would increase engagement in science classrooms which should increase achievement. This is based on ISM feedback in the past of low levels of engagement in some of our science classes. Also, if you break down the standards on the SSA and look at what percentage of questions are asked in each strand by grade level- NOS comprises 19.6% of the questions on the SSA (the largest category) with 12% of the questions coming from the Life science strand from 6/7th grade benchmarks, and 11% from 8th grade physical and earth science. My recommendation: we can remove the nature of science piece from the above action step and create its own action step ie.- Increased use of STEM, PBL, and hands-on activities to increase student engagement. Scientific thinking instruction embedded into daily lessons. Focus on differentiating instruction to meet the needs of our diverse student population.	

⬡**Other School Goals***

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

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

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Civics	**Goal Manager:** Derrick Lyons
The percent of scholars proficient in civics will increase from 56% to 64% by the end of the school year as measured by the Florida Standard Assessment.	

Actions / Activities in Support of Goal	**Evidence to Measure Success**
All teachers will incorporate close readings, methods to manage response rates and tracking progress on learning scales.	Lesson plans/observational data.
• Utilize professional learning communities (PLCs) for successful unit and lesson planning to meet the instructional objectives via use of gradual release or 5E lesson planning model. Create lesson plans aligned to Florida Standards, assign learning tasks and assessments that increase the instructional rigor and level of questioning and integrate Marzano High Yield Instructional Strategies • During weekly PLCs, data are analyzed from a variety of ongoing assessments and checks for understanding, interpreted and used to regularly monitor progress toward achievement goals and to help all students meet individual achievement goals when data indicate interventions are needed • Make decisions about how to adjust instruction based on student data, formative and summative assessments and other feedback, to determine student levels of deficiency and proficiency on annually assessed standards for all subject areas	Lesson Plans PLCs Logs Formative and summative assessment results

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy School	**Goal Manager:** Jason Honeycutt
Increase the number of staff that reaches silver status from 9 to 20.	
Actions / Activities in Support of Goal	**Evidence to Measure Success**
Vitality Check	Increase of staff that reach silver status
Step Challenges and Healthy Lunch alternatives	Increase of staff that reach silver status

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

⬡ Academic Achievement Gap

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.	Lessons passed TTM iReady data Benchmark Data

Subgroup Goal (ELL)	**Goal Manager:**
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.

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Identify specific ELL scholars. Place them with specific teachers. Assign a mentor. Place in AVID	Benchmark Data

Subgroup Goal (ESE)	Goal Manager:

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 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.	TTM lessons passed IReady data Benchmark data Formative Assessments
Train ESE Facilitator and ESE associate to support small group instruction for differentiation in class.	Observation of small group instruction Benchmark data Formative Assessments

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 6th	Grade 7th	Grade 8th	Grade Select	Grade Select	School	
						#	%

Students scoring at FSA Level 1 (ELA or Math)	154	143	135			432	44
Students with attendance below 90 %	15	51	36			102	12
Students with excessive referrals**	15	25	5			45	5
Students with excessive course failures**	64	81	59			204	25
Students exhibiting two or more indicators	19	31	18			68	8

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

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Decreased the amount of scholars missing more than 10% of instructional time (102) by 10%.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Positive Incentive-Monthly grade level attendance contest/competition	Monitoring of the average daily attendance by MTSS
Child study team will meet twice a month to review attendance of scholars and place interventions in place where necessary.	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 (96) by 25% (72)	
Actions / Activities in Support of Discipline Goal	**Evidence to Measure Success**
Mediation, group referral contests, restorative justice, capturing kids hearts and mentorship	Reduction of referrals
Teacher training on cultural competence	Reduction of referrals

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
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 is developed with the scholars and there are quarterly meetings with these scholars to address their progress. Extended Learning Program- the scholars that 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 success plan and quarterly meetings with guidance counselors	Course failures are reduced
Saturday School for scholars that are not successful 1st semester	Course failures will be reduced

🔷 Section 3 – Required Items / Resources

🔷 **Instructional Employees**

Current Instructional Staff Members			
# of Instructional Employees	57	% with advanced degrees	34
% receiving effective rating or higher		% first-year teachers	16
% highly qualified (HQT)*		% with 1-5 years of experience	41
% certified in-field**		% with 6-14 years of experience	30
% ESOL endorsed	25	% with 15 or more years of experience	12.5

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

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

What specific things are done to recruit teachers? Attend all job fairs-April, June; utilize social media to advertise positions; establish relationships and network with State Universities to communicate teacher needs; utilize college career center to

advertise jobs; utilize teacher leaders to interview and discuss their positive experiences

What specific things are done to retain teachers?

Teacher of the month, weekly staff affirmations, fun staff events during school and after school, staff prize drawings, PLC support, exposure to national and state conferences for professional development, building positive relationships, teacher surveys, job embedded PD, Club Day

Job Embedded PD (according to the Marzano Leadership Framework: The school leader....)

The school leader ensures that teachers are provided with job-embedded professional development

* Teacher-led professional development is available to teachers regarding their instructional growth goals via Eagle University

* Instructional coaching is available to teachers regarding their instructional growth goals via PLCs, side-by-side coaching, coaching conversations, etc.

Collaboration and Cooperation

The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

* Teachers have opportunities to engage in instructional peer to peer observations

* Teachers have regular times to meet and discuss effective instructional practices via PLCs each week (many are led by instructional staff developers)

* Procedures are in place for scheduling teachers to observe and discuss effective instructional practices

The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

* Teachers are advised of the specific types of decisions in which they will have direct input

* Data-gathering techniques are in place to collect information from teachers (I.e. survey monkey, School Based Leadership team meetings)

* Notes and reports are in place that describes how teacher input was used when making specific decisions (SBLT minutes, Faculty Meeting Power point Presentations. Survey monkey, one note brainstorming collaborative work space)

* Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (I.e. survey moneys, one drive-collaborative work space)

* Groups of teachers are selected and utilized to provide input regarding specific decisions (SBLT- during each sub-committee (parent involvement, discipline, ELP, AVID, EWS) meeting-all staff are invited to attend and some staff are specifically tapped to attend

* The school leader team has critical roles in facilitating school initiatives (

* Data are available to show input is used by the school leader (SBLT minutes, Faculty Team presentations)

The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all scholars.

* Professional learning communities (PLCs) are in place and meet regularly (two times a week)

The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

* Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school (via one drive collaborate work space and survey monkey)

* Data are archived and reports regularly generated regarding these data

* The manner in which data are used is made transparent

* The school improvement team provides input to the leader regarding the school improvement plan

* Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities

* Faculty and staff are assisted with career planning and continuing educational opportunities

* Teacher leaders and other faculty are empowered to share in the leadership of the school

* Potential leaders are identified and guided in career development

Acknowledge and Affirm Successes

The school leader acknowledges the success of the whole school, as well as individuals within the school.

* The accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways

* The incremental successes of scholars and teachers is routinely recognized

* The successes of the diverse school community are celebrated

o Daily affirmations-two each day by ILT

o Weekly hand written staff affirmations

o Bright spot at faculty celebrations

o Shout outs via weekly email updates

o Monthly teacher of the month-star on the door, parking lot space, announced over p.a.

o Year end-Golden apple, certificate with activities/committees involved

o Earn your wings drawing

o (e.g., faculty celebrations, newsletters to parents, announcements, websites, social media)

Fun and Collegiality

* Fun Calendar (maintain positive morale) Each month the FUN team has planned an outing after school

* Each month, a department plans an activity to increase collegiality

* Club day sponsors-teachers identify their passion and sponsor a club each month

⬡ **SAC Membership**

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Kim	Richards	White	Teacher
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

⬡ **SAC Compliance**

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

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

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

☐ Yes	☐ No	Committee Approval Date:

⬡ **SBLT / MTSS Leadership Team**

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

☒ Yes ☐ No	Chairperson: Kristy Evans/Robin Mobley
State Days / Intervals that Team meets below.	
Every Tuesday	

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.

Scholar Field Trips $1000 Core academic TDEs $3000 Study Island $5000

Use this space to paste budget, if desired.