

Lake County Schools

# Tavares Middle School



2015-16 School Improvement Plan

# Tavares Middle School

1335 LANE PARK CUTOFF OFC, Tavares, FL 32778

<http://lake.k12.fl.us/tms>

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	64%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	34%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	C	C	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan is pending approval by the Lake County School Board.

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>36</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>38</b>
Professional Development Opportunities	39
Technical Assistance Items	42
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
<b>Former F</b>		<b>Turnaround Status</b>
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Tavares Middle School, working hand-in-hand with the community, will prepare individuals for successful life-long learning, produce employable and responsible citizenry, and provide a safe, resource-filled learning environment.

##### **Provide the school's vision statement**

Tavares Middle School, in partnership with the home and community, will use all viable resources to foster a safe learning environment and acquire essential skills to thrive in a changing multi-cultural society. TMS will continue to set high expectations for academic achievement while providing enrichment and technological opportunities to encourage each student's maximized growth. This is Tavares Middle School's commitment to excellence.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

TMS hosts an annual Cultural International Fair where students are able to learn about other cultures as well as their own. Community, parents, and all stakeholders are invited to attend this cultural fair. Social Science, Physical Education, Reading and Spanish study cultures throughout the world and provide partnership opportunities for students who mentor foreign exchange students.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

TMS actively endorses the Positive Behavioral Support (PBS) system. The PBS program promotes positive interpersonal communication among students as well as a bully-proof and drug-free campus. Likewise, faculty and staff remain visible on campus at all times of the school day to monitor student interactions and correct negative behaviors/reward positive behaviors when appropriate. Community volunteers help supervise students who arrive at the school site before school operating hours. Staff has also partnered with the Tavares YMCA Chapter to provide afterschool clubs and tutoring opportunities.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

TMS endorses the Positive Behavioral Support model. Students are rewarded for displaying positive behavior. Tardy sweeps are conducted intermittently throughout the school year. Wednesday school detentions are given for minor behavior infractions. Out-of-school suspensions are given for serious behavior infractions. Staff is trained in PBS and behavioral procedures. Faculty and staff present on campus at all times of the school day and a supervision schedule is in place throughout the school day.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



Advisory lessons include lessons and discussions in bully prevention and drug and alcohol prevention. The Lake County Sheriff's Office presents a cyber-bullying session to all students and teachers. Guidance counselors provide referrals for students who are struggling with social and emotional issues. MTSS is in place for students who display social, emotional, and academic challenges.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

Tavares Middle School implements early warning indicators for students who meet the following criteria:

Attendance falls below 95 percent, regardless of whether absence is excused or a result of out-of-school suspension; One or more suspensions, whether in school or out of school; Course failure in English Language Arts, Science, Social Studies, or Mathematics; A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics; Free and reduced lunch eligibility; Students who have failed one or more grade levels from elementary schools.

#### Provide the following data related to the school's early warning system

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	103	121	117	341
One or more suspensions	20	35	29	84
Course failure in ELA or Math	0	22	21	43
Level 1 on statewide assessment	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	21	44	40	105

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Response to Intervention (RTI) and the Multi-Tiered Support System (MTSS) is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. Additionally, implementing a research proven instructional program (i.e., Read 180, Achieve 3000, PENDA) is used to provide additional academic support to students to increase academic achievement. Each model and program offers strategies and methods of increasing achievement and learning. Some models of intervention focus on specific subject areas, some on particular aspects of learning, some focus on environmental issues, and others attempt to cover all. Last, students who are one or more grade-levels behind are placed into drop-out prevention programs such as e20/20, that are designed to articulate students to their appropriate grade-levels.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

All parents are invited to attend back-to-school informational meetings, open houses, and various end-of-grading period teacher conferences. Parents are invited to join committees such as SAC and PTO, as well as athletic and grade-level boosters.

AVID supports parental involvement through multiple "parent" night meetings, fieldtrips, and community picnics.

TMS uses MTSS as a practice of providing high-quality instruction/intervention matched to student needs using learning rate over time and level of performance to make important education decisions. Supplemental Faculty, i.e., Literacy Coach, FL Standards Teacher, and Media Specialist provide newsletters and website communication on assessments, changes within the Department of Education, and district protocols.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The Lake County Sheriff's Office volunteers by coming to the school to talk about cyber safety, bullying, and social media topics. Local speakers present to eighth grade students about career orientations as well as cultural awareness issues (such as the Holocaust) to supplement the 8th grade fieldtrip. Local businesses also donate gift certificates for teacher appreciation with the idea of donating goods/services to build an effective classroom learning environment.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Mott, Trella	Principal
Caldwell, Kevin	Assistant Principal
Cook, Kelly	Teacher, K-12
Wagner, Daphne	Assistant Principal
Fazio, Anthony	Teacher, ESE
Lettsome, Brendalee	Guidance Counselor
Johnson, Lisa	Teacher, K-12
Reichwein, Bethany	Teacher, K-12
Reid-Goolsby, Diane	Assistant Principal
Thibodeau, Felicia	Instructional Coach
Livengood, Heather	Teacher, K-12

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Trella Mott, Principal: Provides a common vision for the use of data-based decision-making, ensures that the schoolbase team in implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities.

Kevin Caldwell, Assistant Principal: Helps the principal in the implementation of a common vision for the use of databased decision making, ensures that the school-base team in implementing MTSS, conducts assessments of MTSS skills with the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities. Assists in the supervision and evaluation of all personnel.

Daphne Wagner, Assistant Principal: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Evaluates and resolves campus-wide problems as such relates to personnel, student and budget issues; mediates student and faculty conflicts; counsels disruptive and academically at-risk students; Assists in the supervision and evaluation of all personnel.

Diane Reid-Goolsby, Assistant Principal: Keeps abreast of changes and development in the profession by attending professional meetings, reading professional journals, and discussing trends of mutual interest with others in the field. Plans, attends, and conducts staff meetings to discuss policy changes, instructional programs, potential problems, and resolutions of existing problems and other school related issues; Serves on the Saefy and Wellness Committee; Serves as the Teacher Quality Resource (TQR) contact; Assists in the supervision and evaluation of all personnel.

Felicia Thibodeau, Literacy Coach: Provides guidance on the K-12 reading plan; facilitates and supports data collection; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of the Multi-Tiered Systems approach.

Heather Livengood, Florida Standards Teacher: Develops, leads, and evaluates the core content standards and programs; identifies and analyzes existing literature on scientifically-based curriculum intervention strategies; assists with whole group screening programs that provide early intervention services for students that are considered "at-risk"; assists in the design and implementation for

progress monitoring, data collection, and data analysis.

Anthony Fazio, ESE Specialist: Participates in student data collection, integrates core instructional activities/materials, assists with the implementation of Tier 3 instruction, and collaborates with the general education teachers through consultation and co-teaching.

Brendalee Lettsome, Guidance Counselor: Provides quality services and expertise on different programs.

Rachel Sadmire, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school workers continue to link child-serving and community agencies to the schools and families to support the child in academics, emotional, behavioral, and social success.

Bethany Reichwein, ELA Department Chair: Provides instructional leadership and enhances articulation regarding curriculum alignment with standards, implementation of common assessments.

Lisa Johnson, Math Department Chair: Provides instructional leadership and enhances articulation regarding curriculum alignment with standards, implementation of common assessments.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implantation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities through website, SAC, phone contact, and meetings. Select General Education Teachers (Deighton-Science, Harris-Math, Reichwein-Language Arts) provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials to instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Specialist, Anthony Fazio, participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

The Reading Coach (Instructional Specialist), Felicia Thibodeau, provides guidance on the K-12 reading plan and specifically the 6-8 reading plan; facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Avid Leader, Kelly Cook, develops, leads, and evaluates the AVID program for Middle of the Road students.

School Psychologist, Valenta Jolta, participates in the collection, interpretation, and analysis of school data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including: data collection, data analysis, intervention planning; and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skill.

Student Services Personnel (school-based counselors): Kimberly Burch, Brenda Lettsome, and Lisa Whittaker: provide quality service and expertise on issues ranging from program design to assessment and intervention with individual students and their needs. In addition to providing interventions, the school social worker, Rachael Sadelmeyer, continues to link child-serving and

community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Laura Chandler	Student
Don Campbell	Student
Trella Mott	Principal
Monica Janes	Student
Judie Whittaker	Teacher
Kelly Cook	Teacher
Ashley Salamon	Student
Diane Long	Student
Shelly Lunsford	Student
Kim Varnadore	Student
	Student

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC members all were given the opportunity to revise, amend, and comment on the School Improvement Plan. Members discussed the different parts of the plan and how the school was going to make learning gains each year among targeted subgroups.

*Development of this school improvement plan*

The SAC members provide input during meetings and/or through email correspondence.

*Preparation of the school's annual budget and plan*

The SAC members provide input during meeting and/or through email correspondence,

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The District does not provide the schools with school improvement funds for SAC. The remaining balance will be used for the school website and teacher grants.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

## Membership:

Name	Title
Caldwell, Kevin	Assistant Principal
Cook, Kelly	Teacher, K-12
Mott, Trella	Principal
Thibodeau, Felicia	Instructional Coach
Livengood, Heather	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

School wide LLT initiatives for the 2014-2015 school year include the 30 minutes reading during homeroom period twice per week; monthly writing PLCs; and teacher / student read alouds. The Florida Standards teacher will be modeling informational text on a weekly basis. The Literacy Coach will provide professional development for content-area teachers in the areas of reading, writing, and literacy.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Common planning is used for collaboration and creation of common assessments, lesson studies, and PLCs. The Leadership Team meets bi-weekly to discuss new initiatives. One formal PLC per month is required for teachers and staff to meet with district program specialists or feeder-school colleagues. TMS is also in the beginning stages of implementing a PLUS Team for select groups of teachers to gain 3-4 additional school days to plan and coordinate curriculum needs.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Provide on-going training to assist teachers in achieving the Highly Qualified status.  
Principal; Teacher Quality Retention Administrator
2. Seek out and hire Highly Qualified applicants for all future openings.  
Principal; School Administration
3. Provide training at the beginning and throughout the school year to better meet the needs of the SIP.  
Principal;  
School Administration; Leadership Team

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers to TMS will be paired up with their department chair. Most Grade Levels have common planning and are involved in a weekly PLC to review data, create, modify and review focus calendars, vertical and horizontal alignments. Department Chairs are Capacity Builders for their area and can offer the most accurate curricular assistance.

Teachers will participate in the district program New Beginnings on August 11-12, 2015 and on February 06, 2016.

Teachers will participate in the half day school program for new teachers provided by Assistant Principal, Diane Reid-Goolsby as well as Heather Livengood (Florida Standards Teacher) and Felicia Thibodeau (Literacy Coach).

Teachers will participate in the school PLC for New Teachers one Wednesday each month. These meetings will be facilitated by Heather Livengood, Felicia Thibodeau, and Diane Reid-Goolsby. New teachers will participate in peer-to-peer classroom observations to better assist in the implementation of teaching and/or learning strategies.

Literacy Coach (LC) and Florida Standards Teacher (FST) will attend monthly district coaching meetings for Literacy Design Collaboration. LC will mentor, observe, provide feedback and model for our new teachers during NGCAR-PD Practicum opportunities and Reading Endorsement Practicum. The FST will provide weekly mentoring conferences for all first-year teachers. Both the LC and FST will tutor/mentor new teachers seeking subject-area and general knowledge certification.

Administrators will observe and provide feedback to our new teachers through TEAM evaluation and make recommendations for the LC and FST to work with teachers if necessary.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Tavares Middle school is responsible for the implementation of all current FL Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, as well as the implementation of Florida's newest sets of standards for English Language Arts/Reading and Mathematics. Our new standards also include standards for Literacy in History/Social Studies, Science, and Technical Subjects. Teachers collaborate to align curriculum mapping, lesson planning, lesson study support, professional development, and standards progression mapping. Teachers also collaborate within subject-area departments to differentiate and transition between the New Generation State Standards and the Florida Standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The process of using data to differentiate instruction is central to our school climate. Members of the school Leadership Team participate in data teams, with the goal of creating effective instruction for every child. School personnel—principals, literacy coaches, grade level teachers, special education, speech and language, ELL teachers, and interventionists—work together to select the most effective assessments and to use and interpret data appropriately. The Department leaders also help teachers group students, plan, develop, and deliver properly paced small group lessons.. Additionally, department leaders assist with monitoring student progress.

TMS also uses MTSS as a practice of providing high-quality instruction/intervention matched to student needs using learning rate over time and level of performance to make important education decisions.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 450

Before and after school tutoring is provided three times a week by teachers or peers to help reinforce instruction in core academic subjects. Participating teachers provide customized, informal assessments to students (based on previous summative assessments) to evaluate individual performance in conjunction with student learning goals. These are typically low-stake tests, such as checklists, teacher observations, and miscue analysis.

### **Strategy Rationale**

The purpose of after-school tutoring (enrichment) is for highly qualified staff to provide extended instruction for lower-performing student populations by providing explicit reading instruction. Additional instruction may help students better identify and reach their learning goals in under-performing areas.

### **Strategy Purpose(s)**

- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Mott, Trella, mottt@lake.k12.fl.us

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Mini-assessments  
Criterion-based assessments  
Common assessments  
District-adopted software  
Skyward  
Progress Reports  
Report Cards

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Drop-out prevention programs, i.e., e 20/20 have been converted into multiple classes throughout the day. A teacher-facilitator monitors and implements technology for student-based learning curriculums where students have the opportunity to either re-take a failed class, re-take a multitude of online classes to articulate to the subsequent grade level, or participate in classes to vertically progress to an age-appropriate grade-level.

### **College and Career Readiness**

### **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Through our Guidance Department, students can take a career quiz to see what careers fit their personality and interests. Guidance counselors routinely meet with students to advise them on course selections and ensure they're meeting expectations. To better assist with career planning, our



guidance counselors rotate with their respective class each year so they serve they same students throughout their middle school career. AVID also brings in guest speakers to expose students to an array of college and careers. Civics and World History classes also incorporate career planning components into curriculum.

Tavares Middle School also participates in the College Board's Florida Partnership program which trains teachers, counselors, and administrators to develop a culture of College Readiness in the school. The Florida Partnership also provides free PSAT assessments to all 7th and 8th graders to determine the students' college readiness so steps can be taken to better prepare them for college.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Tavares Middle School offers a variety of integrated courses to help the students see the relationship between subjects and relevant future careers. Some of the integrated courses include culinary classes and allow our students to run a full-fledged restaurant. We also provide a keyboarding class as well as an upper-level technology and career readiness course, which provides students the opportunities to work with various technologies within reading and writing curriculum, and also aides in orientating students to career-based learning. We have 3 sections of AVID which provides students the rigor in writing, reading, inquiry, organization and collaboration curriculum to be college and career ready.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Tavares Middle Schools offers an Exploring Technology elective class for careers in the technology field. Keyboarding and Technology electives will be serving as a Cap Academy as well.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Tavares Middle School will use the personalized learning framework to make individual learning needs the primary consideration in important educational and instructional decisions by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized.
- G2.** 100% of students will participate in safety and bully-prevention protocols. By increasing exposure to anti-bullying campaigns, Tavares Middle School hopes to see a 10% decrease in referrals and discipline issues related to bullying.
- G3.** Tavares Middle School will consistently and deliberately prepare students for success within the writing elements of purpose focus and organization, evidence and elaboration, and grammar.
- G4.** Tavares Middle School will expand systems that promote early interventions in reading and mathematics, such as Response to Intervention and early literacy screening in grade 6;
- G5.** Increase student Algebra EOC scores from level 3 to 4 by 25%

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Tavares Middle School will use the personalized learning framework to make individual learning needs the primary consideration in important educational and instructional decisions by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized. **1a**

 G071408

**Targets Supported** **1b**

Indicator	Annual Target
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5Es Score: Ambitious Instruction

**Resources Available to Support the Goal** **2**

- District-wide adopted accountability measures, e.g. iStation, iReady, and Achieve 3000 software for progress monitoring in reading and PENDA/Khan Academy for mathematics..

**Targeted Barriers to Achieving the Goal** **3**

- TMS lacks the infrastructure to provide digital resources for students. This barrier affects school-wide initiatives such as BYOD (bring your own device), personalized learning, flipped classrooms, and software-based curriculum.

**Plan to Monitor Progress Toward G1.** **8**

Lake benchmark assessments and PLUS TEAM mini-tasks will be collected and reviewed throughout the year to determine progress toward the goal.

**Person Responsible**

Trella Mott

**Schedule**

On 4/30/2016

**Evidence of Completion**

Assessment scores will provide data for evaluation of student success.

**G2.** 100% of students will participate in safety and bully-prevention protocols. By increasing exposure to anti-bullying campaigns, Tavares Middle School hopes to see a 10% decrease in referrals and discipline issues related to bullying. 1a

G071409

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	10.0

**Resources Available to Support the Goal** 2

- Bully-Proofing Your School and Safety Protocols
- 6-8th grade curriculum to be facilitated by classroom teachers and school personnel.
- Cyber-safety seminars conducted by the Lake County Sheriff's Office.
- Safe-Schools safety plans for fire drills, tornado drills, lock downs, and bus evacuations.

**Targeted Barriers to Achieving the Goal** 3

- Time allotment for completing bully-proofing your school curriculum.

**Plan to Monitor Progress Toward G2.** 8

Administrators will monitor disciplinary referrals relating to bullying and analogous offenses.

**Person Responsible**

Kevin Caldwell

**Schedule**

Quarterly, from 11/30/2015 to 6/3/2016

**Evidence of Completion**

End-of-year warning indicators, or data, will calculate the number of bully-related offenses and determine the efficacy of the bully-proofing your school curriculum.

**G3.** Tavares Middle School will consistently and deliberately prepare students for success within the writing elements of purpose focus and organization, evidence and elaboration, and grammar. 1a

G071410

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

**Resources Available to Support the Goal** 2

- Common planning, PLCs, Data Chats, Lesson Study, Professional Development, Khan Academy, CRISS Strategies, Cornell notes, Scope and Sequence, Curriculum Blueprints, and Literacy Design Collaborative Model.

**Targeted Barriers to Achieving the Goal** 3

- Higher than desired student to teacher ratio; Reading comprehension; Limited vocabulary; Deficit in math skills; Students thinking the Science FCAT 2.0 test does not matter to graduate.
- Technology limitations. Tavares Middle School has a current computer to student ratio of 1:22. There are not enough computers to efficiently assess all students within testing calendar parameters throughout the school year.

**Plan to Monitor Progress Toward G3.** 8

Grades on Skyward, Achieve 3000 lexile reports, PENDA learning, Science Research Paper, and Research Project

**Person Responsible**

Felicia Thibodeau

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Grades from PENDA on a weekly basis; Skyward grades for progress reports and report cards; Science research project in the science fair

**G4.** Tavares Middle School will expand systems that promote early interventions in reading and mathematics, such as Response to Intervention and early literacy screening in grade 6; 1a

G071411

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

**Resources Available to Support the Goal** 2

- ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units; at least 2 book reports per nine weeks will be extended written response; Scope and Sequence and blueprints. Science: Cornell Notes, weekly lab write-ups, research paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis School side strategies: common essay structure across all curriculum areas will be implemented: Project CRISS and AVID writing strategies including but not limited to Learning Logs, Cornell Notes, QuickWrites and Storyboards will be implemented schoolwide.

**Targeted Barriers to Achieving the Goal** 3

- Possible changes in state's score scale of proficiency; Lack of authentic writing in all content areas; Inconsistency in curriculum and students' understanding of writing styles.

**Plan to Monitor Progress Toward G4.** 8

Lake Writes  
Springboard writing practice  
Research papers (DBQ's)

**Person Responsible**

Trella Mott

**Schedule**

Annually, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Lake Writes scores Skyward grade for writing assignments FSA Writing Skyward for progress reports and report card grades

**G5. Increase student Algebra EOC scores from level 3 to 4 by 25%** 1a

G071412

**Targets Supported** 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	25.0

**Resources Available to Support the Goal** 2

- Year Round Tutoring Sessions; PENDA; Eduphoria; Khan Academy; AVID Strategies

**Targeted Barriers to Achieving the Goal** 3

- Lack of mathematical fundamental skills; Lack of Rigor in instruction; Lack of Differentiated Instruction

**Plan to Monitor Progress Toward G5.** 8

Strategies for Rigor within the classroom

**Person Responsible**

Heather Livengood

**Schedule**

Annually, from 1/4/2016 to 6/3/2016

**Evidence of Completion**

PENDA Usage; Khan Academy; Eduphoria Mid and Post Test; End of Course Exam scores



## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Tavares Middle School will use the personalized learning framework to make individual learning needs the primary consideration in important educational and instructional decisions by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized. **1**

 G071408

**G1.B1** TMS lacks the infrastructure to provide digital resources for students. This barrier affects school-wide initiatives such as BYOD (bring your own device), personalized learning, flipped classrooms, and software-based curriculum. **2**

 B186119

**G1.B1.S1** TMS does not have the desired amount of computer devices to efficiently assess students or meet personalized learning needs. **4**

 S197514

### Strategy Rationale

TMS has created a Bring Your Own Device (BYOD) initiative to help supplement technology needs in the classroom. However, classrooms are still lacking adequate numbers of computers for assessment purposes.

### Action Step 1 **5**

TMS will continue the BYOD program to encourage multiple outlets for student technology use.

#### Person Responsible

Trella Mott

#### Schedule

On 5/31/2016

#### Evidence of Completion

Faculty will provide evidence of technology usage through TEAM evaluation, Design Questions 4 and 9.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Kevin Caldwell, Daphne Wagner, and Diane Reid-Goolsby

**Person Responsible**

Trella Mott

**Schedule**

On 5/31/2016

**Evidence of Completion**

TEAM evaluation will provide evidence of technology and multi-media usage in the classroom.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

TEAM evaluation conferences, PLUS Team, and Professional Learning Communities will progress monitor the effectiveness of BYOD

**Person Responsible**

Trella Mott

**Schedule**

On 5/31/2016

**Evidence of Completion**

Lesson Studies, Common Planning Notes, PLUS Team lesson plans and mini-tasks will all suffice as evidence.

**G2.** 100% of students will participate in safety and bully-prevention protocols. By increasing exposure to anti-bullying campaigns, Tavares Middle School hopes to see a 10% decrease in referrals and discipline issues related to bullying. 1

G071409

**G2.B1** Time allotment for completing bully-proofing your school curriculum. 2

B186120

**G2.B1.S1** To satisfy time constraints, classrooms will incorporate the bullying curriculum into daily, incremental lessons until all components of the curriculum are finalized. 4

S197515

### Strategy Rationale

Chunking information into digestible bites will allow teachers to cover all areas of the curriculum with equitable attention and monitor student understanding of the content.

### Action Step 1 5

Faculty and staff will be trained and provided resources for bully-prevention.

#### Person Responsible

Diane Reid-Goolsby

#### Schedule

Monthly, from 9/1/2015 to 5/27/2016

#### Evidence of Completion

Classroom walk-throughs and observations of instruction.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observation of curriculum and instruction

#### Person Responsible

Diane Reid-Goolsby

#### Schedule

Semiannually, from 9/1/2015 to 5/27/2016

#### Evidence of Completion

Teachers will document lessons and provide student samples of activities.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Administration and Leadership Team will analyze early warning systems intermittently throughout the year.

**Person Responsible**

Kevin Caldwell

**Schedule**

Semiannually, from 11/30/2015 to 5/27/2016

**Evidence of Completion**

Early Warning Systems data

**G3.** Tavares Middle School will consistently and deliberately prepare students for success within the writing elements of purpose focus and organization, evidence and elaboration, and grammar. 1

 G071410

**G3.B1** Higher than desired student to teacher ratio; Reading comprehension; Limited vocabulary; Deficit in math skills; Students thinking the Science FCAT 2.0 test does not matter to graduate. 2

 B186122

**G3.B1.S1** Disaggregate student data by evaluating test scores and analyzing performance on previous standardized testing. 4

 S197516

**Strategy Rationale**

Disaggregating test scores will help teachers determine which of the FL standards need more mastery throughout the school year.

**Action Step 1 5**

Scheduling and student documentation

**Person Responsible**

Brendalee Lettsome

**Schedule**

On 6/3/2016

**Evidence of Completion**

Disaggregate Student Data. Skyward Grades MTSS Tracking Points

**Action Step 2** 5

FCAT/FSA Level 2 student placement into NGCARPD ELA/Social Studies classrooms.

**Person Responsible**

Brendalee Lettsome

**Schedule**

On 10/23/2015

**Evidence of Completion**

Attend MTSS meetings with parents to discuss progress monitoring options. Parental sign-off of documentation and implementation of action plan.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Oversight of scheduling

**Person Responsible**

Brendalee Lettsome

**Schedule**

Weekly, from 8/10/2015 to 6/3/2016

**Evidence of Completion**

Coach will test level 1 and 2 students for FAIR and Achieve 3000 a minimum of three times per school year.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Monitoring of testing and student performance in mastering subject-area standards.

**Person Responsible**

Heather Livengood

**Schedule**

Monthly, from 10/1/2015 to 6/3/2016

**Evidence of Completion**

Coach and Florida Standards Teacher will monitor student performance on FAIR and/or Achieve 3000 and use data to determine if student is making learning gains in areas of reading comprehension and fluency.

**G3.B2** Technology limitations. Tavares Middle School has a current computer to student ratio of 1:22. There are not enough computers to efficiently assess all students within testing calendar parameters throughout the school year. **2**

 B186123

**G3.B2.S1** Intensive Reading classes will supplement curriculum through the utilization of informational texts. **4**

 S197517

### **Strategy Rationale**

Students will better prepare for college and career readiness with an increased exposure to informational texts.

### **Action Step 1** **5**

Teachers will utilize online resources to enhance reading comprehension and awareness to text features and structure.

#### **Person Responsible**

Felicia Thibodeau

#### **Schedule**

On 10/23/2015

#### **Evidence of Completion**

Student work samples; Lesson Studies.

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1** **6**

Teachers will meet with Professional Learning Communities

#### **Person Responsible**

Heather Livengood

#### **Schedule**

On 6/3/2016

#### **Evidence of Completion**

The Florida Standards Teacher will collect any curriculum modifications, mini-tasks, lesson studies, or assessment data.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Teachers will analyze student data from Lake Standards Assessments

**Person Responsible**

Heather Livengood

**Schedule**

Triannually, from 10/26/2015 to 6/3/2016

**Evidence of Completion**

Assessment data from Eduphoria

**G3.B2.S2** Teachers will attend professional development geared towards instructing how to navigate and troubleshoot various technology and software programs. 4

 S197518

**Strategy Rationale**

Personalized learning methods and BYOD (Bring Your Own Device) can be better utilized if teachers better understand how to use technology in their classrooms.

**Action Step 1** 5

Professional Development on Eduphoria, PENDA, FSA, and PMRN

**Person Responsible**

Heather Livengood

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Teacher verification/attendance sign-in sheet..

**Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Monitor faculty and staff participation in Professional Development.

**Person Responsible**

Heather Livengood

**Schedule**

Biweekly, from 8/17/2015 to 6/3/2016

***Evidence of Completion***

Faculty and staff attendance.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2** 7

Troubleshooting technology issues

**Person Responsible**

Kelly Cook

**Schedule**

Biweekly, from 8/17/2015 to 10/23/2015

***Evidence of Completion***

Teacher survey of technology awareness.



**G4.** Tavares Middle School will expand systems that promote early interventions in reading and mathematics, such as Response to Intervention and early literacy screening in grade 6; 1

G071411

**G4.B1** Possible changes in state's score scale of proficiency; Lack of authentic writing in all content areas; Inconsistency in curriculum and students' understanding of writing styles. 2

B186124

**G4.B1.S1** ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units, at least 2 book reports per nine weeks will be extended written response, Science: Cornell Notes, weekly lab write-ups, reserach paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis; Structure across all curriculum areas will be implemented: Writing strategies include but are not limited to Learning Logs, Cornell Notes, NGCAR-PD strategies, and Comprehension Instructional Model (CIS). 4

S197519

### Strategy Rationale

Writing strategies, whether for ELA or Math are essential and effective ways to get students to review notes systematically, practice higher level thinking skills, and to think actively as they learn.

### Action Step 1 5

Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.

#### Person Responsible

Kevin Caldwell

#### Schedule

Weekly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

Exemplars will be displayed in classrooms Student binder checks Skyward assignment descriptions Evaluation notes and artifacts submitted in TrueNorthLogic.

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

Lake Writes essays for 8th Grade 2 times a year; Writing Tasks for 6th and 7th Grade 2 times per year; FSA Writing Assessment; Subject-area curriculum mini-tasks.

**Person Responsible**

Bethany Reichwein

**Schedule**

On 2/29/2016

**Evidence of Completion**

Submission of scores for Lake Writes Final scores on FSA Writing assessment.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Lake Writes  
FSA Writing

**Person Responsible**

Bethany Reichwein

**Schedule**

On 10/30/2015

**Evidence of Completion**

Teacher scoring State scores

**G5. Increase student Algebra EOC scores from level 3 to 4 by 25%** 1

G071412

**G5.B1 Lack of mathematical fundamental skills; Lack of Rigor in instruction; Lack of Differentiated Instruction** 2

B186125

**G5.B1.S1 Use of Springboard Strategies Start to learn and implement Common Core Strategies Differentiated Instruction (Internet and video teaching) AVID strategies Flipped Classroom instructional method** 4

S197520

**Strategy Rationale**

To foster the development of mathematical skills by providing environments rich in language, where thinking is encouraged and exploration is supported. Teachers support mathematical development when they direct challenge them to solve problems critically.

**Action Step 1** 5

Different strategies used within the classroom and their benefits

**Person Responsible**

Lisa Johnson

**Schedule**

Quarterly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Higher percentage of students scoring a level 4 or better. The higher percentage will equal to a minimum of 10% increase of students scoring a level 4 or better.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Implementation of Strategies within the class

**Person Responsible**

Lisa Johnson

**Schedule**

Triannually, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Data from PENDA; Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year)

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

AVID, Common Core, and technology strategies

**Person Responsible**

Kelly Cook

**Schedule**

Semiannually, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Data from PENDA; Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year); Eduphoria Mid and Post Tests; Algebra 1 EOC scores.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	TMS will continue the BYOD program to encourage multiple outlets for student technology use.	Mott, Trella	8/31/2015	Faculty will provide evidence of technology usage through TEAM evaluation, Design Questions 4 and 9.	5/31/2016 one-time
G2.B1.S1.A1	Faculty and staff will be trained and provided resources for bully-prevention.	Reid-Goolsby, Diane	9/1/2015	Classroom walk-throughs and observations of instruction.	5/27/2016 monthly
G3.B1.S1.A1	Scheduling and student documentation	Lettsome, Brendalee	8/17/2015	Disaggregate Student Data. Skyward Grades MTSS Tracking Points	6/3/2016 one-time
G3.B2.S1.A1	Teachers will utilize online resources to enhance reading comprehension and awareness to text features and structure.	Thibodeau, Felicia	10/23/2015	Student work samples; Lesson Studies.	10/23/2015 one-time
G3.B2.S2.A1	Professional Development on Eduphoria, PENDA, FSA, and PMRN	Livengood, Heather	8/17/2015	Teacher verification/attendance sign-in sheet..	6/3/2016 biweekly
G4.B1.S1.A1	Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.	Caldwell, Kevin	9/1/2015	Exemplars will be displayed in classrooms Student binder checks Skyward assignment descriptions Evaluation notes and artifacts submitted in TrueNorthLogic.	6/3/2016 weekly
G5.B1.S1.A1	Different strategies used within the classroom and their benefits	Johnson, Lisa	8/17/2015	Higher percentage of students scoring a level 4 or better. The higher percentage will equal to a minimum of 10% increase of students scoring a level 4 or better.	6/3/2016 quarterly
G3.B1.S1.A2	FCAT/FSA Level 2 student placement into NGCARPD ELA/Social Studies classrooms.	Lettsome, Brendalee	9/7/2015	Attend MTSS meetings with parents to discuss progress monitoring options. Parental sign-off of documentation and implementation of action plan.	10/23/2015 one-time
G1.MA1	Lake benchmark assessments and PLUS TEAM mini-tasks will be collected and reviewed throughout the year to determine progress toward the goal.	Mott, Trella	10/30/2015	Assessment scores will provide data for evaluation of student success.	4/30/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	TEAM evaluation conferences, PLUS Team, and Professional Learning Communities will progress monitor the effectiveness of BYOD	Mott, Trella	9/30/2015	Lesson Studies, Common Planning Notes, PLUS Team lesson plans and mini-tasks will all suffice as evidence.	5/31/2016 one-time
G1.B1.S1.MA1	Kevin Caldwell, Daphne Wagner, and Diane Reid-Goolsby	Mott, Trella	8/31/2015	TEAM evaluation will provide evidence of technology and multi-media usage in the classroom.	5/31/2016 one-time
G2.MA1	Administrators will monitor disciplinary referrals relating to bullying and analogous offenses.	Caldwell, Kevin	11/30/2015	End-of-year warning indicators, or data, will calculate the number of bully-related offenses and determine the efficacy of the bully-proofing your school curriculum.	6/3/2016 quarterly
G2.B1.S1.MA1	Administration and Leadership Team will analyze early warning systems intermittently throughout the year.	Caldwell, Kevin	11/30/2015	Early Warning Systems data	5/27/2016 semiannually
G2.B1.S1.MA1	Observation of curriculum and instruction	Reid-Goolsby, Diane	9/1/2015	Teachers will document lessons and provide student samples of activities.	5/27/2016 semiannually
G3.MA1	Grades on Skyward, Achieve 3000 lexile reports, PENDA learning, Science Research Paper, and Research Project	Thibodeau, Felicia	8/17/2015	Grades from PENDA on a weekly basis; Skyward grades for progress reports and report cards; Science research project in the science fair	6/3/2016 biweekly
G3.B1.S1.MA1	Monitoring of testing and student performance in mastering subject-area standards.	Livengood, Heather	10/1/2015	Coach and Florida Standards Teacher will monitor student performance on FAIR and/or Achieve 3000 and use data to determine if student is making learning gains in areas of reading comprehension and fluency.	6/3/2016 monthly
G3.B1.S1.MA1	Oversight of scheduling	Lettsome, Brendalee	8/10/2015	Coach will test level 1 and 2 students for FAIR and Achieve 3000 a minimum of three times per school year.	6/3/2016 weekly
G3.B2.S1.MA1	Teachers will analyze student data from Lake Standards Assessments	Livengood, Heather	10/26/2015	Assessment data from Eduphoria	6/3/2016 triannually
G3.B2.S1.MA1	Teachers will meet with Professional Learning Communities	Livengood, Heather	11/2/2015	The Florida Standards Teacher will collect any curriculum modifications, mini-tasks, lesson studies, or assessment data.	6/3/2016 one-time
G3.B2.S2.MA1	Troubleshooting technology issues	Cook, Kelly	8/17/2015	Teacher survey of technology awareness.	10/23/2015 biweekly
G3.B2.S2.MA1	Monitor faculty and staff participation in Professional Development.	Livengood, Heather	8/17/2015	Faculty and staff attendance.	6/3/2016 biweekly
G4.MA1	Lake Writes Springboard writing practice Research papers (DBQ's)	Mott, Trella	8/17/2015	Lake Writes scores Skyward grade for writing assignments FSA Writing Skyward for progress reports and report card grades	6/3/2016 annually
G4.B1.S1.MA1	Lake Writes FSA Writing	Reichwein, Bethany	10/1/2015	Teacher scoring State scores	10/30/2015 one-time
G4.B1.S1.MA1	Lake Writes essays for 8th Grade 2 times a year; Writing Tasks for 6th and 7th Grade 2 times per year; FSA Writing Assessment; Subject-area curriculum mini-tasks.	Reichwein, Bethany	10/30/2015	Submission of scores for Lake Writes Final scores on FSA Writing assessment.	2/29/2016 one-time
G5.MA1	Strategies for Rigor within the classroom	Livengood, Heather	1/4/2016	PENDA Usage; Khan Academy; Eduphoria Mid and Post Test; End of Course Exam scores	6/3/2016 annually
G5.B1.S1.MA1	AVID, Common Core, and technology strategies	Cook, Kelly	8/17/2015	Data from PENDA; Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year); Eduphoria Mid and Post Tests; Algebra 1 EOC scores.	6/3/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	Implementation of Strategies within the class	Johnson, Lisa	8/17/2015	Data from PENDA; Production of AVID, Khan Academy, and Common Core Strategies (teachers will learn and implement throughout the year)	6/3/2016 triannually

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** 100% of students will participate in safety and bully-prevention protocols. By increasing exposure to anti-bullying campaigns, Tavares Middle School hopes to see a 10% decrease in referrals and discipline issues related to bullying.

**G2.B1** Time allotment for completing bully-proofing your school curriculum.

**G2.B1.S1** To satisfy time constraints, classrooms will incorporate the bullying curriculum into daily, incremental lessons until all components of the curriculum are finalized.

### **PD Opportunity 1**

Faculty and staff will be trained and provided resources for bully-prevention.

#### **Facilitator**

Diane Reid-Goolsby

#### **Participants**

Tavares Middle School instructional Staff

#### **Schedule**

Monthly, from 9/1/2015 to 5/27/2016

**G3.** Tavares Middle School will consistently and deliberately prepare students for success within the writing elements of purpose focus and organization, evidence and elaboration, and grammar.

**G3.B2** Technology limitations. Tavares Middle School has a current computer to student ratio of 1:22. There are not enough computers to efficiently assess all students within testing calendar parameters throughout the school year.

**G3.B2.S1** Intensive Reading classes will supplement curriculum through the utilization of informational texts.

### **PD Opportunity 1**

Teachers will utilize online resources to enhance reading comprehension and awareness to text features and structure.

#### **Facilitator**

Felicia Thibodeau

#### **Participants**

All teachers

#### **Schedule**

On 10/23/2015



**G4.** Tavares Middle School will expand systems that promote early interventions in reading and mathematics, such as Response to Intervention and early literacy screening in grade 6;

**G4.B1** Possible changes in state's score scale of proficiency; Lack of authentic writing in all content areas; Inconsistency in curriculum and students' understanding of writing styles.

**G4.B1.S1** ELA: Cornell Notes, short response, journaling, research paper, mechanics and conventions of writing taught across all units, at least 2 book reports per nine weeks will be extended written response, Science: Cornell Notes, weekly lab write-ups, research paper, Science Fair projects for 7th and 8th grades, and Advanced 6th grade classes Social Studies: DBQs 4 times a year, document analysis, current event articles summaries Math: word problem analysis; Structure across all curriculum areas will be implemented: Writing strategies include but are not limited to Learning Logs, Cornell Notes, NGCAR-PD strategies, and Comprehension Instructional Model (CIS).

### **PD Opportunity 1**

Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.

#### **Facilitator**

PLC Facilitators

#### **Participants**

Teachers and Administrators

#### **Schedule**

Weekly, from 9/1/2015 to 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	TMS will continue the BYOD program to encourage multiple outlets for student technology use.	\$0.00
2	G2.B1.S1.A1	Faculty and staff will be trained and provided resources for bully-prevention.	\$0.00
3	G3.B1.S1.A1	Scheduling and student documentation	\$0.00
4	G3.B1.S1.A2	FCAT/FSA Level 2 student placement into NGCARPD ELA/Social Studies classrooms.	\$0.00
5	G3.B2.S1.A1	Teachers will utilize online resources to enhance reading comprehension and awareness to text features and structure.	\$0.00
6	G3.B2.S2.A1	Professional Development on Eduphoria, PENDA, FSA, and PMRN	\$0.00
7	G4.B1.S1.A1	Teachers will use various stated strategies frequently in the classroom. Administrators will check for strategy use during formal and informal evaluations as well as classroom walk-throughs.	\$0.00
8	G5.B1.S1.A1	Different strategies used within the classroom and their benefits	\$0.00
<b>Total:</b>			<b>\$0.00</b>