

Lake County Schools

Tavares Middle School



2019-20 Schoolwide Improvement Plan

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Tavares Middle School

1335 LANE PARK CUTOFF OFC, Tavares, FL 32778

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

Demographics

Principal: Abigail Crosby

Start Date for this Principal: 7/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (56%) 2017-18: C (53%) 2016-17: C (48%) 2015-16: C (44%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The Tavares Middle School Community will collaborate to successfully create an academically enriched environment that emphasizes personal goal setting, accountability and mutual respect of one another.

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, to incorporate reading, writing, thinking, and talking every day in all classrooms, and to provide enrichment and technological opportunities to encourage each student's maximized growth. This is Tavares Middle School's commitment to excellence.

Our path to "A" calls for a unified community that sets a high standard in and out of the classroom by working collaboratively to make every minute count for every student.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Mott, Trella	Principal	<p>The purpose of the job is to administer the coordination and management of all middle school campus and academic activities. Employees in this job classification are responsible for developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives. Performs related work as directed.</p>
Cook, Kelly	Teacher, K-12	<p>The purpose of the job is to serve in an educator capacity in the teaching, instruction and guidance of students enrolled in various academic courses within the appropriate grade or academic level. Employees in this job classification are responsible for adhering to established curriculum standards for the particular course delivered, and for complying with established instructional guidelines as established by the School District and educational systems appropriate to the course. Work includes course delivery, administration of tests (or equivalent course criteria), and the tabulation and submission of students' final course grades. Incumbents perform essential functions as outlined herein according to the specific course or discipline of assignment. Performs related work as directed.</p>
Lettsome, Brendalee	School Counselor	<p>The purpose of the job is to serve in a student advisement and advocacy capacity in fostering the attainment of student educational goals. Employees in this job classification are responsible for facilitating appropriate student entrance into the educational system and establishing a suitable course of academics based on identified goals and abilities of each individual student. Work includes maintaining communication, knowledge of student progress toward established goals, and providing professional counseling services. The position monitors student progress, and facilitates achievement of academic success. Performs related work as directed.</p>
Johnson, Lisa	Teacher, K-12	<p>The purpose of the job is to serve in an educator capacity in the teaching, instruction and guidance of students enrolled in various academic courses within the appropriate grade or academic level. Employees in this job classification are responsible for adhering to established curriculum standards for the particular course delivered, and for complying with established instructional guidelines as established by the School District and educational systems appropriate to the course. Work includes course delivery, administration of tests (or equivalent course criteria), and the tabulation and submission of students' final course grades. Incumbents perform essential functions as outlined herein according to the specific course or discipline of assignment. Performs related work as directed.</p>
Thibodeau, Felicia	Teacher, K-12	<p>The purpose of the job is to serve in an educator capacity in the teaching, instruction and guidance of students enrolled in various academic courses within the appropriate grade or academic level. Employees in this job</p>

Name	Title	Job Duties and Responsibilities
		<p>classification are responsible for adhering to established curriculum standards for the particular course delivered, and for complying with established instructional guidelines as established by the School District and educational systems appropriate to the course. Work includes course delivery, administration of tests (or equivalent course criteria), and the tabulation and submission of students' final course grades. Incumbents perform essential functions as outlined herein according to the specific course or discipline of assignment. Performs related work as directed.</p>
Valenta, Tom	Teacher, ESE	<p>To insure effective communication between the home, school, teacher and administrator to work on the academic improvement of identified at-risk students.</p>
Wagner, Daphne	Assistant Principal	<p>The purpose of the job is to administer the coordination and management of all middle school campus and academic activities. Employees in this job classification are responsible for developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives. Performs related work as directed.</p>
Caldwell, Kevin	Assistant Principal	<p>The purpose of the job is to administer the coordination and management of all middle school campus and academic activities. Employees in this job classification are responsible for developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives. Performs related work as directed.</p>
Drasheff, Suzanna	Instructional Coach	<p>To assist in the coordination and implementation or reading instruction in the K-12 curriculum at individual school sites.</p>
Faile, David	Assistant Principal	<p>The purpose of the job is to administer the coordination and management of all middle school campus and academic activities. Employees in this job classification are responsible for developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such</p>

Name	Title	Job Duties and Responsibilities
		in coordination with Schools Board goals and initiatives. Performs related work as directed.
Stanford, Deborah	Other	Coordinates educational placement and appropriate services for students with disabilities.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	390	382	386	0	0	0	0	1158
Attendance below 90 percent	0	0	0	0	0	0	19	32	28	0	0	0	0	79
One or more suspensions	0	0	0	0	0	0	7	3	5	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	101	109	110	0	0	0	0	320

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	79	127	111	0	0	0	0	317

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	3	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	3	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

70

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	48	65	45	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	27	48	26	0	0	0	0	101
Course failure in ELA or Math	0	0	0	0	0	0	14	25	58	0	0	0	0	97
Level 1 on statewide assessment	0	0	0	0	0	0	64	90	63	0	0	0	0	217

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	179	206	194	0	0	0	0	579

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	48	65	45	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	27	48	26	0	0	0	0	101
Course failure in ELA or Math	0	0	0	0	0	0	14	25	58	0	0	0	0	97
Level 1 on statewide assessment	0	0	0	0	0	0	64	90	63	0	0	0	0	217

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	179	206	194	0	0	0	0	579

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	50%	54%	42%	47%	52%
ELA Learning Gains	49%	52%	54%	46%	50%	54%
ELA Lowest 25th Percentile	43%	44%	47%	40%	39%	44%
Math Achievement	61%	56%	58%	49%	54%	56%
Math Learning Gains	60%	55%	57%	50%	56%	57%
Math Lowest 25th Percentile	49%	46%	51%	41%	45%	50%
Science Achievement	44%	49%	51%	40%	46%	50%
Social Studies Achievement	74%	70%	72%	69%	72%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	390 (0)	382 (0)	386 (0)	1158 (0)
Attendance below 90 percent	19 (48)	32 (65)	28 (45)	79 (158)
One or more suspensions	7 (27)	3 (48)	5 (26)	15 (101)
Course failure in ELA or Math	0 (14)	0 (25)	0 (58)	0 (97)
Level 1 on statewide assessment	101 (64)	109 (90)	110 (63)	320 (217)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	51%	52%	-1%	54%	-3%
	2018	45%	47%	-2%	52%	-7%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	47%	49%	-2%	52%	-5%
	2018	46%	48%	-2%	51%	-5%
Same Grade Comparison		1%				
Cohort Comparison		2%				
08	2019	47%	54%	-7%	56%	-9%
	2018	49%	55%	-6%	58%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	53%	1%	55%	-1%
	2018	47%	49%	-2%	52%	-5%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	63%	58%	5%	54%	9%
	2018	55%	59%	-4%	54%	1%
Same Grade Comparison		8%				
Cohort Comparison		16%				
08	2019	42%	39%	3%	46%	-4%
	2018	40%	39%	1%	45%	-5%
Same Grade Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	42%	49%	-7%	48%	-6%
	2018	42%	51%	-9%	50%	-8%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	71%	2%	71%	2%
2018	64%	70%	-6%	71%	-7%
Compare		9%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	52%	45%	61%	36%
2018	87%	62%	25%	62%	25%
Compare		10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	57%	-57%
2018	0%	50%	-50%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	35	36	28	47	37	12	44			
ELL	28	38	46	45	53	48	6	65			
ASN	81	60		88	73						
BLK	30	47	38	35	49	43	24	60	46		
HSP	38	47	52	54	57	43	22	78	60		
MUL	59	47		57	43	36	61	83	67		
WHT	56	51	43	69	65	58	52	76	73		
FRL	39	46	40	50	56	46	36	67	62		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	39	39	20	44	40	21	24			
ELL	19	39	37	19	50	62					
ASN	80	76		80	68		70		90		
BLK	34	51	43	29	45	47	30	43	37		
HSP	38	47	46	46	56	52	32	49	63		
MUL	53	55	45	48	56			68			
WHT	52	50	49	62	61	48	47	72	71		
FRL	41	48	48	47	55	47	35	59	61		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	35	37	12	39	38	9	28			
ELL	16	36	33	18	34	31		61			
ASN	75	53		76	53			70			
BLK	23	30	32	26	36	35	16	62			
HSP	31	42	38	35	45	40	26	63	45		
MUL	45	45	45	57	51	30	50	73			
WHT	47	49	43	55	53	45	48	71	60		
FRL	34	42	39	41	46	42	30	61	57		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	579

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is ESE. Although most of our ESE students scale score improved, we still need to work more on their rate of proficiency in math and ELA. 15% of the ESE students increased one level in ELA and 18% increased a level in Math. Attendance is a contributing factor to low performance. 48 of the 200 ESE students missed 18 or more days. 57 of the 200 ESE students received 2 or more suspensions.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

8th grade ELA showed a two point decline from the previous year. The eighth grade ELA teachers who used the Engage NY curriculum showed gains in their FSA ELA scores. The 8th grade teacher who relied only on the county curriculum maps did not show sufficient gains. The Engage NY curriculum has rigor in the areas that are tested by the FSA ELA.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science had the greatest gap when compared to the state average. Adjustment to the new comprehensive curriculum map affected our students because they were missing the completion of

the physical science. The teachers struggled with the transition to the new curriculum and to the alignment of the new textbook to the map.

Which data component showed the most improvement? What new actions did your school take in this area?

Math as a whole showed the most improvement. The lower quartile was identified and through MTSS students were pulled from their patriot block two or more times a week to work on standards not mastered. Students received a pre and post test along with a monthly data point to monitor their success.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is a great concern. Another major concern is our students whose primary guardian is a non-custodial parent. We also see an increase in students who have an incarcerated parent. These variables exist with those students who have poor attendance and multiple discipline issues.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Maintain the improvements in math with MTSS
2. Improve ELA gains through the Engage NY curriculum and utilizing chrome books.
3. Improve science performance through PLCs
4. Improve attendance with district, school-wide, and classroom initiatives
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Attendance is the foundation of everything we do. Data reflects that 50% of our level 1 students in ELA and math missed ten or more days of school. By improving students' attendance rate, we will eliminate the learning gaps that excessive absenteeism creates.

State the measurable outcome the school plans to achieve	96 percent or higher of our students will have fewer than ten absences.
Person responsible for monitoring outcome	Trella Mott (mottt@lake.k12.fl.us)
Evidence-based Strategy	Collaborative Learning is our evidence based strategy to achieve this goal.
Rationale for Evidence-based Strategy	We selected this strategy because students are more engaged when they are problem solving, discussing, and thinking through productive tasks with their peers. The more engaged the students are in classrooms, the more motivated they are to attend school.

Action Step	
Description	<ol style="list-style-type: none"> 1. Review collaborative learning structures in PLCs to ensure fidelity use in the classroom. 2. Review weekly attendance rates with students during data chats in patriot block. 3. Offer attendance incentives in PBIS. 4. 5.
Person Responsible	Trella Mott (mottt@lake.k12.fl.us)

#2	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	

Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	[no one identified]

#3	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
	1.
	2.
Description	3.
	4.
	5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The decline in our 8th grade FSA ELA scores will be addressed through a purchase of additional classroom sets of chrome books. This will enable our students to practice writing their FSA ELA essays on a computer platform. They will also be able to practice annotating nonfiction and fiction passages electronically which mirrors the annotations that they will be need to do in order to closely read and comprehend the FSA passages on the testing platform.