Pinellas County Schools

Tarpon Springs Middle School

2020-21 Schoolwide Improvement Plan

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Tarpon Springs Middle School

501 N FLORIDA AVE, Tarpon Springs, FL 34689

http://www.tarpon-ms.pinellas.k12.fl.us

Demographics

Principal: Ronald Mason

Start Date for this Principal: 6/24/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2019-20 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: C (53%) 2017-18: B (55%) 2016-17: B (54%) 2015-16: C (52%)
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 Pinellas 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	50%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	B

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SIP Authority

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission : To provide challenging learning experiences in a safe learning environment so that all students are prepared for college, career and life.

Provide the school's vision statement.

Vision: Learning gains for every student, every day.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Phelps , Erin	Principal	Manage and oversee the operations of the school. Ensure a safe learning environment in which all stakeholders are involved.
Nash, Amber	Assistant Principal	Oversee the daily operations of the school.
Dove, Diane	Assistant Principal	Oversee the daily operations of the school.
Moline, Felicia	Assistant Principal	Oversee the daily operations of the school.
DeCorte, Brad	Teacher, K-12	Ensure an equitable working environment for all teachers and staff members. Instructional leader. PCTA faculty rep.
Mathews, Crissy	Teacher, K-12	ELA Dept. Chair
Meyer, Erik	Teacher, K-12	Math Dept. Chair
Lawrence, Salome	Teacher, K-12	Reading Dept. Chair

Demographic Information

Principal start date
Wednesday 6/24/2020, Ronald Mason

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
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SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
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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	238	244	233	0	0	0	0	715
Attendance below 90 percent	0	0	0	0	0	0	29	26	15	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	1	26	37	0	0	0	0	64
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	2	5	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	31	38	42	0	0	0	0	111
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	31	28	42	0	0	0	0	101

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	24	21	24	0	0	0	0	69

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	6	4	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated

Wednesday 6/24/2020

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	
Number of students enrolled	0	0	0	0	0	0	266	246	252	0	0	0	0	764
Attendance below 90 percent	0	0	0	0	0	0	28	46	70	0	0	0	0	144
One or more suspensions	0	0	0	0	0	0	52	50	74	0	0	0	0	176
Course failure in ELA or Math	0	0	0	0	0	0	29	55	52	0	0	0	0	136
Level 1 on statewide assessment	0	0	0	0	0	0	45	50	70	0	0	0	0	165

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	24	32	33	0	0	0	0	89

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	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	7	14	5	0	0	0	0	26

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	
Number of students enrolled	0	0	0	0	0	0	266	246	252	0	0	0	0	764
Attendance below 90 percent	0	0	0	0	0	0	28	46	70	0	0	0	0	144
One or more suspensions	0	0	0	0	0	0	52	50	74	0	0	0	0	176
Course failure in ELA or Math	0	0	0	0	0	0	29	55	52	0	0	0	0	136
Level 1 on statewide assessment	0	0	0	0	0	0	45	50	70	0	0	0	0	165

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	24	32	33	0	0	0	0	89

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	0	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	7	14	5	0	0	0	0	26

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	55%	52%	54%	54%	51%	52%
ELA Learning Gains	54%	55%	54%	55%	51%	54%
ELA Lowest 25th Percentile	42%	47%	47%	46%	40%	44%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	55%	55%	58%	55%	54%	56%
Math Learning Gains	42%	52%	57%	50%	52%	57%
Math Lowest 25th Percentile	37%	46%	51%	43%	44%	50%
Science Achievement	52%	51%	51%	57%	51%	50%
Social Studies Achievement	73%	68%	72%	64%	65%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	51%	3%	54%	0%
	2018	55%	49%	6%	52%	3%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	52%	51%	1%	52%	0%
	2018	52%	48%	4%	51%	1%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
08	2019	59%	55%	4%	56%	3%
	2018	60%	55%	5%	58%	2%
Same Grade Comparison		-1%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	49%	44%	5%	55%	-6%
	2018	49%	45%	4%	52%	-3%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	65%	60%	5%	54%	11%
	2018	65%	59%	6%	54%	11%
Same Grade Comparison		0%				
Cohort Comparison		16%				
08	2019	21%	31%	-10%	46%	-25%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	27%	31%	-4%	45%	-18%
Same Grade Comparison		-6%				
Cohort Comparison		-44%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	52%	51%	1%	48%	4%
	2018	57%	53%	4%	50%	7%
Same Grade Comparison		-5%				
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%	68%	5%	71%	2%
2018	68%	66%	2%	71%	-3%
Compare		5%			

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	68%	55%	13%	61%	7%
2018	83%	57%	26%	62%	21%
Compare		-15%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	91%	56%	35%	57%	34%
2018	0%	56%	-56%	56%	-56%
Compare		91%			

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	26	37	25	20	35	39	26	43			
ELL	24	39	42	32	39	35	12	40			
ASN	73	38		100	58						
BLK	31	45	37	22	29	33	15	58	46		
HSP	42	50	39	44	45	34	30	71	52		
MUL	54	39		67	47		36	70			
WHT	63	58	46	63	43	44	63	76	69		
FRL	48	52	42	45	41	34	41	62	55		

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	17	41	40	18	39	41	23	40			
ELL	25	40	36	17	39	39	25	35			
ASN	82	92		94	86						
BLK	21	36	34	23	39	41	25	29			
HSP	48	49	26	48	50	44	45	58	47		
MUL	58	56		61	56		55		55		
WHT	63	61	50	63	55	45	64	75	62		
FRL	46	51	40	45	48	44	46	63	50		

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	15	40	42	13	33	31	14	35			
ELL	24	42	39	21	36	32	23	33			
ASN	82	59		88	82						
BLK	16	36	38	19	29	27	18	25	30		
HSP	43	49	43	39	40	21	42	59	50		
MUL	62	49		66	66	70	64	78			
WHT	61	59	52	62	53	55	65	68	63		
FRL	44	50	42	42	44	39	49	54	55		

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	524
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

2018-2019 FSA Federal Index data show three subgroups below 41% proficiency. Students with disabilities
scored at 31% proficiency showing a 1% decrease from the 17-18 school year. English Language Learners scored at 35% proficiency showing a 1% increase from the 17-18 school year. African American students scored 35% proficiency showing a 4% increase from the 17-18 school year.

Learning gains in both math and ELA exhibited low performance.

Intentional scheduling and targeted instruction and expectations were deficient.

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

Math learning gains for the L25 showed a 7 point decline. The learning gains in both ELA and math for Asian students showed a significant decline, dropping 54 points in ELA and 28 points in math.

Lack of targeted instruction with expectations coupled with specific supports contributed to the decline.

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.

2018-2019 Math FSA shows the greatest gap when compared to the state. 8th grade math shows a 25% gap between school and state with state performing at 46% student proficiency and the school at 21% student proficiency. The ALG EOC shows a 20% between school and state with state performing at 88% student proficiency and the school at 68% student proficiency. Trend data reveals that math has seen inconsistent growth over the past three years. One factor contributing to the trend is the teacher turnover within the department. Since
math is a critical shortage area and it was difficult to recruit teachers with strong content and pedagogy.

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

2018-2019 Civics data showed the greatest improvement with a 4% percentage point in over last year and a 9% percentage point gain over three years. During the past three years, a strategic focused was placed on embedding literacy skills into the content to increase student proficiency. Additionally, the course progression was adjusted to provide an additional year of preparation prior to the assessment. Moreover, personnel
changes were made to ensure a teacher with strong literacy skills were providing Civics instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Approximately 15% of students are performing at a Level 1 on the math and ELA assessments.

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

1. Learning gains Math L25.
2. Learning gains ELA L25.
3. Overall LG math and ELA

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our Students with Disabilities fell 10% below the 41% Federal Index threshold at 31%. Only 17% of SWD demonstrated ELA proficiency and 18% of SWD showed math proficiency. Additionally 23% of SWD were proficient in science as measured by the 2018-2019 FSA.
Measurable Outcome:	Increase the percentage of ESE students scoring proficient in ELA/Reading from 26% to 45% as measured by end of year FSA data. Increase the percentage of ESE students scoring proficient in math from 20% to 45% as measured by end of year FSA data.
Person responsible for monitoring outcome:	Felicia Moline (molinef@pcsb.org)
Evidence-based Strategy:	Students requiring ESE services will work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment.
Rationale for Evidence-based Strategy:	Students should be placed in a course that allows them to engage in rigorous content while also learning the skills needed to find success. Small group preview instruction allows for differentiated instruction. AVID CRT strategies are proven to increase overall student engagement.

Action Steps to Implement

1.Intentional scheduling (with support) to re-enforce high expectations for all students.

2. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work. (Moline/Joslin) (August 2020 - May 2021)

3. Embed metacognitive strategies into content-based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. (Moline/ESE Case Managers) (August 2020 - May 2021)

4. Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work during target time. (Moline/Joslin/Case Managers) (August 2020 - May 2021)

5. Closely monitor cycle data to ensure ESE subgroup is making academic gains, and identifying and addressing areas of deficiency. (Moline/Joslin) (August 2020 - May 2021)

Person Responsible	Felicia Moline (molinef@pcsb.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Learning Gains, specifically targeting the L25. All students should make learning gains each year, but if we are truly bridging the gap, our L25 students should make gains to close the achievement gap. The identification of critical content and time spent on meaningful, higher level writing activities is not consistent across classrooms and monitoring with feedback and supports has not occurred with fidelity in writing.
Measurable Outcome:	60% of our L25 students will make learning gains as measured by the FSA.
Person responsible for monitoring outcome:	Erin Phelps (phelpse@pcsb.org)
Evidence-based Strategy:	Enhance staff capacity to identify critical content from the standards in alignment with district, state, and school resources.
Rationale for Evidence-based Strategy:	Many students, especially students who fall in the bottom quartile, are lacking basic writing skills so the implementation of a school wide writing strategy (TREES) will equip students with the skills necessary to be successful writers. TREES provides a skeleton for standards-based writing and allows for monitoring and specific teacher feedback.

Action Steps to Implement

1. Ensure students are appropriately placed by conducting a schedule review (July/August).
2. Review student ELA FSA data and MAP data, diagnostic data, cycle data, and student work to assess needs.
3. Provide site based professional development for teachers to ensure they understand the schoolwide writing plan and how to effectively implement in the classroom.
4. Introduce students to the school wide writing strategy.
5. Practice with writing strategy and monitor though the use of common short and extended writing rubrics.
6. Roll out school wide writing strategy in phases to SS, Science, Reading, and LA.
7. ELA/Reading teachers utilize Assessment platform for collecting and assessing writing, reviewing student data and guiding instruction.
8. Administrator monitors teacher practice, including student evidence, and provides feedback to support growth.

Person Responsible	Erin Phelps (phelpse@pcsb.org)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Learning Gains, specifically targeting the L25. All students should make learning gains each year, but if we are truly bridging the gap, our L25 students should make gains to close the achievement gap.
Measurable Outcome:	At least 60% of our L25 students will make learning gains as measured by the FSA and EOCs.
Person responsible for monitoring outcome:	Amber Nash (nasha@pcsb.org)
Evidence-based Strategy:	1. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. 2. Strengthen staff's practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy:	1. Differentiation and scaffolding will ensure learning is maximized for all learners no matter the level they are on. 2. Students ability to elaborate on the content will sow evidence that they understand it at the level of the standard and not just a superficial level.

Action Steps to Implement

1.1...Teachers participate in professional learning activities, including PLCs, peer collaboration, and Facilitated Planning, to strengthen, practice and plan for data driven differentiation.
1.2...Teachers utilize student data from formative/summative assessments, (i.e. IXL, Khan, etc.), to individualize student planning/instructional implementation.
1.3...Teachers utilize student data to conduct data chats and design a differentiated/scaffolded plan.
1.4...Administrator monitor for the teachers' use of student data for implementation of differentiated/ scaffolded instruction and the administrator provides actionable and timely feedback.

2.1...Teachers participate in professional learning activities, including PLCs, peer collaboration, and Facilitated Planning, to identify and develop higher order questions that will elicit students to elaborate on the content.
2.2...Teachers plan for the use of purposeful questions that elicit students to interact with and elaborate on the content which could include making connections with previous content, real-world and mathematical situations.
2.3...Administrator monitors and provides actionable and timely feedback to support teacher growth.

Person Responsible	Amber Nash (nasha@pcsb.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on 2018 & 2019 SSSA data, the area of focus is implementing literacy strategies in science to engage students in reading and analyzing complex text. Teachers will also engage students with text dependent questions and performance task aligned to standards. Science Proficiency - Approximately 52% of students demonstrated proficiency which is a 5% decrease from 2018. Students with Disabilities received only 26% and African American students produced the lowest proficiency rates at 15%. Data results will be used to differentiate and scaffold instruction to increase all student performance.
Measurable Outcome:	Increase science proficiency to at least 60% as evident by GAP cycle data and the end of year SSSA with a targeted focus for equitable practice(s) for African American students and Students with Disabilities. The percent of 8th grade students achieving science proficiency will increase from 52% to 60%, as measured by 8th grade Science State Wide Science Assessment.
Person responsible for monitoring outcome:	Diane Dove (doved@pcsb.org)
Evidence-based Strategy:	#1. Teachers implement literacy strategies in science to engage in reading and analyzing complex text. Engage students with text dependent questions and performance tasks aligned to standards. #2. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
Rationale for Evidence-based Strategy:	By implementing a school-wide reading plan, students will build reading endurance and comprehension skills needed for success, along with intentional placement in science courses. Culturally Relevant Teaching practices will increase student engagement in Science and understanding of the content. Overall, data collected from 2018 and 2019 GAP, Cycle Data and SSSA results indicate that students are struggling with reading complex text in science. The largest discrepancy was in the African American and Students with Disability subgroups.

Action Steps to Implement

Evidence Based Strategy 1 Action Steps:
1. Teachers across content integrate reading/literacy strategies - Science teachers provide students with opportunities to read informational and argumentative texts, write about the process and outcomes of their investigations, and use the language of science as they work through each lab.

2. Using supplemental texts, teachers will regularly include shorter, challenging, and technical passages that elicit close reading and re-reading.

3. Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of ‘data chats’ to review student responses to tasks and formative assessments and plan for instructional lessons that include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts.

4. Monitor cycle assessment data and provide remediation early to fill in deficiency gaps and plan for instructional lessons that meet the remediation and enrichment needs of students.

Person Responsible Diane Dove (doved@pcsb.org)

Evidence Based Strategy 2 Action Steps:
1. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe science lessons to monitor strategy implementation and provide feedback to teachers, literacy coach and science Instructional Staff Developer to support next steps. (Dove) (August 2020 - May 2021)

2. Conduct staff PD on Culturally Responsive Teaching and Equity practices. (Administration Team) (August 2020 - May 2021)

3. Teachers conduct scheduled data chats with students and support them with setting learning goals based on data and monitoring progress.

Person Responsible Diane Dove (doved@pcsb.org)

#5. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Although the Social Studies proficiency rate increased, the overall FSA data decreased, primarily with the L25. Walkthrough data and observation data reveal a need for purposeful backwards design lesson planning aligned to the standards through the use of formative assessments.
Measurable Outcome:	Increase student proficiency in SS from 73% to 80% as measured on the end of year FSA assessment and Civics EOC.
Person responsible for monitoring outcome:	Felicia Moline (molinef@pcsb.org)
Evidence-based Strategy:	Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of data chats to review student responses to tasks and formative assessments in order to plan for instructional lessons that meet the remediation and enrichment needs of students.
Rationale for Evidence-based Strategy:	AVID strategies are researched-based and promotes equity and access for all students. Additionally, Focus-Note Taking and Higher Order Thinking strategies instills academic and success to support greater student achievement.

Action Steps to Implement

1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. Plan and implement knowledge checks and use data to gauge student mastery. (Moline and Depart Chair) (September 2020 - May 2021)

2. Administrators monitor teacher practice and provide feedback to support teacher growth. (August 2020 - May 2021)

3. Conduct regular, bi-monthly, PLCs inclusive of data chats to review student responses to tasks and formative assessment to plan for instructional lessons that meet the remediation and enrichment needs of students. Moline (August 2020 - May 2021)

4. Conduct second semester bootcamp for students to ensure understanding of Social Studies standards. (January 2020 - May 2020)

5. Include AVID strategies, such as Focus Note Taking, and pairing rigor with support daily to foster student achievement at all levels. (August 2020 - May 2021)

6. Teachers will incorporate HOT questions to connect learning to taxonomy level of the standard and monitor for learning. (August 2020 - May 2021)

Person Responsible	Felicia Moline (molinef@pcsb.org)

#6. Other specifically relating to College and Career	
Area of Focus Description and Rationale:	Student success in higher level courses in an effort to receive high school credits or industry certification is important when promoting higher education or continuing education.
Measurable Outcome:	At least 75% of students will receive a three or above in the current year EOC and/or will receive industry certification in the high school class in which they are enrolled.
Person responsible for monitoring outcome:	Brandi Slezak (slezakb@pcsb.org)
Evidence-based Strategy:	Students will be enrolled in an academically rigorous course that provides and opportunity for them to receive high school credit and or will take digital information technology so they have an opportunity to receive high school credit, college credit, and an industry certification.
Rationale for Evidence-based Strategy:	Placement in courses opens opportunities for students to receive high school credit/ industry certifications.

Action Steps to Implement

1. Review student course placement and meet with teachers to ensure appropriate business ed industry cert. course placements also ensuring there is equitable access to these courses.
2. Review student data during SBLT and PLC meetings to provide support where needed to increase student success.
3. Provide practice opportunities through software such as geometrix to measure student proficiency prior to taking the industry certification exam.
4. Monitor student and teacher success through review of assessment data and administrative walk throughs.
5. Administrators will provide support to teachers to promote professional growth.

Person Responsible	Diane Dove (doved@pcsb.org)

#7. Other specifically relating to Bridging the Gap: Black Student Achievement	
Area of Focus Description and Rationale:	Data reveals there is a consistent performance gap between black and non-black students in all academic areas.
Measurable Outcome:	Black/African American Learning Gains will increase from 29% to 50% as measured by the Math FSA. Science Achievement will increase from 15% to 40% as measured by the Science FSA.
Person responsible for monitoring outcome:	Erin Phelps (phelpse@pcsb.org)
Evidence-based Strategy:	Implement culturally responsive instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students. Additionally, work on relationship building strategies that help foster a welcoming classroom environment.
Rationale for Evidence-based Strategy:	Research shows that student engagement is highly impacted when students feel connected to the content. Culturally Relevant Teaching is an evidence-based teaching strategy that is shown to increase student engagement when used with fidelity.

Action Steps to Implement

1. Show staff members a clear representation of the Black achievement gap using the FLdoe edudata report card. (August/Preschool - Phelps/Nash)
2. During the pre-school rotation training, discuss the "why" behind the data to have the school team (all staff) develop ways to improve learning gains and proficiency for Black students. (August - Phelps/Nash)
3. Review data after each cycle assessment during SBLT/Staff meetings and PLCs (ongoing - Phelps/Nash)
4. Identify excellent CRT "best practice" examples through strategy walks when possible or share during staff meetings and PLCs.
Tell the why and show the how!

Person Responsible	Erin Phelps (phelpse@pcsb.org)

#8. Other specifically relating to Conditions for Learning	
Area of Focus Description and Rationale:	Our current level of performance is an average of 20 behavior calls per day, as evidenced by the classroom behavior call log. The problem is occurring because of an inconsistency in the application of our school-wide Guidelines to Success, Be Respectful, Be Accountable, and Be Productive (RAP) expectations. If expectations are clearly defined and taught, the problem would be reduced to no more than 10 calls per day.
Measurable Outcome:	Currently, defiance/insubordination and classroom disruptions are the highest in referral numbers. All staff will monitor student behavior in common areas and will engage with students to provide feedback, both positive and corrective, and will refer to signage reflecting Guidelines for Success that are posted in common areas.
Person responsible for monitoring outcome:	Felicia Moline (molinef@pcsb.org)
Evidence-based Strategy:	The PBIS Team will hold monthly 20 and out sessions on classroom management including appropriate use of preventative and proactive surface management as well as minor and major corrective feedback that is delivered in culturally responsive ways.
Rationale for Evidence-based Strategy:	Every month during target time, teachers will review and re-teach expectations and rules. The PBIS/SBLT Team will establish plans for expectations to be reviewed weekly based on current data to be used in routine Morning Restorative Circles so that expectations are reinforced.

Action Steps to Implement

1. Train staff in school wide expectations system (RAP) and MTSS support system (SHIELD). Show the "why" behind what is needed. (Moline and Behavior Specialist) (August 2020 - May 2021)

2. Participate in monthly PBIS Team Meetings to discuss academic and social skills needed to achieve success in the claure that the Guidelines for Success are implemented with fidelity

3. Conduct monthly PBIS walkthroughs to ensure that the guidelines for success are being implemented with fidelity. (Moline and PBIS Team) (September 2020 - May 2021)

4. Implement Check-in and Check-out (CICO) point sheets to closely monitor progress of academic and social compliance (Moline/Mentor/Counselor).

5. A system of recognition will be established to provide rewards to students for demonstration of positive and appropriate behaviors that are identified in the expectations/rules. By the end of the first semester, at least 90% of school members (students and staff) will participate in reward/recognition system and the rewards will be varied and reflect student interests (based on student input). (September 2020 - May 2021)

6. Student partnerships with the prevention specialist for small group intervention as an additional layer of support. (August 2020 - May 2021)

7. Re-Connect will be implemented as a Tier III strategy, which is a restorative support system for teachers to reduce disruptions in the classroom. (Moline) (August 2020 - May 2021)

Person Responsible	Felicia Moline (molinef@pcsb.org)

#9. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Equitable practices are key when fostering instructional practices that promote student achievement for all.
Measurable Outcome:	Tarpon Springs MS will increase the use of equitable practices to drive overall instruction as measured by L25 learning gains in English and Math. L25 learning gains in ELA will increase from 42 to 70, and L25 math learning gains will increase from 37 to 70.
Person responsible for monitoring outcome:	Erin Phelps (phelpse@pcsb.org)
Evidence-based Strategy:	Administrators and teachers will participate in AVID CRT training to conduct site-based PD for teachers on effective implementation of equitable practices. Intentional scheduling will be monitored to ensure all students are appropriately placed in rigorous courses that meet academic needs and supports will be provided where necessary.
Rationale for Evidence-based Strategy:	With clear expectations, accountability, and support measures in place, all students should make learning gains towards levels of proficiency.

Action Steps to Implement

1. Participate in active refresher discussion with SBLT to re-visit equity walk, debrief how the school year ended, and confirm forward movement to propel L25 learning gains. (August/Phelps)
2. Identify specific CRT AVID strategies to implement school wide during the AVID site team meeting as evidenced by the meeting agenda and survey. (July/Slezak, Dove, and Phelps)
3. Conduct staff PD and info sessions to ensure understanding of equitable practices and expectations. A check and connect survey will gauge teacher understanding. Walk throughs will document implementation. (August/Phelps/Nash)
4. Review walk through data and discuss findings in SBLT and PLC meetings (SBLT team leaders, admin., monthly). Department heads will lead discussions surrounding glows and grows to continue to build on best practiced as evident through meeting notes.
5. Monitor L25 student cycle assessment data and review with SBLT members and during PLCs.

Person Responsible	Erin Phelps (phelpse@pcsb.org)

#10. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Student attendance is imperative to overall student achievement. Students who miss instructional time fall behind more often than those who attend regularly. The 19-20% attendance data shows approximately 10% of our students had an attendance rate of less than 90%. Although an 8% improvement, there is always room for growth.
Measurable Outcome:	Reduce the percentage of students missing more than 90% of the school year from 10% to 5% as measured by the end of year attendance data.
Person responsible for monitoring outcome:	Felicia Moline (molinef@pcsb.org)
Evidence-based Strategy:	MTSS platform that tracks student attendance data and other relevant data. PBIS initiatives that motivate students to attend school and remain engaged.
Rationale for Evidence-based Strategy:	Research indicates that missing 10% of school may negatively impact a student's academic performance.

Action Steps to Implement

1. Implement and execute SHIELD - The online MTSS database that tracks student attendance, academics,and behavior.
2. Conduct regular CST meetings to track student data.
3. Refer student attendance concerns to Behavior Specialist, Child Psych., and Social Worker, School Counselors, and School Administrators.
4. Make parent/student contact to discuss attendance concerns/potential attendance concerns, and refer to truancy when needed.
5. Reward positive attendance trends each quarter.

6.

Person Responsible Felicia Moline (molinef@pcsb.org)

#11. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Parent involvement and support is crucial to the academic and social-emotional success of students.
Measurable Outcome:	PTSA and SAC membership will increase by 10% as measured by PTSA memberships and SAC attendance.
Person responsible for monitoring outcome:	Erin Phelps (phelpse@pcsb.org)
Evidence-based Strategy:	PTSA involvement in 6th grade spring and fall orientation; bundle option for t-shirt/spirit item to engage parents. Continued communication with added emails and social media content highlighting parent support/engagement.
Rationale for Evidence-based Strategy:	Research shows that students need support from all areas - home, school, and community. Increased parent involvement adds an additional layer of support and accountability. It also keeps parents informed and enhances overall parent engagement.

Action Steps to Implement

1. PTSA spirit sale and membership drive (Spring/Fall - PTSA President)
2. Increased communication regarding how parents can get involved. (Phelps/Dove)

Person Responsible	Diane Dove (doved@pcsb.org)

#12. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale:	ELL students are performing below proficiency levels in all core content areas.
Measurable Outcome:	ELL proficiency levels will increase in Science, ELA, Math, and Social Studies as measured by the FSA and subject area EOCs.
Person responsible for monitoring outcome:	Amber Nash (nasha@pcsb.org)
Evidence-based Strategy:	Each teacher plans and delivers lessons that meet the needs of EL students based on English language proficiency levels, and length of time in U.S. Schools to ensure academic success of each EL student in their class.
Rationale for Evidence-based Strategy:	Research shows that EL students who are proficient in academic language fluency are more prepared in becoming academically successful. Moreover, research shows under performing in middle school is directly linked to high school graduation potential.

Action Steps to Implement

1. Develop an effective process to distribute information on language proficiency levels and length of time in US schools for each student coded LY to each teacher who works with the student;
2. Develop an effective process of monitoring that WIDA Can Do Descriptors and Model Performance Indicators (MPIs) are utilized in each classroom with LY students to plan and deliver effective and comprehensible instruction to ELs at their level of English language proficiency with ongoing student feedback;
3. Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports, Can Do Approach and MPIs to support classroom differentiated planning and instruction, based on ELs' language proficiency levels;
4. Provide regular opportunities for ESOL and content teachers to collaborate and co-plan to bridge grade-level work and the integration of language development within content specific instruction.
5. Utilize Marzano Focus Model Go To Strategies for English Language Learners document to provide ongoing feedback to teachers to support the development of their practice in supporting ELs.
6. Implement the EL Grading Policy schoolwide and monitor the grading reports to ensure fidelity and timely interventions

Person Responsible	Amber Nash (nasha@pcsb.org)

#13. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	There is a significant achievement gap in African American science proficiency. Possible reasons for this include lack of engagement in the content and deficiencies in literacy skills.
Measurable Outcome:	Student science proficiency will increase from 15% to 50% as measured by the FSA.
Person responsible for monitoring outcome:	Diane Dove (doved@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy:	Organizing students to interact with contact to foster differentiated instruction allows teachers to identify opportunities for growth and provide supports where needed.

Action Steps to Implement

1. Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions.
2. Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.
3. Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.
4. Encourage productive struggle for students as they work through vocabulary and comprehension using appropriate strategies.
5. Conduct regular PLCs inclusive of data chats to review student responses to tasks and formative assessments.and plan for instructional lessons that include text-dependent questions, close and critical reading and skill//strategy-based groups to implement during core instruction to support success with complex texts.
6. Teachers monitor and provide feedback to students to support learning.
7. Administrators monitor teacher practice and provide feedback to support teacher growth.

Person Responsible	Diane Dove (doved@pcsb.org)

#14. Other specifically relating to Healthy Schools	
Area of Focus Description and Rationale:	Our current level of performance is 5 out of 6 topics “Working Towards” Bronze level recognition, as evidenced in Alliance for a Healthier Generation, Healthy Schools Program Framework. We expect to be eligible to achieve bronze level recognition by April 2021. The problem/gap is occurring because food sold in the cafeteria snack line and through fundraisers does not adhere to smart snack guidelines. If our healthy school team can monitor the implementation of the administrative guidelines for wellness our school would have a great opportunity to be eligible for recognition.
Measurable Outcome:	Our school will be eligible in 6 out of 6 topics for bronze level recognition by April 2021 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.
Person responsible for monitoring outcome:	Diane Dove (doved@pcsb.org)
Evidence-based Strategy:	Establishing an environment which promotes healthy eating and physical activity through our wellness champion will increase the support towards reaching our goal of bronze status.
Rationale for Evidence-based Strategy:	We must identify areas of deficiencies and provide support and resources where needed to ensure we are planning for and meeting our goals.

Action Steps to Implement

1.By September 8, 2020, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.
2. Required paperwork will be submitted by the deadline so bronze status can be achieved.

Person Responsible	Diane Dove (doved@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Review student placement.
2. Monitor assessment data (GAP, cycle, etc.)
3. Provide opportunities for remediation (Continuously through ELP and Target Time).

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Building a positive community in which a variety of stakeholders are involved is imperative to the overall success of a school. Tarpon Springs MS will sustain a positive school culture by building upon/maintaining the following:
1. Continue with frequent communication consisting of call outs, emails, posting on school website, and posting on the school sign.
2. Foster relationships with local businesses including, but not limited to, City Hall, TSPD, the CAP Center, American Legion, UPS, Starbucks, and Publix.
3. Ensure SAC and PTSA are composed of equitable representation that matches the demographics of our school community. Provide SAC with timely and relevant information to keep families in the know.
4. Invite students to sit on a school council for a clear voice and bring representation to PTSA and SAC meetings.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
6	III.A.	Areas of Focus: Other: College and Career	$0.00
7	III.A.	Areas of Focus: Other: Bridging the Gap: Black Student Achievement	$0.00
8	III.A.	Areas of Focus: Other: Conditions for Learning	$0.00
9	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
10	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
11	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	$0.00

12	**III.A.**	**Areas of Focus: ESSA Subgroup: English Language Learners**	**$0.00**
13	**III.A.**	**Areas of Focus: ESSA Subgroup: African-American**	**$0.00**
14	**III.A.**	**Areas of Focus: Other: Healthy Schools**	**$0.00**
		Total:	**$3,750.00**