

Pinellas County Schools

Tarpon Springs Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	33
Budget to Support Goals	33

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: 7/22/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	33

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>49%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>43%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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	Position 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
Lawrence, Salome	Teacher, K-12	Reading Dept. Chair
Meyer, Erik	Teacher, K-12	Math Dept. Chair
Savopoulos, Vasilios	Teacher, K-12	Sci. Dept. Chair
Zahner, Evelyn	Teacher, K-12	Social Studies Dept. Chair
Touchton, Christopher	Teacher, K-12	Arts Dept. Chair
Slezak, Brandi	Teacher, K-12	AVID Site Chair

Demographic Information

Principal start date

Thursday 7/22/2021, 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.*

1

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.*

10

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

697

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	243	216	238	0	0	0	0	697
Attendance below 90 percent	0	0	0	0	0	0	37	44	53	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	0	1	3	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	4	6	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	7	5	0	0	0	0	12
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	25	37	0	0	0	0	92
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	27	23	30	0	0	0	0	80
Number of students with a substantial reading deficiency	0	0	0	0	0	0	13	5	2	0	0	0	0	20

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	0	24	21	0	0	0	0	45

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	4	6	13	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

Date this data was collected or last updated

Tuesday 6/22/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				55%	52%	54%	56%	50%	53%
ELA Learning Gains				54%	55%	54%	56%	50%	54%
ELA Lowest 25th Percentile				42%	47%	47%	42%	42%	47%
Math Achievement				55%	55%	58%	57%	54%	58%
Math Learning Gains				42%	52%	57%	53%	54%	57%
Math Lowest 25th Percentile				37%	46%	51%	44%	48%	51%
Science Achievement				52%	51%	51%	58%	52%	52%
Social Studies Achievement				73%	68%	72%	69%	65%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	54%	51%	3%	54%	0%
Cohort Comparison						
07	2021					
	2019	52%	51%	1%	52%	0%
Cohort Comparison		-54%				
08	2021					
	2019	59%	55%	4%	56%	3%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	49%	44%	5%	55%	-6%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	65%	60%	5%	54%	11%
Cohort Comparison		-49%				
08	2021					
	2019	21%	31%	-10%	46%	-25%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	52%	51%	1%	48%	4%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	68%	5%	71%	2%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	68%	55%	13%	61%	7%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	91%	56%	35%	57%	34%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

APM, iReady, Cycle Assessments

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20%	39%	
	Economically Disadvantaged	21%	45%	
	Students With Disabilities	7%	10%	
	English Language Learners	15%	13%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18%	33%	
	Economically Disadvantaged	33%	24%	
	Students With Disabilities	12%	0%	
	English Language Learners	14%	12%	

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	35%	
	Economically Disadvantaged	22%	23%	
	Students With Disabilities	20%	29%	
	English Language Learners	15%	20%	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	20%	
	Economically Disadvantaged	28%	39%	
	Students With Disabilities	14%	13%	
	English Language Learners	17%	13%	
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	86%	92.1%	92.8%
	Economically Disadvantaged	76.8%	87.7%	86%
	Students With Disabilities	100%	100%	91.7%
	English Language Learners	85.7%	78.6%	100%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	51%	
	Economically Disadvantaged	31%	46%	
	Students With Disabilities	9%	29%	
	English Language Learners	30%	11%	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72%	65%	
	Economically Disadvantaged	71%	61%	
	Students With Disabilities	65%	53%	
	English Language Learners	82%	92%	
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	79.1%	73.6%	
	Economically Disadvantaged	75%	64%	
	Students With Disabilities	68.8%	64.3%	
	English Language Learners	100%	100%	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	38	32	23	31	33	29	48			
ELL	42	58	50	39	35	33	30	47	55		
ASN	92	70		91							
BLK	20	36	36	18	30	34	18	39			
HSP	59	63	59	50	47	35	46	60	76		
MUL	47	56		55	55		53	73			
WHT	67	61	49	68	55	51	68	77	82		
FRL	50	55	42	50	51	45	54	55	80		
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			

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	25
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	41
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	84
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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
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	64
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our students with disabilities and ELL students continue to demonstrate the lowest proficiency rates across grade levels, subgroups, and content levels.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our SWD and ELL data (all content areas) demonstrate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

IEP reviews that contain specific supports and the effective implementation of supports, with follow through and adjustments (as needed) need to be addressed for improvement in the SWD subgroup. Increased expectations, with appropriate supports need to be implemented with our ELL subgroup. Additionally, onsite attendance (not virtual) should help increase learning gains and proficiency levels among our ELL subgroup.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Pending data

What were the contributing factors to this improvement? What new actions did your school take in this area?

Pending data

What strategies will need to be implemented in order to accelerate learning?

Progress monitoring with immediate feedback and follow through need to be implemented with fidelity to accelerate the learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

SDI PD will be given so teachers, primarily ESE instructors, can implement effective strategies to support the academic growth of the students.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

District level coaching and support will be included for our ESE team to effectively write IEPs and plan SDI and monitor the effectiveness of the instructional practices.

Part III: Planning for Improvement

Areas of Focus:

#1. 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. 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:	61% of our L25 students will make learning gains as measured by the FSA. At least 65% of students will demonstrate proficiency as measured by the FSA.
Monitoring:	Student evidence submission (pre-identified dates) with immediate feedback. Write Score/ APM data. Monitoring will also occur through a combination of classroom observations, progress monitoring assessments (unit and cycle), data chats with admin and teachers, and engagement in collaborative planning and PLCs.
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 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. Additionally, the scoring rubric allows teachers to provide immediate feedback and identify gaps in the writing. For example, can the students accurately identify the prompt and turn it into a target question to set up the essay?

Action Steps to Implement

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

Person Responsible Erin Phelps (phelpse@pcsb.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Learning gains, with an emphasis on the L25. All students should make learning gains each year, with a focus on the L25 to ensure we are working to bridge the gap.
Measurable Outcome:	At least 60% of our L25 students will make learning gains as measured by the FSA and EOCs. At least 65% of our students will demonstrate proficiency as measured by the FSA.
Monitoring:	Monitoring will occur through a combination of classroom observations, progress monitoring assessments (unit and cycle), data chats with admin and teachers, and engagement in collaborative planning and PLCs.
Person responsible for monitoring outcome:	Amber Nash (nasha@pcsb.org)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Support staff to utilize data to organize students to interact with on grade-level content in manners which differentiates/scaffolds instruction to meet the needs of each student. 2. Strengthen staff's practice to engage students in higher order thinking questioning techniques in an effort elaborate on content. 3. Content (Math) - Specific Bell Work to provide immediate feedback and allow for specific student grouping/remediation. 4. Infuse student-led test corrections with rationale for making the corrections.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 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)

#3. 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:	The percent of 8th grade students achieving science proficiency will increase from 60% to 68%, as measured by 8th grade Science State Wide Science Assessment.
Monitoring:	Monitoring will occur through a combination of classroom observations, progress monitoring assessments (unit and cycle), data chats with admin and teachers, and engagement in collaborative planning and PLCs.
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

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)

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.
2. Conduct staff PD on Culturally Responsive Teaching and Equity practices.
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)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Walkthrough data and observation data reveal a need for purposeful lesson planning aligned to the standards through the use of formative assessments.

Measurable Outcome: Increase student proficiency in SS to 78% as measured by the Civics EOC.

Monitoring: 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.

Person responsible for monitoring outcome: Felicia Moline (molinef@pcsb.org)

Evidence-based Strategy: PLCs that include data chats to review student responses to tasks and formative assessments to drive instructional planning and purpose.

Rationale for Evidence-based Strategy: PLCs are researched-based and promote collaborative conversation and intentional planning. They also provide consistent opportunities for data review and reflection so proactive adjustments can be made to instructional practices.

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.
2. Administrators monitor teacher practice and provide feedback to support teacher growth.
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.
4. Conduct second semester boot camp for students to ensure understanding of Social Studies standards.
5. Include AVID strategies, such as Focus Note Taking, and pairing rigor with support daily to foster student achievement at all levels. The instruction of how to implement these AVID strategies will occur during pre-school.
6. Teachers will incorporate HOT questions to connect learning to taxonomy level of the standard and monitor for learning.

Person Responsible Felicia Moline (molinef@pcsb.org)

#5. Other specifically relating to College and Career

Area of Focus Description and Rationale: Student success in higher level courses is important when promoting higher education or continuing education.

Measurable Outcome: At least 85% 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.

Monitoring: Monitoring will occur through a combination of classroom observations and engagement in collaborative planning and PLCs.

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)

#6. 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 multiple 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.
Monitoring:	Monitoring will occur through a combination of classroom observations, progress monitoring assessments (unit and cycle), data chats with admin and teachers, and engagement in collaborative planning and PLCs.
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.
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.
3. Review data after each cycle assessment during SBLT/Staff meetings and PLCs
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)

#7. Other specifically relating to School Climate/Conditions for Learning

Area of Focus Description and Rationale: At the end of the 2020-21 school year, our risk ratio for Black students receiving referrals was 2.0 as measured by the school FOCUS discipline report. The gap is occurring because students are not equipped with the SEL skills needed to follow schoolwide RAP (Respect, Accountability, Productivity) guidelines.

Measurable Outcome: At the end of the 2021-22 school year, our risk ratio for Black students receiving referrals will be reduced to 1.5, as measured by the school FOCUS discipline report.

Monitoring: bi-weekly discipline reports will be pulled and reviewed during MTSS team meetings.

Person responsible for monitoring outcome: Felicia Moline (molinef@pcsb.org)

Evidence-based Strategy: If behavior expectations for students are clearly defined, communicated, agreed on, implemented by staff, and explicitly taught to students, the problem would be reduced by students better understanding what is expected of them.

Rationale for Evidence-based Strategy: As evidenced by the PBIS framework, the Tier 1 Universal Feature of Teaching Expectations indicates that active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school. Integrating and aligning restorative elements with PBIS will enhance the effectiveness of the system.

Action Steps to Implement

During summer and preschool week, the SBLT team will hold focus groups with staff, student, and family to review and revise the 3-5 Tier 1 Expectations/Guidelines for Success to ensure that they are positively stated and apply to ALL students and ALL staff. PBIS Team will revise beginning of the year lesson plans for teaching expectations based on feedback from focus groups and to include examples and non-examples. These behavioral curriculum lesson plans teach common area expectations from the behavior matrix that use a variety of teaching strategies that will be distributed by the principal. SBLT will conduct informal visits to classrooms during the first 10 days of school to ensure delivery of these lesson plans.

Person Responsible: Felicia Moline (molinef@pcsb.org)

Prior to the first day of school with students, the PBIS Coordinator will use the Tier 1 Walkthrough Tool to ensure signage reflecting revised Guidelines for Success (expectations) are posted in common areas and to evaluate evidence of classroom PBIS systems alignment to schoolwide practices. Subsequent walkthroughs will be conducted at least quarterly and followed up upon to correct any missing or misaligned pieces and to monitor consistency in application.

Person Responsible: Felicia Moline (molinef@pcsb.org)

During the first quarter, all staff will be trained in how to develop lesson plans to teach and re-teach classroom rules and procedures using restorative circles and how to use impromptu conversations (Stop Everything and Dialogue) for in the moment teaching of expectations. Staff will review expectations and rules proactively within designated windows throughout the year and responsively as issues arise within the class. Fidelity checklists for circles and conversations will be used to provide feedback to staff. Quarterly teachers will solicit student input on rules and procedures to determine if adjustments are needed using fair process.

Person Responsible: Felicia Moline (molinef@pcsb.org)

The PBIS Coordinator will provide professional development to staff on the pre-corrective/surface classroom management technique for commonly used instructional activities. This will include PLC workshops and individual coaching to tier supports based on the needs of the teachers.

Person Responsible Felicia Moline (molinef@pcsb.org)

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.

Person Responsible Felicia Moline (molinef@pcsb.org)

#8. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Student attendance is a key factor in student achievement outcomes. Students who miss instructional time fall behind more often than those who attend regularly. The 20-21 attendance data shows that our average daily attendance was 92.8%.

Measurable Outcome: Increase the average daily attendance from 92.8% to 94% as measured by the end of the school year attendance data.

Monitoring: Attendance reports, CST meetings.

Person responsible for monitoring outcome: [no one identified]

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. Display avg. daily attendance rates to help remind families attendance matters.

Person Responsible [no one identified]

#9. 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.

Monitoring: Meeting minutes (attendance).

Person responsible for monitoring outcome: [no one identified]

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)

#10. 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 2022. The problem/gap is occurring because food sold in the cafeteria snack line and through fundraisers does not adhere to smart snack guidelines.

Measurable Outcome: Our school will be eligible in 6 out of 6 topics for bronze level recognition by April 2022 as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

Monitoring: Healthy School team will monitor snack line and access to health and wellness activities.

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, 2021, 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)

#11. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:	There is a significant achievement gap in African American science proficiency. Possible reasons 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.
Monitoring:	Student subgroup data will be pulled and reviewed cyclically throughout the school year.
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 content 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)

#12. ESSA Subgroup specifically relating to English Language Learners**Area of Focus**

Description and Rationale: ELL students are performing below proficiency levels in 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.

Monitoring: Student data will be pulled throughout the year.

Person responsible for monitoring outcome: Diane Dove (doved@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 Elevation 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 Diane Dove (doved@pcsb.org)

#13. 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 data.
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.
Monitoring:	Student data will be reviewed monthly, using classroom evidence, cycle assessment, and SDI monitoring.
Person responsible for monitoring outcome:	[no one identified]
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.
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.
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.
5. Closely monitor cycle data to ensure ESE subgroup is making academic gains, and identifying and addressing areas of deficiency.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Prior data shows a high reporting rate of property incidents and suspensions. Both of these areas significantly improved during the 2020-21 school year. The culture and environment will continue to be monitored through school profiles data and the FOCUS discipline data. Schoolwide expectations will be explicitly taught, implemented, and reinforced. Positive behavior incentives and supports will also be provided.

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.

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, Rotary, 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The parents and community members provide a supportive role in giving feedback and supplying resources that promote student achievement.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
2	III.A.	Areas of Focus: Instructional Practice: Math				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School		700.0	\$296.23
3	III.A.	Areas of Focus: Instructional Practice: Science				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
5	III.A.	Areas of Focus: Other: College and Career				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
6	III.A.	Areas of Focus: Other: Bridging the Gap: Black Student Achievement				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
7	III.A.	Areas of Focus: Other: School Climate/Conditions for Learning				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
8	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23

9	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
10	III.A.	Areas of Focus: Other: Healthy Schools				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
11	III.A.	Areas of Focus: ESSA Subgroup: Black/African-American				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
12	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
13	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$296.23
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	4581 - Tarpon Springs Middle School	School Improvement Funds	700.0	\$296.23
					Total:	\$3,850.99