

Lake County Schools

Tavares Middle School



2021-22 Schoolwide Improvement Plan

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Tavares Middle School

1335 LANE PARK CUTOFF OFC, Tavares, FL 32778

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

Demographics

Principal: Abigail Crosby

Start Date for this Principal: 8/12/2021

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: B (56%) 2017-18: C (53%) 2016-17: C (48%)
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 Lake County School Board.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Tavares Middle School

1335 LANE PARK CUTOFF OFC, Tavares, FL 32778

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

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

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<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.

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

Provide the school's vision statement.

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

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

School Leadership Team

Membership

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

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

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

Name	Position Title	Job Duties and Responsibilities
		for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with School Board's goals and initiatives. Performs related work as directed.
Stanford, Deborah	Other	Coordinates educational placement and appropriate services for students with disabilities.

Demographic Information

Principal start date

Thursday 8/12/2021, Abigail Crosby

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.*

6

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.*

13

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

1,035

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

10

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

7

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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 8/12/2021

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	299	343	341	0	0	0	0	983
Attendance below 90 percent	0	0	0	0	0	0	38	47	46	0	0	0	0	131
One or more suspensions	0	0	0	0	0	0	1	4	4	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	123	170	156	0	0	0	0	449
Course failure in Math	0	0	0	0	0	0	122	162	117	0	0	0	0	401
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	48	63	66	0	0	0	0	177
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	56	70	59	0	0	0	0	185

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	144	121	108	0	0	0	0	373	

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	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	1	4	1	0	0	0	0	6	

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	299	343	341	0	0	0	0	983	
Attendance below 90 percent	0	0	0	0	0	0	38	47	46	0	0	0	0	131	
One or more suspensions	0	0	0	0	0	0	1	4	4	0	0	0	0	9	
Course failure in ELA	0	0	0	0	0	0	123	170	156	0	0	0	0	449	
Course failure in Math	0	0	0	0	0	0	122	162	117	0	0	0	0	401	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	48	63	66	0	0	0	0	177	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	56	70	59	0	0	0	0	185	

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	144	121	108	0	0	0	0	373	

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	0	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	1	4	1	0	0	0	0	6	

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				50%	50%	54%	48%	49%	53%
ELA Learning Gains				49%	52%	54%	50%	50%	54%
ELA Lowest 25th Percentile				43%	44%	47%	47%	45%	47%
Math Achievement				61%	56%	58%	54%	55%	58%
Math Learning Gains				60%	55%	57%	58%	56%	57%
Math Lowest 25th Percentile				49%	46%	51%	49%	47%	51%
Science Achievement				44%	49%	51%	42%	51%	52%
Social Studies Achievement				74%	70%	72%	65%	72%	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	51%	52%	-1%	54%	-3%
Cohort Comparison						
07	2021					
	2019	47%	49%	-2%	52%	-5%
Cohort Comparison		-51%				
08	2021					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	54%	53%	1%	55%	-1%
Cohort Comparison						
07	2021					
	2019	63%	58%	5%	54%	9%
Cohort Comparison		-54%				
08	2021					
	2019	42%	39%	3%	46%	-4%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	42%	49%	-7%	48%	-6%
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%	71%	2%	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	97%	52%	45%	61%	36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	49%	-49%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

FSA; LSA; FAIR; APM; FSAA

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	11	21	23	17	27	28	20	29			
ELL	19	32	30	23	24	32	28	40			
ASN	70	64		80	45						
BLK	26	35	38	23	19	26	21	55	52		
HSP	32	33	26	39	32	29	33	53	68		
MUL	42	37		38	22	20	50				
WHT	48	42	37	53	40	33	46	66	73		
FRL	32	34	32	33	30	31	29	51	60		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	35	36	28	47	37	12	44			
ELL	28	38	46	45	53	48	6	65			

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

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	65
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	33
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	41
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	49
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

What data components, based off progress monitoring and 2019 state assessments, 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?

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

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

What strategies will need to be implemented in order to accelerate 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.

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: With high expectations, Tavares Middle School will deliver standards based instruction utilizing the district instructional framework in all content areas with an emphasis on science. We serve a diverse population of students with unique academic needs. All students including students with disabilities (ESE) will increase proficiency in science when instructional practices from the instructional framework are consistently utilized.

Measurable Outcome: When we implement the instructional framework in all classes and utilize IXL computer program in science, at least 20 percent of Tavares Middle School students including ESE will achieve an increased proficiency levels in science and math as evidenced by the FSA and Lake County Assessment data.

Monitoring:

Person responsible for monitoring outcome: Trella Mott (motttt@lake.k12.fl.us)

Evidence-based Strategy: The gradual release model provides the foundation to support the District's Instructional Framework. The Tavares Middle School Leadership team along with support from the District Program Specialist will provide professional development and monitor instructional use of elements in the Framework through weekly learning walks, common planning, and PLCs.

Rationale for Evidence-based Strategy: If we implement district instructional framework there will be an increase in science achievement. Using this framework as a guide for teachers to utilize in their planning will ensure that there is an emphasis on focused instruction that leads to effective instructional practices and student achievement.

Action Steps to Implement

1. Provide professional development on the different elements in the instructional framework.

Person Responsible Trella Mott (motttt@lake.k12.fl.us)

2. Develop a schedule for all content area common planning/PLS meeting dates.

Person Responsible Daphne Wagner (wagnerd@lake.k12.fl.us)

3. Conduct weekly learning walks to monitor use of the instructional framework.

Person Responsible Trella Mott (motttt@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale:	By utilizing EWS data, Tavares Middle School will target all students to increase engagement to maintain a positive, safe, and supportive culture (academic and behavior) for everyone.
Measurable Outcome:	By implementing School Expectations/Standard Operating Procedures (SOPs), Restorative Practices, and PBIS Data, the number of students with multiple Early Warning Indicators will decrease by %5/
Monitoring:	
Person responsible for monitoring outcome:	Trella Mott (motttt@lake.k12.fl.us)
Evidence-based Strategy:	Focusing on standard operating procedures to establish high expectations and school culture will decrease EWS data and increase academic achievement in all areas.
Rationale for Evidence-based Strategy:	If we implement social emotional learning utilizing restorative practices, there will be decreased at-risk behaviors.

Action Steps to Implement

1. Develop Standard Operating Procedures.

Person Responsible Trella Mott (motttt@lake.k12.fl.us)

2. Use restorative practices

Person Responsible Tom Valenta (valentat@lake.k12.fl.us)

3. Use Positive Behavior Support Incentives to reward adherence to school expectations.

Person Responsible Karla Clark (clarkk@lake.k12.fl.us)

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: TMS will work on engaging students in the learning process. This will increase their attention and focus which will motivate them to practice critical thinking skills following the district instructional framework.

Measurable Outcome: By utilizing Google Apps and IXL, students will participate in total group/collaborative discussions, submit assignments as designated by their instructor, and participate in weekly online activities to support their academic growth across all content areas.

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Tavares Middle School will develop a schedule to provide ongoing professional development on Google Apps for all teachers and teacher assistants.

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

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.

Tavares Middle School reported 2.0 incidents per 100 students. When compared to all middle/junior schools statewide, it falls into the low category. One area of concern is drug/public order incidents. Tavares Middle School had 1.47 cases per 100 students. We will utilize our patriot block/interventions to identify students with issues and put them in contact with the mental health liaison and other on campus mentors.

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.

The Administrator and teachers reach out to local businesses for participation in the school's business partners programs. Teachers and the administrator use multiple strategies to contact families, including but not limited to: (1) Contact families prior to the start of school to welcome the students to the new school year. (2) Utilize social media platforms to share information to include virtual campus visits (i.e. open house, meet the teacher, PTC) (3) Provide access to school grades, progress monitoring data, and other relevant achievement information, through the Lake Co School's Skyward Family Access Portal. (4)Parent, Student, Teacher Conferences (5) provide when practical, information to parents in their native language. Staff members fluent in other languages are available to assist our non-English speaking families.

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00