

Hillsborough County Public Schools

Tomlin Middle School



2021-22 Schoolwide Improvement Plan

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Tomlin Middle School

501 N WOODROW WILSON ST, Plant City, FL 33563

[no web address on file]

Demographics

Principal: Matthew Johnson

Start Date for this Principal: 7/1/2015

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 (54%) 2017-18: B (55%) 2016-17: 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	

* 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 Hillsborough 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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Tomlin Middle School

501 N WOODROW WILSON ST, Plant City, FL 33563

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>70%</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>64%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an education that enables each student to excel as a successful and responsible citizen.

Provide the school's vision statement.

To be a top performing Middle School.

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
Durrance, Traci	Principal	The principal is responsible for the entire operation of the school.
Westover, Jessica	Assistant Principal	Assistant Principal for Curriculum, works with SAL's, scheduling, etc.
Young, Akeim	Assistant Principal	Assists with our Progress Monitoring of students, Behaviors, MTSS, ESE students
Gifford, Kimberly	Instructional Coach	Teacher leader to assist teachers with Instructional Practice and serves as our ELA Subject Leaser
Miles, Stacy	Reading Coach	Assists with Admin on Progress Monitoring, Assist with teacher practice in all content areas with Reading Strategies, supports working with small student groups.
Scott, Jonathan	Teacher, K-12	Serves as our Math Department Head and works with math teachers, helping with data, and assist Administration with Progress monitoring.

Demographic Information

Principal start date

Wednesday 7/1/2015, Matthew Johnson

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.*

22

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

1,524

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

3

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

2

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	500	482	542	0	0	0	0	1524
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	2	9	4	0	0	0	0	15
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	122	100	0	0	0	0	222
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	147	106	0	0	0	0	253
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	2	9	4	0	0	0	0	15

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	9	7	1	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	106	110	141	0	0	0	0	357

Date this data was collected or last updated

Friday 9/3/2021

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	510	473	547	0	0	0	0	1530
Attendance below 90 percent	0	0	0	0	0	0	60	51	59	0	0	0	0	170
One or more suspensions	0	0	0	0	0	0	24	12	14	0	0	0	0	50
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 ELA assessment	0	0	0	0	0	0	122	100	107	0	0	0	0	329
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	147	106	109	0	0	0	0	362

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	4	4	4	0	0	0	0	12

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	

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	510	473	547	0	0	0	0	1530
Attendance below 90 percent	0	0	0	0	0	0	60	51	59	0	0	0	0	170
One or more suspensions	0	0	0	0	0	0	24	12	14	0	0	0	0	50
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 ELA assessment	0	0	0	0	0	0	122	100	107	0	0	0	0	329
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	147	106	109	0	0	0	0	362

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	4	4	4	0	0	0	0	12

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	

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				44%	51%	54%	42%	52%	53%
ELA Learning Gains				46%	52%	54%	49%	53%	54%
ELA Lowest 25th Percentile				39%	47%	47%	43%	48%	47%
Math Achievement				57%	55%	58%	53%	56%	58%
Math Learning Gains				61%	57%	57%	60%	59%	57%
Math Lowest 25th Percentile				48%	52%	51%	48%	52%	51%
Science Achievement				37%	47%	51%	40%	47%	52%
Social Studies Achievement				64%	67%	72%	66%	66%	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	46%	53%	-7%	54%	-8%
Cohort Comparison						
07	2021					
	2019	42%	54%	-12%	52%	-10%
Cohort Comparison		-46%				
08	2021					
	2019	38%	53%	-15%	56%	-18%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	47%	49%	-2%	55%	-8%
Cohort Comparison						
07	2021					
	2019	54%	62%	-8%	54%	0%
Cohort Comparison		-47%				
08	2021					
	2019	34%	31%	3%	46%	-12%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	35%	47%	-12%	48%	-13%
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	62%	67%	-5%	71%	-9%

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	94%	63%	31%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	57%	43%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

We use the previous FSA scores, common district assessments, Achieve scores, SSA practice tests and vocabulary, and the IXL curriculum to monitor progress.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	20	23
	Economically Disadvantaged	8.5	10	19
	Students With Disabilities	20	26	32
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	50	
	Economically Disadvantaged	31	47	
	Students With Disabilities	41	59	
	English Language Learners	27	45	

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	20	25
	Economically Disadvantaged	12	14.5	18.5
	Students With Disabilities	46	43	51
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	48	
	Economically Disadvantaged	32	45	
	Students With Disabilities	44	61	
	English Language Learners	18	36	
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	32	50	
	Economically Disadvantaged	31	48	
	Students With Disabilities	36	59	
	English Language Learners	25	31	
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		19	26	29
	Economically Disadvantaged		14	19	22
	Students With Disabilities		32	73	72
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		30	52	
	Economically Disadvantaged		29	50	
	Students With Disabilities		32	59	
	English Language Learners		22	36	
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		51	51	
	Economically Disadvantaged		49	50	
	Students With Disabilities		61	56	
	English Language Learners		23	32	
		Number/% Proficiency	Fall	Winter	Spring

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	9	28	30	16	39	45	14	31	67		
ELL	24	35	29	27	38	41	12	42	50		
ASN	75	67		100	85						
BLK	30	32	24	30	41	45	25	42			
HSP	34	38	29	38	43	44	30	51	68		
MUL	39	39		48	48						
WHT	52	43	33	61	60	66	52	72	81		
FRL	36	37	29	40	46	47	33	53	70		
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	11	36	36	20	43	41	14	34			
ELL	10	34	38	30	49	43	12	33	92		

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	69	67		96	62		69		100		
BLK	32	42	41	42	56	50	14	66	92		
HSP	36	44	39	48	56	46	25	56	91		
MUL	61	39		67	73		82	83			
WHT	54	48	43	68	66	52	51	73	92		
FRL	36	43	39	50	57	49	28	58	90		

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	7	35	39	14	38	36	8	26			
ELL	12	39	43	26	43	43	10	45	95		
ASN	64	58		80	80			100			
BLK	24	40	37	37	54	47	30	46			
HSP	31	46	45	44	55	47	25	60	95		
MUL	63	66		79	75			80			
WHT	57	52	41	64	65	50	57	75	94		
FRL	34	46	43	46	56	48	29	61	94		

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	82
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	34
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	44
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	58
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	43
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 are underperforming all other subgroups.

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

Students with disabilities underperforming all other subgroups.

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

Many of these students have multiple risk factors, including socio-economic status attendance concerns, and consistent below level performance throughout their school career. These students require that their teachers have ongoing PD on cultural and educational strategies implemented through the use of whole class and small groups.

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

ELL Gains in Math

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

Additional small group pull outs, increase focus on IXL on specific skills, change in teacher working with students, and additional practice training for teachers working with ELL.

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

Increase small group support, increase access to supplemental curriculum resources for practice, ensure that teachers have ongoing Professional Development on cultural and educational strategies.

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.

Small group instruction utilizing the Framework concept, Creating engaging classrooms, Differentiated instructions, and Implementing Technology for SWD and ELL students.

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

We will offer PD monthly beginning in August through March, using our resource teachers, reading coach, teacher leader, and administration we will assist teachers in implementation and be able to visit classrooms to see strategies and PD successfully incorporated into curriculum.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Our ELL students have multiple barriers causing them to require additional time, support and personnel to perform up to school, district, and state expectations.

Measurable Outcome: We will increase learning gains with ELL from a 34 to a 37, and in Math from a 49 to a 52.

Monitoring: Differentiation through the RTI process, increased vocabulary use with the Flocabulary Program, repeated reading in all Content areas using Achieve and monitored by the Reading Coach, Professional Development for Standard Aligned Instruction, Differentiated Instruction Using Technology, Positive Classroom Atmosphere, and Working with Underperforming Students

Person responsible for monitoring outcome: Traci Durrance (traci.durrance@hcps.net)

Evidence-based Strategy: Small Group Instruction with Differentiation

Rationale for Evidence-based Strategy: Literacy is the most important area of focus for a student to be successful in any content. Scaffolding techniques are essential to all students but particularly for ELL students by using activities like pictures, summarizing/reviewing key learning points. Differentiation applies an approach to learning so students will have several options to learn material and process the information. Professional Learning communities and incorporating opportunities for professional learning will increase educator effectiveness and results for students.

Action Steps to Implement

Hire a Reading Coach. The Reading Coach will focus on coaching, modeling, and lesson planning with teachers in grades 6-8. The Reading Coach will also model and assist with PD for utilizing small group instruction within our classrooms.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Hire a Teacher Leader (half day) to be used as a demonstration classroom for pedagogy, training and coaching teachers on best practices, and actively participating in school teams and a part of the school leadership team.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Hire a RTI Resource Teacher. The RTI teacher will assist in the coordination of attendance, behavioral, and course performance, and academic interventions at our school site The RTI teacher will also help with data collection and analysis and the response to interventions.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Hire a Teacher Assistant for small group pull outs for remedial help. The Teacher Assistant will be given a classroom with curriculum support materials and strategies for supporting the students.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Purchase Technology to be used in the classroom for Differentiated Instruction and small group instruction.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Hire an additional classroom Math teacher to provide Intensive math support for the lower level 7th and 8th grade students.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Pay for an additional resource period for the Subject Area Leaders for pull out sessions and data collection.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Differentiated Instruction and small group instruction will have the greatest impact on addressing the multiple barriers our SWD students are dealing with causing them to perform below standard.

Measurable Outcome: We will increase learning gains from a 36 to a 40 in ELA, and from 43 to a 46 in Math.

Monitoring: Differentiation through the RTI process, increased vocabulary use with the Flocabulary Program, repeated reading in all Content areas using Achieve and monitored by the Reading Coach, Professional Development for Standard Aligned Instruction, Differentiated Instruction Using Technology, Positive Classroom Atmosphere, and Working with Underperforming Students

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Small group and Differentiated Instruction

Rationale for Evidence-based Strategy: Literacy is the most important area of focus for a student to be successful in any content. Scaffolding techniques are essential to all students but particularly for ELL students by using activities like pictures, summarizing/reviewing key learning points. Differentiation applies an approach to learning so students will have several options to learn material and process the information. Professional Learning communities and incorporating opportunities for professional learning will increase educator effectiveness and results for students.

Action Steps to Implement

Hire a Reading Coach. The Reading Coach will focus on coaching, modeling, and lesson planning with teachers in grades 6-8. The Reading Coach will also model and assist with PD for utilizing small group instruction within our classrooms.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Hire a Teacher Leader (half day) to be used as a demonstration classroom for pedagogy, training and coaching teachers on best practices, and actively participating in school teams and a part of the school leadership team.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Hire a RTI Resource Teacher. The RTI teacher will assist in the coordination of attendance, behavioral, and course performance, and academic interventions at our school site The RTI teacher will also help with data collection and analysis and the response to interventions.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Hire a Teacher Assistant for small group pull outs for remedial help. The Teacher Assistant will be given a classroom with curriculum support materials and strategies for supporting the students.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

Purchase Technology to be used in the classroom for Differentiated Instruction and small group instruction.

Person Responsible Traci Durrance (traci.durrance@hcps.net)

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.

Administration and PTSA will work together to reward students for academic success, good conduct, and perfect attendance each 9 weeks. In addition we will decrease referrals by implementing school wide Second Step lessons every other Monday, and by implementing Second Step curriculum in ISS.

Our Primary concern will be students following policy/procedures and teacher directives to be compliant and not insubordinate. We will monitor monthly discipline reports, and through our leadership teacher groups. Our second concern of focus will be students fighting/physical attack. We want students to learn to solve difference of opinions and to learn to be responsible with social media to reduce issues. We have added more SEL lessons, and 2nd STEP as well.

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.

We have a very active PTSA and Community Partner system that supports our students needs and accomplishments! Students are rewarded for academic success, good behavior, and perfect attendance each nine weeks. Administration also provides incentives for attendance during testing. We offer parent nights each nine weeks, a fall festival (pending COVID), Saturdays for family use of technology, and workshops throughout the year.

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

Administration - they are ultimately responsible and must be present on site when we have campus open. They are also the decision makers, so any guest speakers or special events must be approved by admin.
 Teachers- they responsible day to day for providing the positive culture, training, and engaging lessons that develop the school wide culture that is our goal.
 Students - participating in the day to day lessons and culture of our school.
 Parents - support the students, teachers, and administration in their efforts to promote a positive culture.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$396,085.33
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
6400	130-Other Certified Instructional Personnel	3442 - Tomlin Middle School	Title, I Part A	1.0	\$80,507.50	
		<i>Notes: We will hire a Reading Coach to focus on coaching, modeling, and lesson planning with teachers in grades 6-8.</i>				
5100	120-Classroom Teachers	3442 - Tomlin Middle School	Title, I Part A	0.5	\$44,560.35	
		<i>Notes: We will hire a Teacher Leader to be used as a demonstration classroom for pedagogy, training and coaching teachers on best practices.</i>				
5100	120-Classroom Teachers	3442 - Tomlin Middle School	Title, I Part A	1.0	\$101,028.33	
		<i>Notes: We will hire an RTI Resource Teacher to assist in the coordination of attendance, behavioral and course performance/academic interventions at our school site.</i>				
5100	120-Classroom Teachers	3442 - Tomlin Middle School	Title, I Part A	1.0	\$45,907.81	
		<i>Notes: We will hire a Teacher Assistant for small group pullouts for remedial help with our ELL,ESE and any other students who need assistance in ELA, Math, Science, or Civics.</i>				
5100	120-Classroom Teachers	3442 - Tomlin Middle School	Title, I Part A	1.0	\$83,198.54	
		<i>Notes: We will hire a classroom teacher for Intensive Support in Math for our 7th/8th grade students. The teacher will support our Level 1 &2 students who are predominantly our ESE or ELL students.</i>				
5100	120-Classroom Teachers	3442 - Tomlin Middle School	Title, I Part A	0.17	\$13,890.31	
		<i>Notes: We will pay for an additional resource period for our Science SAL.</i>				
5100	120-Classroom Teachers	3442 - Tomlin Middle School	Title, I Part A	0.17	\$15,150.52	
		<i>Notes: We will pay for an additional resource period for our Math SAL.</i>				
5100	120-Classroom Teachers	3442 - Tomlin Middle School	Title, I Part A	0.17	\$11,841.97	
		<i>Notes: We will pay for an additional resource period for our Social Studies SAL.</i>				
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
Total:					\$396,085.33	