

Hillsborough County Public Schools

Tomlin Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (52%) 2018-19: B (54%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Tomlin Middle School

501 N WOODROW WILSON ST, Plant City, FL 33563

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	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.

Cultivating relationships so together we grow.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Durrance, Traci	Principal	Responsible for entire operation of the school, serve as an Instructional Leader.
Westover, Jessica	Assistant Principal	Scheduling, Progress Monitoring of students, with with SAL's
Young, Akeim	Assistant Principal	Progress Monitoring of students, Behaviors, MTSS, Facilities, manages new teachers
Gifford, Kimberly	Administrative Support	Assists Teachers with Instructional Practice and ELA Leader
Miles, Stacy	Administrative Support	Asists Admin with progress monitoring, assist teachers with Reading strategies in all content areas, support small group student pull outs. Test Chair

Demographic Information

Principal start date

Wednesday 7/1/2015, Matthew Johnson

Number of teachers with a 2022 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.*

5

Number of teachers with a 2022 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.*

37

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

1,500

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	486	478	534	0	0	0	0	1498
Attendance below 90 percent	0	0	0	0	0	0	50	94	108	0	0	0	0	252
One or more suspensions	0	0	0	0	0	0	10	66	79	0	0	0	0	155
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	125	93	130	0	0	0	0	348
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	148	118	135	0	0	0	0	401
Number of students with a substantial reading deficiency	0	0	0	0	0	0	15	15	29	0	0	0	0	59
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	39	39	54	0	0	0	0	132

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	11	26	40	0	0	0	0	77

Date this data was collected or last updated

Sunday 9/10/2023

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	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	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	0
Course failure in Math	0	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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	50%	50%				44%	51%	54%
ELA Learning Gains	43%						46%	52%	54%
ELA Lowest 25th Percentile	34%						39%	47%	47%
Math Achievement	49%	36%	36%				57%	55%	58%
Math Learning Gains	55%						61%	57%	57%
Math Lowest 25th Percentile	53%						48%	52%	51%
Science Achievement	33%	52%	53%				37%	47%	51%
Social Studies Achievement	72%	58%	58%				64%	67%	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	2022					
	2019	46%	53%	-7%	54%	-8%
Cohort Comparison						
07	2022					
	2019	42%	54%	-12%	52%	-10%
Cohort Comparison		-46%				
08	2022					
	2019	38%	53%	-15%	56%	-18%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	47%	49%	-2%	55%	-8%
Cohort Comparison						
07	2022					
	2019	54%	62%	-8%	54%	0%
Cohort Comparison		-47%				
08	2022					
	2019	34%	31%	3%	46%	-12%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	35%	47%	-12%	48%	-13%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	67%	-5%	71%	-9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	63%	31%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	16	28	27	19	35	36	10	38	64		
ELL	25	33	29	31	48	48	9	57	71		
ASN	73	70		73	64						
BLK	31	44	35	32	44	52	32	56	100		
HSP	35	41	33	44	52	52	22	68	84		
MUL	62	52		66	73		58	71			
WHT	54	47	33	58	61	57	49	79	83		
FRL	36	40	34	43	51	52	26	66	84		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	51
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	41
Total Points Earned for the Federal Index	508
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 SWD and ELL students are still underperforming the other groups on our campus.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our SWD and ELL subgroups require additional support to level the playing field and assist them in gaining access to learning that best meets their needs.

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

Turnover with teachers, schedule changes, class size, testing. Additional support for SWD and ELL students, careful monitoring of those classes and teachers, PD schoolwide to ensure all students needs are being met.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Civic EOC had the highest gain in achievement.

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

Our level 1 7th graders were not required to take the EOC this year!

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

All students will take the EOC this year so teachers will need to differentiate and we will need to offer additional tutoring.

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.

We will offer Professional Development on Small Group Instruction, Creating Engaging Classrooms, AVID Strategies, and implementing Technology into the classroom.

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

We offer before and after school tutoring and Saturday boot camps near major progress monitoring sessions. We have added laptops so that we are 1-1 with each classroom having a laptop cart available to students. We have the Literacy Coach, the Teacher Leader, and excellent PLC's to support teachers and facilitate planning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our SWD and ELL students are underperforming all other subgroups at Tomlin.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA will increase gains by 6%. Science will increase Achievement from 33 points earned in 2022 to 36 points for 2023. Civics set their goal @ 65%, last year they were @ 72% but for 2023 all Level 1's will also take the Civics EOC and there is concern that scores will decrease. Math will increase by 5% or 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Principal will meet weekly with Teacher Leader to analyze data and determine next steps for teachers and PD on campus. The Literacy Coach will meet weekly with administration and the Leadership Team collecting data monthly, and will keep a weekly coaching log.

Person responsible for monitoring outcome:

Traci Durrance (traci.durrance@hcps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Small Group Instruction

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Our SWD and ELL students need additional support to level the playing field and assist them in gaining access to learning that best meets their needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Hire a Teacher Leader to be used as a demonstration classroom for pedagogy, training, and coaching best practices. They will be part of the Leadership Team, and will model and provide PD for small group instruction across our campus.

Person Responsible

Traci Durrance (traci.durrance@hcps.net)

Hire a Literacy Coach, teacher coaching cycles for grades 6-8 focusing on Best Practices of Reading Strategies in all content areas, tiered by experience, need, and student data.

Person Responsible

Traci Durrance (traci.durrance@hcps.net)

Hire a RTI Resource Teacher to assist in coordination of attendance, behavioral, and course performance/ academic interventions. Assist with Leadership Team in developing individual, class, and schoolwide interventions based on data. Assist with MTSS.

Person Responsible

Traci Durrance (traci.durrance@hcps.net)

Hire a Science Resource (.17) to support science teachers , teacher practice, and to monitor teachers teaching to aligned standards. Assist with small group instructions this will help our SWD and ELL

students in science. Works with Teacher Leader to provide PD opportunities in science. Participates in weekly PLC meetings with all 13 teachers.

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

Purchase IXL License Program to use for all our students in Math and ELA for Supplemental support.

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

Purchase Penda Science Software for Science teachers to use to support the curriculum. Teachers can assign by levels,, student performance can be linked back to teacher for weekly progress.

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

Purchase additional technology to incorporate into the classroom to support dfferentiated and small group instruction. Laptops, Interactive panels, Elmos, Recordex, etc...

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

Professional Development opportunities for staff with small group instruction, Creating Engaging Classrooms, AVID Strategies, and Implementing Technology into the classroom using the AVID Site Tean and the Teacher Leader.

Person Responsible Kimberly Gifford (kimberly.gifford@hcps.net)

Parent Family Communication use of PFE funds to purchase stamps, copier paper, printing costs for summer mailers, first day packets, and monthly news letters.

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

Purchase books for Media Center for students and for schoolwide book studies.

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

Hire a classroom math teacher for Intensive Math to support 7th/8th grade level 1 and 2 students who are mostly are SWD and ELL students.

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

Hire a classroom math teacher for Intensive Math to support 7th/8th grade level 1 and 2 students who are mostly are SWD and ELL students.

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

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Tomlin promotes a positive school culture and climate in many ways. Students are recognized on the daily morning show by administration for doing good deeds throughout the week, teachers can submit individuals or entire classes. After the announcements the students receive rewards. Our faculty is teaching schoolwide 2nd STEP lessons every other Tuesday to promote good decision making and mental health. Our PTSA supports us in many ways but especially by rewarding good grades, good behavior, and perfect attendance every 9 weeks with a huge celebration! We will have a Fall Family Festival and Spring Family Night to welcome parents and offer additional information, computer access, games, and of course food and fun!

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

Faculty and Staff will participate in Family Nights greeting families and hosting different sessions, Administration and Guidance will monitor the events and facilitate. Students will receive rewards for attending. Teachers will use SEL language schoolwide to promote a positive culture, each 2nd STEP Tuesday all students and faculty will have similar lessons and model positive SEL behaviors across campus. Our PTSA will start the year with a fundraiser to support their initiatives. Students are rewarded for sales. Each 9 weeks the PTSA in collaboration with administration sponsors our Tiger Growl celebrations rewarding students for their good grades good, behavior and perfect attendance.