Tavares Middle School

leadership
Florida
analysis
students
college and career
ambitious
mission
family and community involvement
school improvement
striving
teaching
achievement
relationships
needs assessment
success
resources
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
growth

2022-23 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: 6/27/2022

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 (49%) 2018-19: B (56%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	**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	47%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

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.

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
Crosby, Abigail	Principal	Conducts weekly administration meetings to align instructional and operational priorities to school improvement goals, communicates school improvement goals to stakeholders and school advisory council, outlines programs and initiatives to support school improvement goals. Facilitate Leadership opportunities and supervise Assistant Principals, PASS, Electives, CTE, MHL, Nurse, and clerical staff.
Caldwell, Kevin	Assistant Principal	Analyze classroom learning walk data to provide insight on instructional trends and develop professional development needs for 7th Grade. Provide Instructional leadership for the Social Studies and ESE Departments.
Clark, Karla	Assistant Principal	Analyze classroom learning walk data to provide insight on instructional trends and develop professional development needs for 8th Grade. Provide Instructional leadership for the Reading and Math Departments.
Phillips, James	Assistant Principal	Analyze classroom learning walk data to provide insight on instructional trends and develop professional development needs for 6th Grade. Provide Instructional leadership for the Science and Guidance Departments.
Cook, Kelly	Teacher, K-12	Assist in tracking students throughout the AVID program. Utilizes content area and specialization skills to provide leadership in curriculum planning
Francis, Natesha	Teacher, K-12	Lead and coordinate academic direction for 6th Grade as well as encourage and establish a spirit of collaboration among team members.
Lamoreaux, Kristen	Administrative Support	Provide remediation and acceleration in all grades levels in FSA/EOC tested subjects for students who are apart of the lower quartile group.
Lively, Julie	Administrative Support	Provide EWS systems data to assist problem solving team; provide targeted student pullout support across all grade levels for Math, Reading, and 8th Grade Science.
Richardson, James	Reading Coach	Provides professional development for Reading and ELA Departments, facilitates Reading common planning, analyzes Achieve 3000 reports; contributes data analysis and identification of Tier 2 supports as part of the problem solving team.

Demographic Information

Principal start date
Monday 6/27/2022, Abigail Crosby

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.*

15

Total number of teacher positions allocated to the school

75

Total number of students enrolled at the school

1,022

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

16

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

20

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	345	340	337	0	0	0	0	1022
Attendance below 90 percent	0	0	0	0	0	0	35	41	51	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	29	53	50	0	0	0	0	132
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	79	90	99	0	0	0	0	268
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	111	94	104	0	0	0	0	309
Number of students with a substantial reading deficiency	0	0	0	0	0	0	85	64	70	0	0	0	0	219

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	184	186	211	0	0	0	0	581

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	3	2	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	2	0	1	0	0	0	0	3

Date this data was collected or last updated

Thursday 8/4/2022

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	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	

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	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		

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		
Students retained two or more times	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	45%	50%				50%	50%	54%
ELA Learning Gains	41%						49%	52%	54%
ELA Lowest 25th Percentile	40%						43%	44%	47%
Math Achievement	44%	33%	36%				61%	56%	58%
Math Learning Gains	51%						60%	55%	57%
Math Lowest 25th Percentile	51%						49%	46%	51%
Science Achievement	35%	50%	53%				44%	49%	51%
Social Studies Achievement	72%	54%	58%				74%	70%	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	51%	52%	-1%	54%	-3%
Cohort Comparison						
07	2022					
	2019	47%	49%	-2%	52%	-5%
Cohort Comparison		-51%				
08	2022					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	54%	53%	1%	55%	-1%
Cohort Comparison						
07	2022					
	2019	63%	58%	5%	54%	9%
Cohort Comparison		-54%				
08	2022					
	2019	42%	39%	3%	46%	-4%
Cohort Comparison		-63%				

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	42%	49%	-7%	48%	-6%
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	73%	71%	2%	71%	2%

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	97%	52%	45%	61%	36%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	57%	-57%

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	17	39	41	17	38	41	7	40			
ELL	22	40	44	32	51	61	16	62			
ASN	29	40		57	50						
BLK	31	40	37	26	50	45	18	67	56		
HSP	34	43	42	41	54	58	33	71	64		
MUL	32	31	50	44	47	40		72			
WHT	44	40	40	51	51	52	43	74	67		
FRL	34	39	39	36	46	49	26	70	61		
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			
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		

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)	ATSI
OVERALL Federal Index – All Students	47
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	35
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	10
Percent Tested	97%
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%	1
English Language Learners	
Federal Index - English Language Learners	40
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	44
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	41
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	48
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	45
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	51
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	44
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?

ELA assessment data has been trending downward for the last four tested school years with 56% of students achieving a level 3 or higher in the 17-18 school year to 43% in the 21-22 school year.

Math assessment data has been trending downward for the last four tested school years with 65% of students achieving a level 3 or higher in the 17-18 school year to 40% in the 21-22 school year.

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

Based on last year's assessment data the following components demonstrate the greatest need for improvement in the 22-23 school year: ELA Achievement, ELA Learning Gains of the Lowest 25%, Science Achievement, and Math Achievement.

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

The following factors contributed to the need for improvement in the components listed above: Student absenteeism, Teacher Absences, limited supports for students scoring below proficiency in Math, Science, and ELA . Before and After School Tutoring will offered and additional resources/supplies/ programs will be purchased to support the needs of students scoring with the lower quartile in Math, Reading, Science, and ELA.

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

The following areas shoed the most improvement based on 2022 state assessment data:
ELA Learning Gains of the Lowest 25% = +6% from previous year
Math Learning Gains = +17% from previous year
Math Learning Gains of the Lowest 25% = +21% from previous year
Social Studies Achievement = +12% from previous year

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

ELA Learning Gains of the Lowest 25% = Implementation of a new and rigorous ELA curriculum and a high-functioning Intensive Reading PLC.
Math Learning Gains/Math Learning Gains of the Lowest 25% = Effective use of MTSS within the math department and intentional scheduling of remediation in FlexTime.

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

1. Intentional use of the PLC process
2. Effective identification of at-risk students and the implementation of effective interventions

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.

1. Ongoing development of the PLC process within grade level content area teams
2. Coaching cycles

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

In the upcoming year Tavares Middle School will implement a structured MTSS program to provide academic and behavioral interventions as needed by students on an individual basis. After-school tutoring will also be made available through the Title 1 program.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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 to include Students with Disabilities (ESE) and English Language Learners (ELL) will increase proficiency in Science, and Math when instructional practices from the instructional framework are consistently utilized.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	When we implement the instructional framework in all classes at least 70 percent of Tavares Middle School students, including ESE and ELL, will achieve increased proficiency levels in Science and Math as evident by FAST Assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Using the district classroom learning walk-through tool, administrators will monitor the process of learning and the Instructional Framework to ensure 70 percent of TMS students meet proficiency on the FAST Assessments.
Person responsible for monitoring outcome:	Abigail Crosby (crosbya@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The data collected from the district learning walk-through tool will be reviewed by the leadership team and used to identify the need for professional development and instructional coaching regarding the effective implementation of the Instructional Framework.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If we implement district instructional framework there will be an increase in Science and Math 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

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.

1.) Provide Professional Development on the different elements in the instructional framework.
2) Develop a schedule for all content area Common Planning / PLC meeting dates
3.) Conduct weekly learning walks to monitor use of the instructional framework

Person Responsible	Abigail Crosby (crosbya@lake.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Early Warning Signs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Through the collection and analysis of EWS data, Tavares Middle School will target all students to increase engagement in order to maintain a positive, safe, and supportive culture (academic and behavior) for everyone.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By implementing School Expectations/Standard Operating Procedures (SOPs), and Restorative Practices, the number of students with multiple Early Warning Indicators will decrease by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Multi-Tiered Systems of Support and Early Warning Signs teams will meet regularly to review discipline, academic, and attendance data to determine which students are in need of support.
Person responsible for monitoring outcome:	Abigail Crosby (crosbya@lake.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Focusing on Standard Operating Procedures to establish high expectations and school culture will decrease EWS data and increase academic achievement in all content areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If we implement social emotional learning through restorative practices there will be decreased at-risk behaviors.

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.

1. Develop Standard Operating Procedures
2. Train staff on the implementation of Restorative Practices
3. Use Positive Behavior Support incentives to reward adherence to school expectations

Person Responsible   Abigail Crosby (crosbya@lake.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Tavares Middle School will implement five days each week a 30 minute intervention/acceleration session within the regular school day. Focus groups of students will be pulled to provide remediation/acceleration on "lagg" data previous year's FSA data and current year 2022-2023 focus standard's results. ESE and ELL students will receive additional support through this process.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ESE and ELL students will attend focused intervention sessions 2 times per week as evident by Math, Science, and Reading Teacher's priority roster. FAST results will show a 5% increase in Science, ELA, and Math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Multi-Tiered Systems of Support and Early Warning Signs teams will meet regularly to review academic intervention data and Learning Walk Data.
Person responsible for monitoring outcome:	Abigail Crosby (crosbya@lake.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy implemented to assist with differentiation will be the MTSS process and the associated interventions provided in addition to instruction in the general education classroom. Intensive support teachers and support facilitators will also provide services as prescribed in the student individualized education plans.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	This will process will provide ESE and ELL students additional supports in core academic classes resulting in an improvement with FAST Assessment.

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.

1. Purchase additional resources for students scoring within the lower quartile range for reading and math.
2. Meet with content area teachers to determine what interventions are needed based on common assessment data.
3. Provide the interventions during Patriot Block via scheduling time with students in Flextime Manager.
4. Analyze student data to determine if the interventions provided are working or if more support is needed.
5. Utilize small group instructional groups with the Potential Specialist and MTSS Coordinator.
6. Utilize extra tutoring opportunities (funded by Title I and SAI) for students in the lowest quartile.
7. Provide additional supplies (via SAI budget) for math and reading classrooms (white boards, markers, etc.)

Person Responsible   Abigail Crosby (crosbya@lake.k12.fl.us)

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.

Through many different avenues, Tavares Middle School builds a positive school culture and environment. As a school, we will work with parents, the community, staff, and students to create a welcoming space for all. Some examples include our staff and parents is our AVID Parent Night, Career Day, Spirit Day, and Field Day.

We will also build relationships within our community through events with the Lake County Sheriff's Office such as their Cyber Crimes exhibition that includes speaking to our students directly about the potential dangers of the internet.

Tavares Middle School also will dedicate time to bring awareness to people with disabilities through our Disability Awareness Day that will take place school-wide.

Our school continues implementing a positive behavior intervention system (PBIS) to encourage a positive school environment. Within this system, we use incentives to encourage students to continue to demonstrate positive behavior; material items, and opportunities for student engagement.

Ways to promote a positive school culture for teachers and staff include; teacher spotlights via social media, teacher wall spotlights, and use of "treat cart".

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

Stakeholders that will promote positive school culture and environment include our administration team, teachers/staff, AVID teacher, Lake County Sherriff's Office, students within our Best Buddies Program, and parents who attended and supported the AVID Parent Night.