Tavares Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Tavares Middle School

1335 LANE PARK CUTOFF OFC, Tavares, FL 32778

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

School Board Approval

This plan was approved by the Lake County School Board on 10/23/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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, SLP, Guidance Counselors, PASS, Electives, CTE, MHL, Nurse, and clerical staff.
Clark, Karla	Assistant Principal	Student supervision, curriculum, learning walks, evaluation of teachers, discipline, food service, CTE contact, PBIS, volunteer contact, health/ wellness coordinator, field trip contact, instructional leadership
Coleman, Michelle	Assistant Principal	Student supervision, curriculum, learning walks, evaluation of teachers, school data, school improvement, discipline, teaching assistants, ESE contact, employee handbook, professional development, instructional leadership
Phillips, James	Assistant Principal	Student supervision, curriculum, learning walks, evaluation of teachers, school data, school improvement, discipline, custodial, safety/drills, facilities, SESIR contact, athletics, Title I, instructional leadership
Francis, Natesha	Teacher, K-12	Lead and coordinate academic direction for 6th grade, encourage and establish a spirit of collaboration among team members, 6th grade remediation, summer learning
Lamoreaux, Kristen	Administrative Support	Provide instructional support to teachers, mentoring, modeling in the classroom, remediation/acceleration, textbooks, student supervision, data analysis
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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The TMS leadership team met before pre-planning to analyze our school-wide FAST and EOC data, review our EWS data, and determine our areas of greatest needs. This information, along with our plan for improvement, was then shared with our faculty during pre-planning meetings and will be shared with our SAC for final approval.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Each member of the leadership team assists in grade-levels PLCs. During that time, we look at current data and make adjustments to our instruction, on an as needed basis. Administration and coaches will monitor progress through walkthroughs and offer continuous feedback.
In addition, our MTSS team meets monthly to discuss our lowest quartile students and make adjustments to Tier placement and interventions.
We also have a plan to meet quarterly to continuously monitor our EWS students, the successes of our Patriot Block (remediation/acceleration groups), intensive reading and math class data, as well as our absenteeism.
Our data and improvement plan id then shared at our monthly SAC meetings.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	47%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B

	2018-19: B
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	76	125	133	334
One or more suspensions	0	0	0	0	0	0	41	87	82	210
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	38	61	101
Course failure in Math	0	0	0	0	0	0	2	60	89	151
Level 1 on statewide ELA assessment	0	0	0	0	0	0	95	76	94	265
Level 1 on statewide Math assessment	0	0	0	0	0	0	96	99	100	295
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	80	124	128	332
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	66	143	144	353

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	1	3	5
Students retained two or more times	0	0	0	0	0	0	0	2	1	3

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	35	41	51	127
One or more suspensions	0	0	0	0	0	0	29	53	50	132
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	79	90	99	268
Level 1 on statewide Math assessment	0	0	0	0	0	0	111	94	104	309
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	85	64	70	219

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	184	186	211	581

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	3	2	5
Students retained two or more times	0	0	0	0	0	0	2	0	1	3

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	35	41	51	127
One or more suspensions	0	0	0	0	0	0	29	53	50	132
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	79	90	99	268
Level 1 on statewide Math assessment	0	0	0	0	0	0	111	94	104	309
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	85	64	70	219

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	184	186	211	581

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
					Grade Level					
Retained Students: Current Year	0	0	0	0	0	0	0	3	2	5
Students retained two or more times	0	0	0	0	0	0	2	0	1	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	41	43	49	39	45	50	40		
ELA Learning Gains				41			39		
ELA Lowest 25th Percentile				40			34		
Math Achievement*	50	52	56	44	33	36	44		
Math Learning Gains				51			34		
Math Lowest 25th Percentile				51			30		
Science Achievement*	31	42	49	35	50	53	40		
Social Studies Achievement*	68	64	68	72	54	58	60		
Middle School Acceleration	63	70	73	66	45	49	71		
Graduation Rate					47	49			
College and Career Acceleration					67	70			
ELP Progress	30	44	40	35	71	76	70		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	283
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	2
ELL	36	Yes	2	
AMI				
ASN	54			
BLK	35	Yes	1	
HSP	45			
MUL	38	Yes	1	
PAC				
WHT	58			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL	40	Yes	1	
AMI				
ASN	44			
BLK	41			
HSP	48			
MUL	45			
PAC				
WHT	51			
FRL	44			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	41			50			31	68	63			30
SWD	19			20			12	52			4	
ELL	21			40			0	86	40		6	30
AMI												
ASN	38			69							2	
BLK	28			32			16	45	56		5	
HSP	38			49			23	74	60		6	23
MUL	39			39			41	33			4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	48			58			41	74	68		5	
FRL	35			43			19	62	54		6	14

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	41	40	44	51	51	35	72	66			35
SWD	17	39	41	17	38	41	7	40				
ELL	22	40	44	32	51	61	16	62				35
AMI												
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			35
MUL	32	31	50	44	47	40		72				
PAC												
WHT	44	40	40	51	51	52	43	74	67			
FRL	34	39	39	36	46	49	26	70	61			38

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	40	39	34	44	34	30	40	60	71			70
SWD	11	21	23	17	27	28	20	29				
ELL	19	32	30	23	24	32	28	40				70
AMI												
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			67
MUL	42	37		38	22	20	50					
PAC												
WHT	48	42	37	53	40	33	46	66	73			
FRL	32	34	32	33	30	31	29	51	60			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.
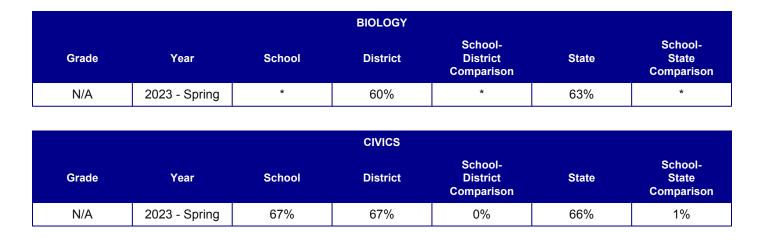
ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	39%	43%	-4%	47%	-8%
08	2023 - Spring	38%	46%	-8%	47%	-9%
06	2023 - Spring	37%	46%	-9%	47%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	52%	55%	-3%	54%	-2%
07	2023 - Spring	27%	47%	-20%	48%	-21%
08	2023 - Spring	57%	56%	1%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	30%	44%	-14%	44%	-14%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	51%	48%	50%	49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	49%	51%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	60%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	67%	0%	66%	1%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

After looking at our school-wide data, our lowest performing area was 7th Grade Math (27% of students scored a 3 or higher). One major factor that contributed to this score was the population of students taking this exam. Our 7th Grade students taking Advanced Math did not take the 7th Grade FAST Mathematics Assessment. Those students took the 8th Grade FAST. This led to a decrease in our 7th Grade scores and an increase in our 8th Grade scores.
Another factor that contributed to our low 7th Grade Math scores, was an extended staffing shortage. Although we were able to secure a long-term substitute for the majority of the second half of the year, our scores suffered as a result.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

7th Grade Math was also the subject/grade level that saw the greatest decline from the 2022 FAST assessments to the 2023 assessments. Our percentage of students earning a 3 or higher declined from 39 to 27. We believe a large factor in this decline was the same reason listed above.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to state averages, our 7th Grade Math had the greatest gap between TMS scores and the state average. We believe the factors that lead to this decline were the same listed above.
The trends that we noticed were the increase in student achievement in 6th and 8th grade Math. We more than doubled the state's average increase in both grade levels.

Which data component showed the most improvement? What new actions did your school take in this area?

The area the showed the most improvement from 2022 to 2023 was our 8th Grade Math. After examining our mid-year data, we made changes to our Patriot Block, paying special attention to our Math and Reading remediation. We used flextime manager to put students into classes based on need.

Our Algebra students were put into review classes with their assigned teachers and the students in MTSS worked with academic coaches.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reviewing our EWS data, one of our greatest areas of concern is attendance. Approximately 34% of students were absent 10% or more days. Additionally, 10% of students missed 20% or more days. Our second area of concern is the percent of students that have a substantial deficiency in reading. Approximately 32% of students are two grade levels or more below in reading.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for the 2023-2024 school year are as follows:
Attendance
Remediation/Acceleration
Culture/Collaboration

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Through the collection and analysis of EWS data, Tavares Middle School will target our Students With Disabilities and our students with multiple Early Warning Signs to increase engagement in order to maintain a collaborative, positive, safe, and supportive culture (academic and behavior) for everyone. Teachers will use accountable collaboration strategies within their ELA, Math, and Social Studies classrooms to increase student engagement, which will lead to increased proficiency levels. Collaboration resources will be purchased to support engagement/proficiency in Science classrooms.
In addition to increased engagement in the classroom, TMS will use SAI funds to support a tutoring program for all students scoring a Level I or Level II on state assessments.

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

By implementing Accountable Collaboration, School Expectations/Standard Operating Procedures (SOPs), and Restorative Practices, the attendance of students with multiple Early Warning Indicators and Students With Disabilities will increase by 20%.

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. Walkthrough data will also be examined to ensure our District Instructional Framework is a priority in the classroom, with a focus on collaborative learning.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

By focusing on Accountable Collaboration, as well as Standard Operating Procedures, we will establish high expectations and school culture will decrease EWS data and increase academic achievement in all content areas.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If we implement social emotional learning through restorative practices there will be decreased at-risk behaviors.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Monitoring student data will be on-going throughout the year.

#2. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

With high expectations, Tavares Middle School will deliver standards based instruction utilizing the district instructional framework in all content areas with an emphasis on Math and Science. We serve a diverse population of students with unique academic needs which include Students with Disabilities (ESE) and English Language Learners (ELL). Students in these subgroups will increase proficiency in Math and Science when our teachers are utilizing their time in Professional Learning Teams to plan lessons using components of our district instructional framework and current data.

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

When we implement weekly PLT's (Professional Learning Teams) and utilize the instructional framework in our planning, 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.
In the 2022-2023 school year, 74% of ELL students performed below grade level on the WIDA. As a result of weekly collaborative planning, 70% of ELL students will make gains on the WIDA.

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

*School administrators and academic coaches will take part in the PLT's. All members of the PLT will analyze data, determine trends, and plan for remediation and acceleration for all students.
*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.
*School administrators, guidance counselors, and the ELL teacher assistant will meet quarterly to discuss ELL students and their progress through interventions.

Person responsible for monitoring outcome:
Abigail Crosby (crosbya@lake.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.
Rosetta Stone and Achieve 3000 data will also be used for ELL progress monitoring. TMS ELL support staff will work our Non-English Speakers during our intervention block with a focus on Language Acquisition.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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.
The additional intensive support offered by our ELL support staff with increase proficiency using the English language, and in turn increase student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Progress monitoring will be on-going throughout the 2023-2024 school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

When reviewing school improvement funding allocations, all stakeholders are asked to identify specific areas of need around the school. Various data sources are analyzed to determine which students and courses need additional resources. A specific focus is put on the intensive reading classrooms, as well as all math classrooms that have students in our lowest quartile. An inventory is conducted in these classrooms to look at specific supplies (calculators, chart paper, novels, etc.). In addition, a tutoring calendar is created and students in the lowest quartile are personally invited to attend the tutoring sessions with qualified teachers. During SAC meetings, we report back to the stakeholders the progress made and how the resources are being utilized campus-wide.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Tavares Middle School disseminates Title 1 information through a variety of ways:
School website
Notices are posted in the front office

Title 1 Parent Night
Progress report letters are sent home quarterly
Parent/Teacher conferences
Progress will also be monitored through SIP review during monthly SAC meetings

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Tavares Middle School is committed to fulfilling our Mission Statement by building positive relationships with all stakeholders. To ensure constant communication, the following steps have been put in place:
School website/Social Media Page
Title 1 Night
Open House
STEAM Night
Literacy Night
Meet the Teacher
6th Grade Orientation
Parent/Teacher conferences

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our school utilizes a thirty minute acceleration / remediation block daily. All students attend an ELA class twice a week, as well as a Math class twice per week. Once a week, students can individualize their instruction by choosing a subject area of they feel needs the most attention.
To increase math proficiency, all students taking Algebra 1 meet with their math teacher twice a week, while students in math MTSS meet with our academic coaches to receive small group instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The Tavares Middle School SIP was created with feedback from our parents, staff, students, and community partners. We have shared our school's plan with stakeholders during our SAC meetings and have updated our plan to reflect input from the members.