# TYRONE MIDDLE SCHOOL



# 2024-25 Schoolwide Improvement Plan

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# School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

# 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 parents), 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://cims2.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) | |
| I.E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II.A-E: Data Review | | 6A-1.099827(4)(a)(2) |
| III.A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III.B, IV: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

# A. School Mission and Vision

### Provide the school's mission statement

Tyrone Middle School-The Center for Innovation and Digital Learning will provide a safe and quality educational setting with engaging and rigorous classroom experiences that create educated, respectful, and responsible citizens who are prepared for college, career, and life

### Provide the school's vision statement

Ensuring Achievement for All Scholars.

# B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

## Leadership Team Member #1

### Employee's Name
Linda Burris

### Position Title
Principal

### Job Duties and Responsibilities

The principal is the instructional and operational leader within the school community and is critical to improving student outcomes, through the hiring, development, support, supervision and retention of high-quality instructional and support staff. As the school leader, the principal creates a culture of rigorous learning, belonging and engagement for staff, students and families through collaboration and distributive leadership. In alignment with the Florida Principal Standards, the Principal leads the school team to increased school and student outcomes by prioritizing instruction while effectively balancing the operational, safety, and policy responsibilities of a school-building leader. ESSENTIAL RESPONSIBILITIES • Recruits, develops, supports, supervises, evaluates and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards and improvement plans. •

Establishes and maintains a culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their team. • Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities. • Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success. • Structures and monitors the school learning environment to improve learning for a diverse student population while deploying safety protocols to foster the wellbeing of all stakeholders. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. • Oversees and monitors disciplinary procedures for all students, in alignment with the Student Code of Conduct. • Demonstrates research- and evidence-based adult learning strategies and facilitates effective professional learning which develops highly effective staff members through collaboration, planning, design and implementation of feedback, coaching and modeling to improve staff practice. • Establishes open lines of communication and processes to determine and support stakeholder needs and opportunities for growth. • Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, staff or the community. • Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals. • Develops the leadership skills of assistant principals and others who are preparing for school based or district positions. • Engages in structured professional development programs and attends specific principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities. • Develops reports and analysis for district leaders and the community regarding the status and performance of the school. • Directs resources toward instructional improvement, development, and implementation of quality standards-based curricula. • Leads and manages organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment. • Recommends hiring and termination of school staff. • Represents the school and district at meetings within the community and other agencies, as assigned. • Performs and promotes all activities in compliance with equal employment and non-discrimination.

## Leadership Team Member #2

**Employee's Name**
Ryan Aldis

**Position Title**
Assistant Principal

## Job Duties and Responsibilities

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned. ESSENTIAL RESPONSIBILITIES • Develops, supports, supervises and evaluates assigned staff members to support an effective and diverse faculty with a focus on increased effectiveness and student achievement. • Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based and aligned with statutes, policies, standards and improvement plans. • Supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. • Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. • Promotes that student learning is a top priority through leadership actions focused on student achievement and success. • Supports and monitors the school learning environment which improves learning for a diverse student population. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. Assists in establishing open lines of communication and processes to determine and support stakeholder needs and opportunities for growth. • Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, assigned staff or the community. • Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals. • Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles within the school. • Engages in structured professional development programs and attends specific assistant principal training to ensure ongoing self-reflection, growth and improved practices related to the role and responsibilities. • Develops reports and analysis, under the direction of the Principal, for district leaders and the community regarding the status and performance of the school. • Under the direction of the Principal,

manages assigned organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, textbooks, testing, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment. • Represents the school and district at meetings within the community and other agencies, as assigned. • Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board of Pinellas County, Florida. • Performs other related duties as required.

## Leadership Team Member #3

**Employee's Name**
Brittnee Scott

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned. ESSENTIAL RESPONSIBILITIES • Develops, supports, supervises and evaluates assigned staff members to support an effective and diverse faculty with a focus on increased effectiveness and student achievement. • Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based and aligned with statutes, policies, standards and improvement plans. • Supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. • Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. • Promotes that student learning is a top priority through leadership actions focused on student achievement and success. • Supports and monitors the school learning environment which improves learning for a diverse student

population. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. Assists in establishing open lines of communication and processes to determine and support stakeholder needs and opportunities for growth. • Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, assigned staff or the community. • Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals. • Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles within the school. • Engages in structured professional development programs and attends specific assistant principal training to ensure ongoing self-reflection, growth and improved practices related to the role and responsibilities. • Develops reports and analysis, under the direction of the Principal, for district leaders and the community regarding the status and performance of the school. • Under the direction of the Principal, manages assigned organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, textbooks, testing, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment. • Represents the school and district at meetings within the community and other agencies, as assigned. • Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board of Pinellas County, Florida. • Performs other related duties as required.

## Leadership Team Member #4

**Employee's Name**
Javan Turner

**Position Title**
Assistant Principal

**Job Duties and Responsibilities**

The Assistant Principal is an instructional and operational leader within the school community and is critical to improving student outcomes through staff development and effectiveness. In collaboration with and aligned to the direction of the Principal, the Assistant Principal supports the creation of the culture of rigorous learning, belonging and engagement for staff, students and families throughout the school community. In alignment with the Florida Assistant Principal Standards, the Assistant Principal supports and leads assigned school teams to increased school and student outcomes through ongoing training, coaching, feedback and support by prioritizing instruction while effectively balancing operational, safety and policy responsibilities, as assigned. ESSENTIAL RESPONSIBILITIES •

Develops, supports, supervises and evaluates assigned staff members to support an effective and diverse faculty with a focus on increased effectiveness and student achievement. • Serves as a member of the school-based leadership team and supports the development and implementation of strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the District Strategic Plan. • Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based and aligned with statutes, policies, standards and improvement plans. • Supports the schoolwide culture of high-expectations, equity and continuous improvement through sound judgement and consistent development, support and accountability for themselves and their assigned teams. • Actively involved and highly visible within the school and in the community and supports stakeholder engagement across assigned school activities. • Promotes that student learning is a top priority through leadership actions focused on student achievement and success. • Supports and monitors the school learning environment which improves learning for a diverse student population. • Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student. Assists in establishing open lines of communication and processes to determine and support stakeholder needs and opportunities for growth. • Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, assigned staff or the community. • Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals. • Serves as a coach/mentor to teacher leaders or others who are aspiring to take on leadership roles within the school. • Engages in structured professional development programs and attends specific assistant principal training to ensure ongoing self-reflection, growth and improved practices related to the role and responsibilities. • Develops reports and analysis, under the direction of the Principal, for district leaders and the community regarding the status and performance of the school. • Under the direction of the Principal, manages assigned organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, textbooks, testing, school finance and financial reporting, asset inventory and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment. • Represents the school and district at meetings within the community and other agencies, as assigned. • Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board of Pinellas County, Florida. • Performs other related duties as required.

# C. Stakeholder Involvement and Monitoring

**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. *(ESEA 1114(b)(2))*

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

All stakeholders are provided an opportunity to provide input on the creation and implementation of the School Improvement Plan. As data becomes available, it is shared, reviewed and analyzed to guide and inform the development of school improvement goals. At the beginning of the year, teachers are aware of the process and provide input accordingly. As the SIP is a fluid document, suggestions and/or revisions by our stakeholders are gathered and updates are recorded within the plan.

**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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

Monitoring of the School Improvement plan will take place throughout the school year by the administrative team, teachers, parents and community members. School leadership teams will evaluate progress based on PM1, PM2 and district initiated common assessments. The School Advisory Council may also choose to revise the plan based on input from stakeholders.

# D. Demographic Data

| 2024-25 STATUS<br>(PER MSID FILE) | ACTIVE |
|---|---|
| SCHOOL TYPE AND GRADES SERVED<br>(PER MSID FILE) | MIDDLE/JR. HIGH<br>6-8 |
| PRIMARY SERVICE TYPE<br>(PER MSID FILE) | K-12 GENERAL EDUCATION |
| 2023-24 TITLE I SCHOOL STATUS | YES |
| 2023-24 MINORITY RATE | 65.1% |
| 2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE | 100.0% |
| CHARTER SCHOOL | NO |
| RAISE SCHOOL | NO |
| 2023-24 ESSA IDENTIFICATION<br>*UPDATED AS OF 7/25/2024 | N/A |
| ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG) | |
| 2023-24 ESSA SUBGROUPS REPRESENTED<br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | STUDENTS WITH DISABILITIES (SWD)<br>ENGLISH LANGUAGE LEARNERS (ELL)<br>ASIAN STUDENTS (ASN)<br>BLACK/AFRICAN AMERICAN STUDENTS (BLK)<br>HISPANIC STUDENTS (HSP)<br>MULTIRACIAL STUDENTS (MUL)<br>WHITE STUDENTS (WHT)<br>ECONOMICALLY DISADVANTAGED STUDENTS (FRL) |
| SCHOOL GRADES HISTORY<br>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE. | 2023-24: A<br>2022-23: C*<br>2021-22: F<br>2020-21:<br>2019-20: C |

# E. Early Warning Systems

## 1. Grades K-8

**Current Year 2024-25**

Using 2023-24 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 school days | | | | | | | 92 | 75 | 94 | 261 |
| One or more suspensions | | | | | | | 27 | 46 | 69 | 142 |
| Course failure in English Language Arts (ELA) | | | | | | | 4 | 4 | 13 | 21 |
| Course failure in Math | | | | | | | 27 | 14 | 19 | 60 |
| Level 1 on statewide ELA assessment | | | | | | | 72 | 53 | 78 | 203 |
| Level 1 on statewide Math assessment | | | | | | | 70 | 28 | 61 | 159 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3) | | | | | | | | | | 0 |
| Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4) | | | | | | | | | | 0 |

**Current Year 2024-25**

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 | | | | | | | 43 | 64 | 80 | 187 |

**Current Year 2024-25**

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

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | | | | | 2 | 4 | 16 | 22 |
| Students retained two or more times | | | | | | | 2 | 6 | 10 | 18 |

**Prior Year (2023-24) As Last 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 school days | | | | | | | 45 | 71 | 64 | 180 |
| One or more suspensions | | | | | | | 86 | 129 | 101 | 316 |
| Course failure in ELA | | | | | | | | | | 0 |
| Course failure in Math | | | | | | | | | | 0 |
| Level 1 on statewide ELA assessment | | | | | | | 37 | 41 | 31 | 109 |
| Level 1 on statewide Math assessment | | | | | | | 14 | 36 | 19 | 69 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3) | | | | | | | | | | 0 |

**Prior Year (2023-24) As Last Reported (pre-populated)**

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 | | | | | | | 66 | 86 | 69 | 221 |

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

| INDICATOR | GRADE LEVEL | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained students: current year | | | | | | | 1 | 5 | 2 | 8 |
| Students retained two or more times | | | | | | | | | | 0 |

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

# II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

# A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

| ACCOUNTABILITY COMPONENT | 2024 | | | 2023 | | | 2022** | | |
|---|---|---|---|---|---|---|---|---|---|
| | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement * | 51 | | | 40 | 49 | 49 | 27 | 46 | 50 |
| ELA Grade 3 Achievement ** | | | | | | | | | |
| ELA Learning Gains | 58 | | | | | | 31 | | |
| ELA Learning Gains Lowest 25% | 53 | | | | | | 25 | | |
| Math Achievement * | 67 | | | 59 | 58 | 56 | 29 | 30 | 36 |
| Math Learning Gains | 72 | | | | | | 33 | | |
| Math Learning Gains Lowest 25% | 73 | | | | | | 38 | | |
| Science Achievement * | 51 | | | 36 | 48 | 49 | 24 | 52 | 53 |
| Social Studies Achievement * | 73 | | | 66 | 69 | 68 | 31 | 52 | 58 |
| Graduation Rate | | | | | | | | 45 | 49 |
| Middle School Acceleration | 84 | | | 69 | 77 | 73 | 42 | 44 | 49 |
| College and Career Readiness | | | | | | | | 66 | 70 |
| ELP Progress | 63 | | | 52 | 38 | 40 | 24 | 72 | 76 |

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

# B. ESSA School-Level Data Review (pre-populated)

| 2023-24 ESSA FPPI | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL FPPI – All Students | 62% |
| OVERALL FPPI Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the FPPI | 624 |
| Total Components for the FPPI | 10 |
| Percent Tested | 96% |
| Graduation Rate | |

| ESSA OVERALL FPPI HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20* | 2018-19 | 2017-18 |
| 62% | 52% | 30% | 37% | | 44% | 48% |

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

# C. ESSA Subgroup Data Review (pre-populated)

| | 2023-24 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% |
| Students With Disabilities | 47% | No | | |
| English Language Learners | 63% | No | | |
| Asian Students | 74% | No | | |
| Black/African American Students | 55% | No | | |
| Hispanic Students | 61% | No | | |
| Multiracial Students | 73% | No | | |
| White Students | 67% | No | | |
| Economically Disadvantaged Students | 61% | No | | |

| 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% |
| Students With Disabilities | 22% | Yes | 4 | 4 |
| English Language Learners | 52% | No | | |
| Asian Students | 80% | No | | |
| Black/African American Students | 34% | Yes | 4 | |
| Hispanic Students | 56% | No | | |
| Multiracial Students | 56% | No | | |
| White Students | 58% | No | | |
| Economically Disadvantaged Students | 47% | No | | |

| | 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% |
| Students With Disabilities | 18% | Yes | 3 | 3 |
| English Language Learners | 25% | Yes | 2 | 1 |
| Native American Students | | | | |
| Asian Students | 47% | No | | |
| Black/African American Students | 21% | Yes | 3 | 3 |
| Hispanic Students | 29% | Yes | 1 | 1 |
| Multiracial Students | 35% | Yes | 3 | |
| Pacific Islander Students | | | | |
| White Students | 34% | Yes | 1 | |
| Economically Disadvantaged Students | 29% | Yes | 2 | 1 |

# D. 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)

## 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 ELA ACH. | ELA LG | ELA LG L25% | MATH ACH. | MATH LG | MATH LG L25% | SCI ACH. | SS ACH. | MS ACCEL. | GRAD RATE 2022-23 | C&C ACCEL 2022-23 | ELP PROGRESS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 51% | | 58% | 53% | 67% | 72% | 73% | 51% | 73% | 84% | | | 63% |
| Students With Disabilities | 18% | | 56% | 63% | 43% | 71% | 70% | 13% | 41% | | | | |
| English Language Learners | 45% | | 62% | 54% | 61% | 72% | 68% | 53% | 81% | 91% | | | 42% |
| Asian Students | 73% | | 75% | 64% | 83% | 74% | | 74% | 81% | 91% | | | 54% |
| Black/African American Students | 36% | | 49% | 51% | 53% | 68% | 67% | 26% | 60% | 83% | | | |
| Hispanic Students | 47% | | 56% | 44% | 66% | 72% | 68% | 53% | 80% | 85% | | | 41% |
| Multiracial Students | 55% | | 60% | | 78% | 86% | 100% | 50% | 75% | 82% | | | |
| White Students | 56% | | 59% | 58% | 71% | 73% | 79% | 55% | 73% | 81% | | | |
| Economically Disadvantaged Students | 47% | | 57% | 50% | 66% | 74% | 73% | 45% | 69% | 82% | | | 42% |

## 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 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 | 40% | | | | 59% | | | 36% | 66% | 69% | | | 52% |
| Students With Disabilities | 8% | | | | 29% | | | 15% | 31% | | | | 25% |
| English Language Learners | 32% | | | | 59% | | | 29% | 69% | 82% | | | 42% |
| Asian Students | 53% | | | | 91% | | | 75% | 86% | 94% | | | |
| Black/African American Students | 23% | | | | 39% | | | 14% | 46% | 50% | | | |
| Hispanic Students | 43% | | | | 60% | | | 40% | 79% | 76% | | | 39% |
| Multiracial Students | 50% | | | | 67% | | | 31% | 75% | | | | |
| White Students | 45% | | | | 63% | | | 44% | 72% | 65% | | | |
| Economically Disadvantaged Students | 33% | | | | 53% | | | 30% | 59% | 64% | | | 44% |

## 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

| | ELA ACH. | GRADE 3 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 | 27% | | 31% | 25% | 29% | 33% | 38% | 24% | 31% | 42% | | | 24% |
| English Language Learners | 22% | | 35% | 31% | 26% | 29% | 31% | 5% | 27% | 17% | | | 24% |
| Students With Disabilities | 7% | | 20% | 23% | 8% | 31% | 40% | 6% | 12% | | | | |
| Native American Students | | | | | | | | | | | | | |
| Asian Students | 50% | | 50% | | 52% | 51% | | 30% | 50% | 43% | | | |
| Black/African American Students | 10% | | 22% | 25% | 9% | 30% | 34% | 13% | 18% | 29% | | | |
| Hispanic Students | 28% | | 32% | 24% | 30% | 29% | 38% | 24% | 27% | 44% | | | 17% |
| Multiracial Students | 32% | | 29% | | 37% | 40% | 40% | 24% | 27% | 50% | | | |
| Pacific Islander Students | | | | | | | | | | | | | |
| White Students | 31% | | 32% | 24% | 36% | 32% | 45% | 29% | 38% | 42% | | | |
| Economically Disadvantaged Students | 21% | | 26% | 26% | 24% | 32% | 41% | 21% | 27% | 43% | | | 26% |

# E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

# III. Planning for Improvement

# A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

**Most Improvement**

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

While Tyrone Middle School demonstrated significant growth in all academic areas, the data component that showed the most growth in performance from the 2022-2023 school year to the 2023-2024 school year is within our science department.   Science scores increased by 15% moving from 36% proficient to 51% proficiency.  A strong focus on providing scaffolded supports within the integrated curriculum assisted with achieving the growth demonstrated by our students.

**Lowest Performance**

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

Tyrone Middle School achieved strong academic growth in all content areas as measured by the state of Florida.  In analyzing overall school performance using the 9-cell state identified school grading criteria, the area demonstrating the lowest performance from the 2022-2023 school year to the 2023-2024 school year is within our social studies department.  Civics EOC scores increased by a 7% passage rate - moving from 66% to 73% proficient.

While the area of social studies showed the lowest performance gains, three-year trend data suggest this is also the component that showed the most growth among all subject areas.  Civics demonstrated an increase of 42%, moving from a 31% passing rate in 2021-2022 to 73% passing the 2023-2024 Civics EOC exam.

Factors that lead to the continued increase in our social studies scores are related to a strong instructional staff developer, excellent instructional strategies from our Civics teachers, intentional supports with lesson planning and development, and the implementation of binders to build student agency.

**Greatest Decline**

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

 Tyrone Middle School did not have a decline in any of the 9 cell data components as demonstrated

on the FAST PM3 Assessment.

## Greatest Gap

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.

Waiting on official performance data to be released by the state of Florida.

## EWS Areas of Concern

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

Tyrone Middle School has identified attendance and suspension rates as two areas of improvement.

## Highest Priorities

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

1. ELA / Writing
2. Math (7th Grade and Pre-Algebra)
3. Learning Gains for Math and ELA
4. Civics (8th Grade)
5. Science

# B. Area(s) of Focus (Instructional Practices)

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

## Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

### Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 51% proficient based on the Spring 2023-2024 Progress Monitoring (PM) Statewide Assessment. We will focus on increasing student proficiency levels while improving overall assessment performance compared to previous years. Based on the 2023-2024 PM Statewide Assessment, nearly ?? percent of our students are at level 2.2. Furthermore, ??? of our level 2's are strategically placed in reading to improve vocabulary development, enhance writing using textual evidence, support critical thinking, and build student capacity. We expect to move these scholars to the next achievement level by the end of the 2024-2025 school year

### Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase the percentage of students demonstrating proficiency from 51 percent to 55 percent as measured by the 2024-2025 PM Statewide Assessment. At least 54 percent of our bottom quartile and overall student population will make learning gains in ELA.

### Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Intentional tracking of student data through PM Statewide Cycles, Performance Matters Assessment, I Ready, IXL, and In-Class Assessments (Formal or informal). Administration and Language Arts/ Reading Coach will facilitate and monitor lesson plans during our weekly PLC meetings. Administration will calibrate with Coach to conduct walkthroughs to ensure data◇driven instruction is utilized in the classrooms. Immediate feedback will be provided to teachers after walkthroughs

### Person responsible for monitoring outcome
Brittnee Scott

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**
Part-Time Hourly Reading Teacher to support students with tier 2 small group reading instruction. (see rationale below) Extending Learning Program (Tutoring) will be offered to provide students with academic enrichment that align with state standards and assess student outcomes. Coaching cycles will be provided to teachers to improve instruction when needed.

**Rationale:**
Part-Time Hourly Reading: Provides identified Tier 2 students with daily foundational support to increase and improve student literacy levels. Models effective reading strategies in the classroom and works with instructional staff developer / literacy coach to ensure effective and efficient delivery of instruction. Analyzes data points to develop meaningful instructional plans based on individualized needs. Student progress is monitored through the review of diagnostic results and state progress monitoring assessments. The part-time hourly reading position in 6th grade provides a strong Tier 2 intervention to close the achievement gap and provide the identified students with a progression of learning model that extends the opportunity to enroll in an advanced / honors course in 8th grade ELA.

**Tier of Evidence-based Intervention:**
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Brittnee Scott | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
The administration will conduct weekly walkthroughs that provide teachers with immediate and purposeful feedback aligning with school-wide look fors. Teacher feedback data will be utilized to support coaching and enhance classroom instruction.

**Action Step #2**
In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction.

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Brittnee Scott | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The administration will conduct weekly walkthroughs that provide teachers with immediate and purposeful feedback aligning with school-wide look fors. Teacher feedback data will be utilized to support coaching and enhance classroom instruction

### Action Step #3

In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction.

**Person Monitoring:**
Brittnee Scott

**By When/Frequency:**
Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will monitor and support instructional planning to ensure protocols are being implemented and followed. Administration will also monitor and support coaching collaboration to ensure strategies to accelerate literacy across content areas are utilized in Facilitated Lesson Plan Meetings.

## Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Math

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on 2023-2024 FAST Mathematics assessment results, 67% of scholars school-wide were proficient. We reviewed the number/percentage of scholars enrolled in our school for the 2024-2025, 24% of those scholars are currently a level 2. We expect to move these scholars to proficiency by the end of the 2024-2025 school year.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our current level of performance is 67% of our students are proficient on the 2023-2024 FAST Mathematics assessment. We expect our performance level to increase to 70% of our students meeting proficiency by the Spring 2025 Progress Monitoring Assessment (FAST).

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will monitor and support instructional planning. Administration will also monitor and support coaching collaborations to ensure strategies to accelerate literacy across content areas are utilized in Facilitated Lesson Plan Meetings

**Person responsible for monitoring outcome**
Ryan Aldis

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

**Description of Intervention #1:**
MTSS Math Instructional to assist with tier 2 interventions that support an increase in student
achievement. (Please see rationale listed below) ELP - Extended Learning Opportunities for students
to increase their math fluency in preparation for the FAST PM3 assessment Online tutoring - Small
group instruction to assist with remediation of math strategies

**Rationale:**
MTSS Math Instructional - Assists with the monitoring of student achievement to guide and inform
instructional practices through the development of remediation and/or enrichment plans. Conducts
small group lessons that are aligned with state benchmarks and works with instructional coaches to
ensure fidelity to the curriculum and learning. Participates in weekly tier 2 community sessions and
supports the school goals as outlined within the School Improvement Plan.

**Tier of Evidence-based Intervention:**
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Instructional Planning

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Ryan Aldis | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
All Math teachers will administer benchmark-based Weekly/Bi-weekly assessments, review the
scholar achievement data at a deeper level and utilize data to provide timely, focused feedback to
scholars and plan future differentiated classroom instruction. During PLC meetings before the
assessment, teachers will identify misconceptions and items that students will have difficulty with.
They will pre-determine this and create interventions that will aid instruction of critical content.

**Action Step #2**
Instructional Planning

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Ryan Aldis | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**
The Math teachers and Math Coach will utilize systematic documents to effectively plan for mathematics units that incorporate the standards for mathematical practice and rigorous performance tasks aligned to mathematics Florida benchmarks

**Action Step #3**
Instructional Planning

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Ryan Aldis | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Math teachers will utilize mathematics unit assessments and use the assessments during unit planning and analyze the data by benchmark for their class and across the grade level.

**Action Step #4**
Instructional Planning

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Ryan Aldis | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
All math teachers will meet weekly in common PLCs to create/ implement benchmark-based lesson plans that incorporate cognitively complex tasks (Level 3+) and tasks aligned to the target, using AVID WICORT strategies. The teachers will meet with other teachers in their grade level and subject. This will be facilitated by the Assistant Principal and Math Coach.

# Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Social Studies

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current level of performance is 73 percent based on the Spring 2023-2024 Progress Monitoring (PM) Statewide Assessment. We will focus on increasing student proficiency levels while improving overall assessment performance compared to previous years. We will increase student PM State Assessment scores by utilizing across content vocabulary development to enhance reading, incorporate across content writing strategies, enhance student agency, expand the timeframe that we strategically offer our Extended Learning (Tutoring) program, and use Power Point to support the differentiation of content instruction for our ELL population by utilizing the subtitle feature, chunk Civics lessons for our 504 and SWD subgroups, and provide scaffolded support to enhance reading within the content area.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase the percentage of students demonstrating proficiency on the state Civics End of Course Exam from 73% during the 2023-2024 school year to 75% as measured by the 2024-2025 Civics End of Course Exam.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored with Intentional tracking of student data through PM Statewide Cycles, Performance Matters Assessments, IXL, Student Binders and In-Class Assessments (Formal or Informal). Administration and Civics Coach will facilitate and monitor lesson plans during our weekly PLC meetings. Administration will calibrate with Coach to conduct walkthroughs to ensure data-driven instruction is utilized in the classrooms. Immediate feedback will be provided to teachers after walkthroughs.

**Person responsible for monitoring outcome**
Brittnee Scott, Assistant Principal and Wiley Griste, Instructional Staff Developer will monitor for the intended outcome.

**Evidence-based Intervention:**
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**
List the action steps that will be taken to address this Area of Focus or implement this intervention.
Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Facilitated and Common Planning outcomes

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Brittnee Scott | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**
In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction. Teachers will build in daily purpose for continual student use of content binders, enhancing student agency. Teachers, Coach and Administration will monitor the pace of standards-based instruction in Civics to maintain an appropriate pace of the completion of instructional units for remediation and review to occur prior to district and Statewide Assessments. The administration will continue to monitor student data through State and District Assessments, Classroom Work, and the usage of Academic Enrichment Programs (ELP).

### Action Step #2
Facilitated and Common Planning outcomes

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Brittnee Scott | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction. Teachers will build in daily purpose for continual student use of content binders, enhancing student agency. Teachers, Coach and Administration will monitor the pace of standards-based instruction in Civics to maintain an appropriate pace of the completion of instructional units for remediation and review to occur prior to district and Statewide Assessments. The administration will conduct weekly walkthroughs that provide teachers with immediate and purposeful feedback aligning with school-wide look fors. Teacher feedback data will be utilized to support coaching and enhance classroom instruction.

### Action Step #3
Facilitated and Common Planning

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Brittnee Scott | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
In Facilitated and Common Planning, teachers meet weekly to create standards-based lessons driven by data to support rigorous instruction. Teachers will build in daily purpose for continual student use of content binders, enhancing student agency. Teachers, Coach and Administration will monitor the pace of standards-based instruction in Civics to maintain an appropriate pace of the completion of instructional units for remediation and review to occur prior to district and Statewide Assessments. The administration will monitor and support instructional planning. Administration will also monitor and support coaching collaborations to ensure strategies to accelerate literacy across content areas are utilized in Facilitated Lesson Plan Meetings

## Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

## Instructional Practice specifically relating to Science

### Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on school year 2023-2024 FSA results, 49% demonstrated proficiency on the SSA-Science Assessment. We reviewed the number/percentage of incoming 8th grade scholars enrolled in our 2024-2025 school year, ??% of them are proficient in literacy and ??% of them are proficient in math, additionally, there are ??% of scholars that are currently a level 2.2 in literacy or math, we expect to move these scholars to proficient by the end of the 2024-2025 school year.

## Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our current level of performance is 36% of our 8th grade scholars are proficient on the 2023 SSA Science. We expect our performance level to increase by 10% to move our scholars to 46% proficiency by Spring 2024 Progress Monitoring assessment (F.A.S.T.)/SSA-Science Assessment.

## Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The science team will use equity centered PLCs to design, analyze, implement, and monitor student data to create and differentiate inquiry-based instruction using AVID and CRT strategies. The Science team will be support by the Administration team via: Weekly walk-throughs with instructional feedback, data chats, goal setting, celebrations, and academic incentives. Additionally, the team will focus on developing formative and summative assessments to track and review student progress to standards mastery and remediation groups to ensure comprehension.

## Person responsible for monitoring outcome

Javan Turner

## Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### Description of Intervention #1:

Strategy 1-Teachers will provide extensive inquiry based instruction which includes opportunities for students to think scientifically through research, content exploration, and writing opportunities (claims and evidence). Strategy 2-Science teachers will utilize data to differentiate and scaffold instruction to increase student performance. Strategy 3- Science teachers will use cross content (Math, Reading, AVID) strategies to support Science learning with related content.

### Rationale:

If teachers use formative, standards-based assessment data to guide their instructional planning, implementation, and remediation, then the instruction will be aligned to the depth and rigor of the standard and differentiated to specific scholar needs.

**Tier of Evidence-based Intervention:**
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**
Planning for Instruction

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Javan Turner | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Strategy 1 1. Teachers will utilize the pacing guide to ensure Science benchmarks are being taught. 2. Teachers use common short and extended performance-based tasks for assessment of student mastery of content. 3. Science teachers utilize the parallel teaching approach teaching Nature of Science in context with Content. 4. Science teachers provide students with opportunities to write lab summaries during inquiry-based science projects. 5. Teachers provide students the opportunity to make a claim, test it and defend their results with evidence using WICORT strategies in their writing. 6. Using Project Based Learning, teachers will help students make real world content connections to make content meaningful. 7. All teachers will meet weekly in common planning PLCs, review scholar responses to tasks and formative assessments, and utilize systemic documents (adopted curriculum, pacing guides, CRT planning resources, etc.) to create standards-based lesson plans with modeled responses that incorporate. cognitively complex tasks (Level 3+) aligned targets.

**Action Step #2**

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Javan Turner | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Strategy 2 1. Teachers will regularly incorporate checks for understanding (formative assessments) in each phase of 5E instruction and use the data to gauge scholar mastery of the content. 2. All Teachers will meet weekly in equity-centered common planning Professional Learning Communities (PLCs), inclusive of 'data chats', to review scholars' responses to tasks and formative assessments and plan for instructional lessons, following the 5E model, that include text-dependent questions, close and critical reading and skill/strategy-based groups to implement during core instruction to support success with complex texts. 3. Teachers will meet to collaboratively create and implement common bi-weekly differentiated instructional plans that include, standards, goals, targets, text dependent questions, close and critical reading, checks. for understanding, and complex tasks/texts based on student performance data. 4. Administrator will conduct regular classroom visits to monitor teacher instructional practice and give instructional feedback.

**Action Step #3**

| **Person Monitoring:** | **By When/Frequency:** |
|---|---|
| Javan Turner | Ongoing |

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**
Strategy 3 1. Teacher will utilize AVID strategies (Note taking, binders, coding) to support scholars learning. 2. The Science team will collaborate with Math, AVID, and Reading to identify common terms(vocabulary), strategies, and other related areas to support Science comprehension. 3.The Science teachers will incorporate binders to ensure organization skills, note taking, and reference focus for our scholars. 4. Teachers will monitor students' binders (notebook check) to ensure the usage and skill to being utilized. Pinellas - 4611 - Tyrone Middle School - 2023-24 SIP Last Modified: 10/17/2023 https://www.floridacims.org Page 27 of 40 5., Science with model best practices via maintaining a science binder and teaching tool. 6. The Administration will monitor academic progress, successes, and deficiencies via class walk-throughs and binder monitoring.

# Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

## specifically relating to

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

### Person responsible for monitoring outcome

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

**Person Monitoring:**                                              **By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

# IV. Positive Culture and Environment

## Area of Focus #1

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

**Person responsible for monitoring outcome**

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**
No

**Action Steps to Implement:**

**Action Step #1**

**Person Monitoring:**                                    **By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

# V. Title I Requirements (optional)

## A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

**Dissemination Methods**

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

No Answer Entered

**Positive Relationships With Parents, Families and other Community Stakeholders**

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

**Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

**How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

# B. Component(s) of the Schoolwide Program Plan

## Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

### Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

# VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

**Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

**Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.                                                    **No**

| BUDGET | ACTIVITY | FUNCTION/ OBJECT | FUNDING SOURCE | FTE | AMOUNT |
|---|---|---|---|---|---|
| Plan Budget Total | | | | | 0.00 |