

Pinellas County Schools

TYRONE MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

burrisl@pcsb.org

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. • Pinellas TYRONE MIDDLE SCHOOL 2024-25 SIP Printed: 08/06/2024 Page 3 of 42 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

aldisr@pcsb.org

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, Pinellas TYRONE MIDDLE SCHOOL 2024-25 SIP Printed: 08/06/2024 Page 5 of 42 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

Javan Turner

turnerj@pcsb.org

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, Pinellas TYRONE MIDDLE SCHOOL 2024-25 SIP Printed: 08/06/2024 Page 5 of 42 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.

2. Stakeholder Involvement

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 (20 U.S.C. §

6314(b)(2), ESEA Section 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.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: C 2021-22: F 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment										0
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, 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 2025-26

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

Current Year 2025-26

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										0
Students retained two or more times										0

Prior Year (2024-25) 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							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-6.053, 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

Prior Year (2024-25) 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							43	64	80	187

Prior Year (2024-25) 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							2	4	16	22
Students retained two or more times							2	6	10	18

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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	60	58	51	55	53	40	49	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	60	59	59	58	58	56			
ELA Lowest 25th Percentile	51	52	52	53	53	50			
Math Achievement*	71	65	63	67	61	60	59	58	56
Math Learning Gains	72	60	62	72	61	62			
Math Lowest 25th Percentile	73	59	57	73	59	60			
Science Achievement	49	59	54	51	52	51	36	48	49
Social Studies Achievement*	80	79	73	73	75	70	66	69	68
Graduation Rate									
Middle School Acceleration	84	84	77	84	80	74	69	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	43	49	53	42	44	49	52	38	40

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	639
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	62%	52%	30%	37%		44%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	37%	Yes	1	
English Language Learners	58%	No		
Asian Students	77%	No		
Black/African American Students	57%	No		
Hispanic Students	60%	No		
Multiracial Students	75%	No		
White Students	71%	No		
Economically Disadvantaged Students	62%	No		

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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	56%		60%	51%	71%	72%	73%	49%	80%	84%			43%
Students With Disabilities	26%		42%	30%	32%	53%	59%	16%	41%	36%			
English Language Learners	39%		52%	46%	62%	73%	77%	33%	67%	85%			43%
Asian Students	75%		79%	75%	91%	85%	70%	82%	81%	96%			38%
Black/African American Students	37%		51%	57%	54%	63%	67%	25%	74%	88%			
Hispanic Students	47%		55%	44%	69%	70%	73%	42%	70%	82%			46%
Multiracial Students	67%		53%		85%	74%		75%	94%	77%			
White Students	66%		64%	51%	77%	74%	78%	61%	88%	81%			
Economically Disadvantaged Students	51%		59%	53%	68%	70%	73%	41%	76%	84%			45%
07/2025													

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%			42%
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%

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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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	56%	61%	-5%	60%	-4%
ELA	7	56%	59%	-3%	57%	-1%
ELA	8	45%	59%	-14%	55%	-10%
Math	6	70%	63%	7%	60%	10%
Math	7	47%	33%	14%	50%	-3%
Math	8	67%	64%	3%	57%	10%
Science	8	46%	58%	-12%	49%	-3%
Civics		79%	78%	1%	71%	8%
Algebra		85%	59%	26%	54%	31%
Geometry		93%	53%	40%	54%	39%

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

Pinellas TYRONE MIDDLE SCHOOL 2024-25 SIP Printed: 08/06/2024 Page 24 of 42 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.

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

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.

Our current level of performance is 56% proficient based on the Spring 2024-2025 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 2024-2025 PM Statewide Assessment, nearly 14 percent of our students are at level 2.2. Furthermore, approximately 90% 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 2025-2026 school year

Measurable Outcome

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 56 percent to 57 percent as measured by the 2025-2026 PM Statewide Assessment. At least 54 percent of our bottom quartile and 60 percent of our overall student population will make learning gains in ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

All level 2 students will be placed in a reading course 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:

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:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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:

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:

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:

By When/Frequency:

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

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

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.

Our current level of performance is 71% proficient based on the Spring 2024-2025 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 2024-2025 PM Statewide Assessment, nearly 20 percent of our students are at level 2.1 and 2.2. We expect to move these scholars to the next achievement level by the end of the 2025-2026 school year

Measurable Outcome

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 71% of our students are proficient on the 2024-2025 FAST Mathematics assessment. We expect our performance level to increase to 72% of our student's meeting proficiency by the Spring 2026 Progress Monitoring Assessment (FAST).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administration will monitor and support instructional planning. Administration will also monitor and support coaching collaborations to ensure strategies are meeting the DOK levels to ensure critical thinking and engagement.

Person responsible for monitoring outcome

Ryan Aldis

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Planning

Person Monitoring:

Ryan Aldis

By When/Frequency:**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:****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:

Ryan Aldis

By When/Frequency:**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**

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.

Our current level of performance is 80 percent based on the Spring 2024-2025 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

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 80% during the 2024-2025 school year to 81% as measured by the 2025-2026 Civics End of Course Exam.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Wiley Griste - Administrative Team

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Facilitated and Common Planning outcomes

Rationale:

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).

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Intervention plans

Person Monitoring:

Wiley Griste

By When/Frequency:

Ongoing

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

Identify and develop intervention plans to meet the instructional needs based on individual student performance from district assessments. - Student data trackers and data protocols in PLCs.

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

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.

Based on school year 2024-2025 FSA results, 49% demonstrated proficiency on the SSA-Science Assessment. We reviewed the number/percentage of incoming 8th grade scholars enrolled in our 2025-2026 school year, 47% of them are proficient in literacy and 67% of them are proficient in math, additionally, there are approximately 25% of scholars that are currently a level 2 in literacy, we expect to move these scholars to proficient by the end of the 2025-2026 school year.

Measurable Outcome

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 49% of our 8th grade scholars are proficient on the 2025 SSA Science. We expect our performance level to increase by 3% to move our scholars to 52% proficiency by Spring 2026 Progress Monitoring assessment (F.A.S.T.)/SSA-Science Assessment

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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.

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:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Planning for Instruction

Person Monitoring:

Javan Turner

By When/Frequency:

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

Planning for Instruction

Person Monitoring:

Javan Turner

By When/Frequency:

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

Instructional Planning

Person Monitoring:

Javan Turner

By When/Frequency:

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.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

Implementation and monitoring of the Tyrone Middle School PBIS System. Identification of Respectful, Responsibility and Safety as the TMS Guidelines for Success.

Monthly MTSS Committee Meetings

Weekly Child Study Meetings with an alternating focus of attendance and discipline/behavior.

The Team consists of a multi-disciplinary group of teachers, counselors, specialists, social worker, psychologist, administrators and clerical staff.

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.

Improve student attendance and decrease in student discipline issues

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.

Monitoring is continuous through weekly meetings and ongoing reflection and review of discipline and attendance data.

Person responsible for monitoring outcome

Jason Honeycutt, MTSS Specialist

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 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:

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

To ensure that parents are informed in a timely manner, there are several communication methods we will use at Tyrone Middle School. Meetings, letters homes, Focus Messenger, email and the school website are all utilized to keep parents up to date.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://www.pcsb.org/tyrone-ms>

Tyrone Middle School will take an active role in supporting the academic and social emotional growth of our students. Providing monthly meetings and materials for parents to help improve their child's academic performance and social emotional wellbeing is a great example. These meetings will serve as a platform for parents to learn about different strategies and techniques that they can use to support their child's learning and development. For instance, parents may learn about different study habits, time management skills, and ways to promote positive mental health. In addition to these meetings, materials such as as handouts and online resources will assist parents in staying informed and up to date with the latest research and best practices in education. Overall, these efforts can help build a strong partnership between schools and parents, which can ultimately benefit the

academic and social emotional growth of students.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Teams will continue to meet in their Tier II planning meeting along with grade level and content specific PLCs. Teachers will continue to come prepared to all meetings with prior work done to engage in conversation and development of quality instructional practices.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Partnerships have been established and build both within the school community and surrounding businesses and neighborhood. Business partnerships have been cultivated with Office Depot and the Elks Lodge. Community partnerships have been established and continue to expand with the Holiday Park Neighborhood Association. These partnerships have provided financial assistance to our school.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Tyrone Middle School is committed to align our instructional practices with that of our district's Bridging the Gap Plan. Our shared commitment to closing the achievement gaps for our black students, particularly in the areas of grade-level proficiency will be monitored through the BTG Plan by the school along with the support of our Minority Achievement Officer.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Tyrone Middle School develops a master schedule in which students are challenged and placed in coursework based on their projected academic ability levels. This process provides opportunities for students to experience a progression of learning where they have the potential to earn high-school credits while in middle school. In an effort to support accountability and student empowerment, the following strategies will also be presented.

- Implement high-yield strategies such as cooperative learning academic discussion, writing across content areas, and explicit vocabulary instruction
- Establish a data-driven structure to identify and support level 2 students through targeted instruction, incorporating the achievement level descriptors to improve student outcomes
- Monitor student progress through frequent checks for understanding and provide targeted feedback

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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