

Pinellas County Schools

TYRONE MIDDLE SCHOOL



2026-27 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, 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 respoonsbile citizens who are prepared for college, career, and life.

Provide the school's vision statement

Ensuring Acheivement 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@psb.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. • 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. PRINCIPAL (ELEMENTARY, MIDDLE AND HIGH SCHOOL) Page 2 of 3 ESSENTIAL RESPONSIBILITIES (CON'T) • 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 policies of the School Board of Pinellas County, Florida. • Performs other related duties as assigned.

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. • Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct. ASSISTANT PRINCIPAL (ELEMENTARY, MIDDLE, ALT HIGH SCHOOL AND HIGH SCHOOL) Page 2 of 3 ESSENTIAL RESPONSIBILITIES (CONTINUED) • 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

Wiley Griste

gristew@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. • Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct. ASSISTANT PRINCIPAL (ELEMENTARY, MIDDLE, ALT HIGH SCHOOL AND HIGH SCHOOL) Page 2 of 3 ESSENTIAL RESPONSIBILITIES (CONTINUED) • 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

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. • Responsible for the disciplinary procedures for assigned students, in alignment with the Student Code of Conduct. ASSISTANT

PRINCIPAL (ELEMENTARY, MIDDLE, ALT HIGH SCHOOL AND HIGH SCHOOL) Page 2 of 3

ESSENTIAL RESPONSIBILITIES (CONTINUED) • 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.

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 invited to contribute input during the development and implementation of the School Improvement Plan (SIP). As new data becomes available, it is shared, reviewed, and analyzed to inform the establishment of measurable improvement goals. At the start of each school year, teachers are briefed on the SIP process, and any revisions are uploaded to the CIMS site. TMS stakeholder feedback is collected and documented as updates within the SIP.

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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	96.6%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: B 2024-25: A 2023-24: A 2022-23: C 2021-22: F

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							264	216	234	714
Absent 10% or more school days							70	67	75	212
One or more suspensions							14	29	36	79
Course failure in English Language Arts (ELA)							4	2	1	7
Course failure in Math							15	11	7	33
Level 1 on statewide ELA assessment							33	36	47	116
Level 1 on statewide Math assessment							37	15	32	84
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	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2026-27

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							34	24	36	94

Current Year 2026-27

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							1	5	4	10
Students retained two or more times									4	4

Prior Year (2025-26) 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	
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

Prior Year (2025-26) 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										0

Prior Year (2025-26) 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										0
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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	59	63	62	56	60	58	51	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	59	60	61	60	59	59	58	58	56
ELA Lowest 25th Percentile	45	51	53	51	52	52	53	53	50
Math Achievement*	68	65	65	71	65	63	67	61	60
Math Learning Gains	52	57	62	72	60	62	72	61	62
Math Lowest 25th Percentile	44	52	57	73	59	57	73	59	60
Science Achievement	50	60	57	49	59	54	51	52	51
Social Studies Achievement*	80	81	77	80	79	73	73	75	70
Graduation Rate									
Middle School Acceleration	73	84	82	84	84	77	84	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)				49	53			44	49

*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)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						ATSI
OVERALL FPPI – All Students						59%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						1
Total Points Earned for the FPPI						530
Total Components for the FPPI						9
Percent Tested						96%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
59%	64%	62%	52%	30%	37%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	38%	Yes	2	
English Language Learners	48%	No		
Asian Students	77%	No		
Black/African American Students	54%	No		
Hispanic Students	52%	No		
Multiracial Students	76%	No		
White Students	61%	No		
Economically Disadvantaged Students	57%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	59%		59%	45%	68%	52%	44%	50%	80%	73%			
Students With Disabilities	26%		43%	45%	38%	41%	34%	29%	47%				
English Language Learners	38%		48%	36%	55%	55%	43%	20%	65%	70%			
Asian Students	80%		67%		91%	56%		63%	96%	89%			
Black/African American Students	47%		51%	48%	61%	50%	51%	37%	73%	72%			
Hispanic Students	47%		52%	38%	59%	52%	44%	35%	71%	74%			
Multiracial Students	80%		77%		80%	52%		79%	94%	69%			
White Students	65%		63%	53%	71%	52%	39%	60%	82%	66%			
Economically Disadvantaged Students	53%		56%	44%	66%	52%	51%	45%	78%	70%			
10/2026													

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%

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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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	60%	64%	-4%	62%	-2%
ELA	7	58%	63%	-5%	62%	-4%
ELA	8	55%	62%	-7%	60%	-5%
Math	6	79%	63%	16%	60%	19%
Math	7	28%	24%	4%	53%	-25%
Math	8	64%	62%	2%	61%	3%
Science	8	49%	59%	-10%	52%	-3%
Civics	7	93%	89%	4%	77%	16%
Civics	8	63%	59%	4%	75%	-12%
Algebra	7	92%	97%	-5%	96%	-4%
Algebra	8	65%	81%	-16%	84%	-19%
Geometry	8	93%	97%	-4%	95%	-2%

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?

The Language Arts department demonstrated the largest performance gain between the 2024–2025 and 2025–2026 school years. ELA proficiency rose from 56% to 59%, a 3 percentage point increase. This improvement is attributable to a consistent emphasis on weekly Professional Learning Community meetings that reinforce high quality instructional practices aligned with state standards and achievement level descriptors. Additionally, teacher continuity within the department contributed to curricular coherence and a strong continuum of learning as students advanced through grade levels.

Lowest Performance

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

The Mathematics Learning Gains for the Lowest 25% subgroup (Florida state measure) exhibited the weakest performance. This subgroup's learning gains declined sharply by 29 percentage points, falling from 73% to 44%. Historically, Tyrone Middle School has led the district in learning gains because of strong instructional practices that support Lowest 25% students in advancing their content knowledge and moving into accelerated pathways. However, with recent instructional staffing changes, including the addition of several new teachers, the typical rate of progress for this subgroup was not maintained.

Greatest Decline

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

In our 9-cell state school grading analysis, the Mathematics Department showed the largest decline in performance from 2024–2025 to 2025–2026. All three math cells and the middle-school acceleration component declined. Proficiency decreased from 71% to 68% (a 3 percentage-point drop). Learning gains fell by 20%, Lowest 25 decreased by 29%, and middle-school acceleration declined by 12%.

The primary contributors to this decline appear to be personnel changes and a departmental restructuring that required hiring several new teachers. Staffing did not stabilize until the start of the

second semester, which limited continuity of instruction early in the year.

An area requiring further review is learning gains in the acceleration cell. Algebra I results dropped by more than 45%, which had a substantial effect on the department's overall outcomes. We view this as a transition year rather than an established trend; Algebra I learning gains will continue to be closely monitored as part of our improvement planning.

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.

The greatest gap lies within our Algebra 1 EOC performance data which is also our greatest decline. An explanation of the factors that contributed to this gap are outlined in the section above.

EWS Areas of Concern

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

Tyrone Middle School's review of Early Warning Data has identified student attendance and suspension rates as priority areas for improvement. The analysis indicates a need to strengthen supports and interventions to increase regular school attendance, reduce disciplinary suspensions, and address the underlying causes contributing to both trends. Moving forward, the school will prioritize data-informed strategies, targeted family and community engagement, and restorative or alternative disciplinary practices to promote consistent attendance and a safer, more inclusive learning environment.

Highest Priorities

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

The highest priority for school improvement in the coming school year is strengthening our middle school acceleration program in Algebra and increasing the academic growth of students in the lowest-performing 25 percent subgroup. We will focus on targeted instructional strategies, data-driven interventions, and aligned professional development to accelerate grade-level mathematics skills, close achievement gaps, and ensure measurable learning gains for our most vulnerable learners.

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 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 overall mathematics performance stands at 68%, reflecting a 3-percentage-point decline from last year's FAST Statewide assessment. The most pronounced decreases are in student learning gains overall and in the learning gains of the lowest 25% of students: learning gains fell by 20 percentage points, and L25 performance declined by 29 percentage points. The 2025–2026 school year has been a period of transition and professional growth within the mathematics department as we respond to these results and refine instructional practices.

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 performance on the 2025–2026 FAST Mathematics Assessment shows 68% of students scoring at or above proficiency. We are targeting an increase to 71% of students meeting proficiency by the Spring 2027 FAST Progress Monitoring assessment.

Below are grade-level summaries of recent results and the goals set for the 2026–2027 school year:

- 6th Grade: Current = 79%, 2026–2027 Goal = 79%
- 7th Grade: Current = 28%, 2026–2027 Goal = 28%
- 8th Grade: Current = 64%, 2026–2027 Goal = 66%

Please note: these figures represent proficiency ratings within the school's grading cell only and do not include additional diagnostic or growth measures.

Monitoring

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

Administration will actively monitor and support instructional planning by providing clear expectations, regular feedback, and targeted resources to ensure alignment with curricular goals and student

needs. Leadership will also oversee and facilitate coaching partnerships, coordinating collaborative cycles, modeling best practices, and offering ongoing professional development. These efforts will focus on aligning instructional strategies with the appropriate achievement level descriptors and Depth of Knowledge (DOK) levels so that lessons consistently promote higher-order thinking, rigorous cognitive demand, and sustained student engagement. Regular review of implementation and outcomes through classroom observations, analysis of student work, and data-informed coaching conversations will guide adjustments to instruction and coaching to maximize student learning.

Person responsible for monitoring outcome

Ryan Aldis, Assistant Principal and Hannah Smith, Mathematics Instructional Staff Developer

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:

Our Instructional Staff Developer, in collaboration with our Assistant Principal, will design and facilitate weekly Professional Learning Community (PLC) sessions. These PLCs will focus on the collaborative development and refinement of instructional units and lesson plans that are aligned to academic standards and sequenced with the district's recommended pacing guide. During each session, teachers will engage in data-informed planning, incorporate evidence-based instructional strategies, and produce a classroom-ready deliverable—such as a lesson plan, formative assessment, or instructional resource—that is fully prepared for immediate implementation with students. Ongoing PLC activities will include clear success criteria, differentiated supports for diverse learners, and short-cycle monitoring to ensure fidelity to standards and pacing while promoting continuous instructional improvement.

Rationale:

The purpose of deliberately scheduling and designing rigorous, purpose-driven professional learning is to allocate time and resources strategically toward instructional practices that effectively address student needs. By establishing collaborative structures within the department that are organized by grade level and course assignment, teachers can engage in sustained, focused work on curriculum alignment, pedagogical refinement, and shared analysis of student work. These collaborative routines are expected to strengthen instructional coherence, enhance teacher expertise, and improve student achievement and conceptual understanding of the mathematics curriculum.

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

A master schedule will be developed to ensure common planning (PLC) time for all core subject

teams at each grade level.

Person Monitoring:

Ryan Aldis and Hannah Smith

By When/Frequency:

Weekly

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

PLC meeting structure: A coordinated meeting calendar will be created so that teachers meet weekly in Professional Learning Communities (PLCs) organized by grade level and subject. These weekly PLC meetings will be structured to support collaborative planning, data analysis, instructional alignment, and targeted interventions. Meeting expectations, agendas, and documentation protocols will be established to maximize instructional impact and promote continuous professional growth.

Action Step #2

Student placement and progression of learning in math

Person Monitoring:

Ryan Aldis and Hannah Smith

By When/Frequency:

Beginning of year and monitored quarterly by grading period

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

Student performance data is systematically analyzed to determine placement within the mathematics coursework. Placement decisions will be informed by multiple measures, including assessment results, classroom performance, and teacher recommendations, to ensure alignment with each learner's readiness and growth trajectory. Targeted supports will be provided according to individual needs; these may include differentiated instruction, small-group interventions, and personalized learning plans designed to accelerate proficiency and close gaps. The current master schedule is intentionally structured to sustain a progression of learning and to incorporate both enrichment pathways and remediation opportunities, enabling students to deepen conceptual understanding, extend challenge where appropriate, and receive timely instructional reinforcement.

Area of Focus #2

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

Graduation/Acceleration specifically relating to Acceleration

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 performance on the Spring 2025–2026 Algebra End-of-Course assessment stands at 70% proficiency, with students demonstrating an average learning gain of 14%. Moving forward, we will implement a targeted improvement plan designed to raise overall proficiency and substantially increase measurable learning growth. Our goals include elevating proficiency rates through evidence-based instructional strategies, differentiated supports, and ongoing formative assessment, while shifting the distribution of student learning gains so that a majority of students demonstrate growth in the 50% range. Progress will be monitored regularly using interim assessments and data-driven interventions, and professional learning opportunities will be provided to ensure consistent

implementation and sustained impact.

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 analysis of recent Algebra End-of-Course results indicates that our students achieved an average learning gain of 14%, substantially below both the district and state averages, which currently sit at approximately 45%. Historical outcome data and program reviews suggest that this gap can be meaningfully reduced through a sustained, collaborative approach: establishing a cohesive instructional team, implementing high-leverage instructional practices, and instituting rigorous, ongoing progress monitoring. With these strategies implemented consistently and supported by targeted professional development and data-informed adjustments, we are confident we can meet our objective of a 50% average learning gain in Algebra.

Monitoring

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

This area's impact will be evaluated through a comprehensive assessment strategy. Assessment measures will include formative and summative student assessments, periodic benchmarking, classroom observation protocols, and analysis of student work samples and assessment data. Results will inform targeted, intensive instructional support for Algebra teachers, including differentiated coaching, collaborative lesson planning, model teaching demonstrations, and job-embedded professional development. Progress monitoring will occur at regular intervals, and results will be used to adjust supports and refine instructional practices.

Person responsible for monitoring outcome

Ryan Aldis and Hannah Smith

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:

Teacher and student course placements are coordinated with the master schedule to ensure that the unique academic developmental needs of each Algebra 1 Honors student are met. The master schedule is designed with sufficient flexibility (multiple sections, varied course pacing, and targeted intervention blocks) to accommodate differentiated pacing, and opportunities for enrichment.

Rationale:

The scheduling process accounts for supports such as tutoring, study skills seminars, and access to advanced projects and acceleration pathways, ensuring that high-achieving students in Algebra 1

Honors receive both challenge and scaffolded resources as needed. The placement and scheduling system is monitored regularly through student performance data and teacher feedback. This continuous review informs targeted adjustments to placements and the master schedule to optimize outcomes, equity, and access for all Algebra 1 Honors students

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

Algebra remediation cohort for students identified as new level 3, and enrichment for students on course progression towards Geometry.

Person Monitoring:

Ryan Aldis and Hanah Smith

By When/Frequency:

Start of school year and quarterly assessment periods

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

This program establishes a targeted Algebra remediation cohort designed specifically for students who have been newly identified at Level 3. The remediation cohort delivers focused, data-informed instruction and scaffolded supports to strengthen foundational algebraic skills, close learning gaps, and build the conceptual fluency necessary for success in subsequent mathematics coursework. Concurrently, the program offers an advanced enrichment pathway for students who are progressing through the mathematics sequence toward Geometry. The enrichment component provides accelerated content, deeper problem-solving experiences, and opportunities for mathematical reasoning that align with grade-level and course expectations, ensuring that these students are academically prepared for the rigor of Geometry.

Area of Focus #3

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 performance on the Spring 2025–2026 FAST ELA Progress Monitoring Statewide Assessment is 59% proficient. This represents a 3 percentage-point increase in overall proficiency compared with the previous year. However, two additional indicators warrant attention: overall learning gains declined slightly from 60% to 59%, and learning gains for the lowest-performing 25% of students dropped by 6 percentage points, from 51% in 2024–2025 to 45% in 2025–2026. Taken

together, these results indicate modest improvement in overall proficiency alongside emerging equity and growth concerns. The small decline in overall learning gains and the more pronounced decrease for the lowest 25% suggest targeted supports are needed to sustain proficiency growth and to accelerate progress for our most vulnerable learners.

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 performance on the 2025–2026 FAST ELA Assessment shows 59% of students scoring at or above proficiency. We are targeting an increase to 62% of students meeting proficiency by the Spring 2027 FAST Progress Monitoring assessment.

Below are grade-level summaries of recent results and the goals set for the 2026–2027 school year:

- 6th Grade: Current = 60%, 2026–2027 Goal = 62%
- 7th Grade: Current = 58%, 2026–2027 Goal = 61%
- 8th Grade: Current = 55%, 2026–2027 Goal = 62%

At minimum, 53% of our bottom quartile and 61% 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 monitoring and use of student performance data will be implemented across multiple measures, including PM Statewide Cycles, Performance Matters assessments, and both formal and informal in-class evaluations. Administration, in collaboration with the Language Arts/Reading Coach, will lead weekly Professional Learning Community (PLC) meetings to review data, facilitate the development of standards-aligned lesson plans, and monitor instructional adjustments.

Administrators will coordinate with the Literacy Coach to perform regular classroom walkthroughs that specifically verify the application of data-driven instructional practices. Following each walkthrough, teachers will receive timely, constructive feedback focused on strengthening instructional strategies, aligning lessons to identified student needs, and improving student outcomes. Documentation of findings, suggested next steps, and follow-up actions will be maintained to support continuous instructional improvement.

Person responsible for monitoring outcome

Wiley Grist, Assistant Principal and Taylor Zahara, Literacy Coach

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:

With the district's rollout of the new reading program, placement of students into reading courses for the 2026–2027 school year will be determined through a structured, grade-level process that prioritizes both current grade and prior performance on the ELA FAST assessment. Each grade level team will develop validated scale-score ranges tied to expected skill levels and program placement criteria. Students whose FAST scale scores fall within the ranges designated for intensified support will be enrolled in the Intensive Reading course for 2026–2027. Placement decisions will be documented and communicated to families and staff, and teams will review outcomes regularly to ensure the ranges and placements remain responsive to student needs.

Rationale:

Intensive Reading delivers daily, targeted foundational instruction for identified Tier 2 students to accelerate and strengthen literacy outcomes. The program models evidence-based reading strategies within the classroom and collaborates closely with the instructional staff developer or literacy coach to ensure instruction is both effective and efficiently implemented. Instructional decisions are driven by careful analysis of multiple data points, allowing for the creation of individualized, standards-aligned learning plans tailored to each student's specific needs. Student progress is systematically monitored through regular review of diagnostic assessments and state progress-monitoring measures to inform ongoing adjustments to instruction and to document growth.

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

Identify students for intensive reading placement and participate in professional development sessions on the newly adopted reading curriculum.

Person Monitoring:

Wiley Gristle and Taylor Zahara

By When/Frequency:

Beginning of School Year, Weekly PLC and Quarterly Grades

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

Identify and recommend students for placement in intensive reading programs by reviewing assessment data, classroom performance, and teacher referrals; collaborate with intervention teams and families to ensure placements are equitable and responsive to individual learning needs. Participate in professional development related to the implementation of the new reading curriculum, applying evidence-based instructional strategies, integrating program materials into lesson planning, and sharing best practices with colleagues to support fidelity of instruction and continuous student progress monitoring.

Action Step #2

Facilitated and collaborative planning sessions designed to support shared instructional goals and promote consistent, research-based practice across teams.

Person Monitoring:

Wiley Griste and Taylor Zahara

By When/Frequency:

Weekly PLC and Walkthrough Data

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

In facilitated and collaborative planning sessions, teachers will convene weekly to design rigorous, standards-aligned lessons informed by student data. These meetings will prioritize instructional coherence, differentiation, and high-impact strategies—ensuring each lesson targets clear learning objectives, includes formative assessment measures, and incorporates scaffolds and extensions to meet diverse learner needs. Facilitators will support evidence-based decision making, monitor implementation fidelity, and guide teams to use data cycles to refine instruction and improve student outcomes.

Area of Focus #4

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 performance on the Spring 2025–2026 Civics End-of-Course State Assessment is 80%. To build on this foundation, we will pursue a coordinated, multi-pronged strategy aimed at increasing student proficiency and improving assessment outcomes relative to prior years.

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 performance on the 2025–2026 Civics End of Course Assessment shows 80% of students scoring at or above proficiency. We are targeting an increase to 81% of students meeting proficiency by the Spring 2027 Civics End of Course Exam.

Below are grade-level summaries of recent results and the goals set for the 2026–2027 school year:

- 7th Grade: Current = 93%, 2026–2027 Goal = 94%
- 8th Grade: Current = 63%, 2026–2027 Goal = 65%

Monitoring

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

We will systematically monitor student progress through a coordinated system of formative checks, periodic benchmark assessments, and targeted subgroup analyses. These measures will provide timely, data-informed insights that guide instructional adjustments, enable the early identification of learning gaps, and support the refinement of interventions. By triangulating formative and summative

data and examining outcomes for specific student groups, we will ensure continuous improvement, equitable access to supports, and the effective allocation of resources to areas of greatest need.

Person responsible for monitoring outcome

Wiley Griste and Civics Teachers

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:

Implement systematic vocabulary development across content areas to strengthen students' academic language and reading comprehension in civics, integrate disciplinary writing strategies across the curriculum to improve students' ability to construct clear, evidence-based responses on assessments. Expand opportunities for student agency by incorporating goal setting, self-assessment, and reflective practices that promote ownership of learning and targeted growth. Lengthen and broaden our Extended Learning Program to provide more targeted remediation and enrichment outside regular class time and use PowerPoint strategically to differentiate instruction for English language learners by enabling subtitles and visual supports that clarify content and language simultaneously. Chunk Civics lessons and provide explicit scaffolds for students with 504 plans and students with disabilities (SWD), including guided notes, graphic organizers, and stepwise task breakdowns to reduce cognitive load and increase access. Offer scaffolded reading supports within content lessons—such as pre-teaching key terms, close-reading routines, and guided oral reading—to boost comprehension of complex civic texts.

Rationale:

Together, these actions will raise PM state assessment scores by strengthening language and literacy within the civics classroom, increasing access for students with diverse needs, and extending learning time for targeted intervention.

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

Facilitated and collaborative planning sessions designed to support shared instructional goals and promote consistent, research-based practices.

Person Monitoring:

Wiley Griste, AP and Civics Teachers

By When/Frequency:

Weekly PLCs, quarterly grades and frequent review of common assessment

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

This Area of Focus will be monitored through systematic, data-driven processes that ensure

continuous instructional improvement. Student progress will be tracked intentionally using PM Statewide Cycles, Performance Matters assessments, student binders, and a combination of formal and informal in-class assessments. School administration and Civics faculty will lead this work by facilitating and reviewing lesson plans during weekly Professional Learning Community (PLC) meetings. Administrators will coordinate with Civics teachers to conduct calibrated walkthroughs, verifying that instruction aligns with identified data and instructional goals. Observational findings will be communicated to teachers promptly and constructively, providing actionable feedback to inform next-step instructional planning and support targeted student growth.

Area of Focus #5

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 the 2025–2026 FSA administration, 50% of our students achieved proficiency on the SSA Science assessment. This performance level is consistent with Tyrone's SSA results from the prior academic year, indicating a 1 percentage point increase in overall proficiency rates.

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 performance indicates that 50% of our scholars demonstrated proficiency on the 2025–2026 State Science Assessment. We project a targeted increase of 5 percentage points, raising proficiency to 55% by Spring 2027, as measured by the State Science Assessment (SSA). This objective reflects a data-driven commitment to improving instructional effectiveness and student outcomes; we will monitor progress through interim assessments, targeted interventions, and professional learning to ensure the planned growth is achieved.

Monitoring

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

The science department will implement equity-centered Professional Learning Communities (PLCs) to systematically design, analyze, implement, and monitor student achievement data. These PLCs will use data-driven decision making to develop differentiated, inquiry-based instructional units that integrate AVID and culturally relevant pedagogies, ensuring instruction is accessible, rigorous, and responsive to student needs. The administrative team will actively support this work through scheduled weekly walk-throughs that provide targeted instructional feedback and foster collaborative

data conversations. Administrators will engage in regular data chats, co-create measurable goals with faculty, recognize progress through celebrations, and coordinate academic incentives that reinforce student and teacher growth.

To strengthen assessment literacy and instructional impact, the science team will design and refine both formative and summative assessments aligned to standards. Assessment results will be reviewed on an ongoing basis to monitor mastery, inform differentiated interventions, and organize remediation groups tailored to specific learning gaps.

Person responsible for monitoring outcome

Javan Turner and science 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:

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:

Javan Turner, AP

By When/Frequency:

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

Area of Focus #6

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Pinellas County Schools developed the Bridging the Gap Plan to eliminate disparities in academic outcomes between Black students and their peers. The plan articulates strategic priorities designed to foster equity and improve student success. Tyrone Middle School will raise proficiency across core subjects by scheduling students into courses that will place students on an accelerated pathway and an advanced course progression. Teachers will implement evidence based instructional practices, conduct ongoing formative assessment, and differentiate interventions aligned to student needs. Collectively, this goal provides a comprehensive framework for systemic change: aligning policy, instruction, and supports to close opportunity gaps and promote sustained academic and social-emotional success for Black students.

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.

Upon review of ESSA data, our black students performed at an overall index rating of 54%, which places Tyrone above the national index. In ELA, black students earned a proficiency rate of 47% with a 52% average learning gain. In mathematics, black students earned a 61% proficiency with 50% learning gains. Students on the accelerated/advanced track in Algebra earned a 74% proficiency, Geometry a 100% proficiency and 91% proficiency in English 1 Honors.

Monitoring

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

Students will be monitored through placement and access to advanced and accelerated coursework. Students will receive evidence based instruction with interventions provided to scaffold based on individual needs. This monitoring will be done by the teachers, administrative team and reviewed by the MTSS team during the weekly Child Study Team meetings.

Person responsible for monitoring outcome

Linda Burris

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:

Placement and support in advanced and accelerated coursework along with regular monitoring of grades, formative assessments and progress monitoring.

Rationale:

To elevate opportunities for students to gain access to accelerated coursework in preparation for high

school and college.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

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

Accelerated coursework and opportunity to earn high school credit

Person Monitoring:

Linda Burris

By When/Frequency:

Weekly during MTSS meetings

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

During the weekly MTSS meetings, the team will review and monitor the data of our black student subgroup to provide interventions in grades, attendance, behavior and state progress monitoring results.

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.

An area of strategic focus to foster a positive learning environment at Tyrone Middle School is the full implementation and ongoing monitoring of the schoolwide PBIS (Positive Behavioral Interventions and Supports) framework. When implemented with fidelity, this evidence-based system strengthens positive relationships among students, staff, families, and community partners; promotes collaborative classroom practices; and cultivates a greater sense of connectedness grounded in clear expectations, consistent accountability, and responsive supports. The behavioral expectations that guide day-to-day interactions and decision-making at Tyrone Middle School are summarized by three core principles: Responsible, Respectful, and Safe.

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 overall student attendance rates and reduce incidents of student disciplinary infractions through targeted strategies, clear expectations, and consistent implementation. Foster a positive school climate that encourages regular attendance by addressing barriers (such as transportation, family engagement, and health needs), implementing early-warning systems to identify at-risk students, and providing supportive interventions like mentorship, attendance incentives, and restorative practices.

Simultaneously, decrease behavioral incidents by establishing and communicating clear conduct expectations, delivering consistent and fair disciplinary responses, and prioritizing proactive, evidence-based approaches—such as social-emotional learning, positive behavior supports, and conflict-resolution training for staff and students.

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 Child Study Team will monitor progress using data-driven metrics, conduct regular reviews of outcomes, and refine practices to ensure sustained improvements in attendance and measurable reductions in disciplinary incidents.

Monitoring Steps:

- Establish clear, quantitative metrics for attendance and disciplinary outcomes (daily attendance rate, chronic absenteeism percentage, number of referrals)
- Collect and analyze data on a consistent schedule (bi-weekly for attendance trends and bi-weekly for disciplinary patterns). Convene regular review meetings with Child Study Team (administrators, teachers, counselors, social worker and school psychologist) to interpret findings and surface root causes.
- Use feedback and data insights to prioritize targeted interventions, documenting changes and expected outcomes.
- Monitor results
- Report progress

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:

Student Attendance

Rationale:

The rationale for implementing an intervention to reduce student absenteeism is to promote consistent school attendance, which supports uninterrupted access to instruction, strengthens student engagement, and safeguards academic progress within each grade-level cohort. Regular attendance enables teachers to deliver planned curriculum effectively, minimizes learning gaps, and improves the reliability of formative and summative assessments used to monitor growth. Reducing absences also fosters stronger relationships between students, families, and school staff—an important factor in addressing barriers to learning such as health, transportation, and social-emotional challenges. In short, decreasing absenteeism preserves instructional continuity, enhances equitable opportunities to meet grade-level standards, and increases the likelihood that students will achieve expected outcomes with their cohort.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Description of Intervention #2:

Student Discipline

Rationale:

The rationale for implementing this intervention to reduce student disciplinary infractions is to minimize classroom distractions that impede instruction, improve student engagement and academic outcomes, and foster a consistent, campus-wide culture of safety and respect. By addressing behaviors proactively and systematically, the intervention will help teachers maintain instructional time, support positive social-emotional development, reduce disruptions, and create consistent expectations across settings. Collectively, these benefits promote a focused learning environment where all students can participate fully and achieve higher academic and behavioral success.

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

Child Study Team Monitoring Systems

Person Monitoring:

Jason Honeycutt

By When/Frequency:

Bi-Weekly

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 parents receive timely and clear information, Tyrone Middle School uses multiple communication channels. We will share updates and important notices through scheduled meetings, written letters sent home, Focus Messenger alerts, email, and postings on the school website. These methods are coordinated to provide consistent, accessible, and up-to-date information for all families. <https://tyrone-ms.pcsb.org/>

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)).

Tyrone Middle School is committed to supporting students' academic progress and social-emotional development. To strengthen school-family partnerships, we will offer monthly parent meetings and distribute targeted resources to help parents support their children's learning and well-being. These meetings will provide practical strategies—such as effective study routines, time-management techniques, and approaches to foster positive mental health—that parents can apply at home. Supplementary materials, including handouts and curated online resources, will keep families informed of current research and best practices in education. Together, these initiatives will reinforce collaboration between the school and families and contribute to improved academic outcomes and social-emotional growth for our 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 convene in grade-level and content-specific Professional Learning Community (PLC) meetings on a regular basis. Participants are expected to arrive prepared, having completed any assigned pre-work or data review, so that meetings can focus on substantive dialogue, collaborative problem-solving, and the deliberate refinement of high-quality instructional practices. Facilitators will guide sessions to ensure productive use of time, clear action steps, and follow-through on agreed-upon strategies to improve student learning outcomes.

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 intentionally developed and strengthened both within our school community and with surrounding businesses and neighborhood organizations. Strategic corporate relationships have been fostered with Office Depot and the Elks Lodge, providing targeted support for school operations and resource needs. In addition, our collaboration with the Holiday Park Neighborhood Association has grown steadily, resulting in an expanding network of community-based programs and volunteer engagement. Collectively, these partnerships have contributed meaningful financial assistance and in-kind resources that enhance student services, classroom materials, and extracurricular opportunities.

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)).

The Child Study Team convenes weekly to assess student needs in academics, attendance, and social-emotional support. This assessment informs the development of specialized plans that ensure counseling and targeted interventions are available to enhance students' skills beyond core academic subjects.

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)).

Tyrone Middle School empowers students to make informed decisions about their future, whether pursuing higher education, entering the workforce, or engaging in career-specific training. This comprehensive approach helps students bridge the gap between secondary education and postsecondary and career aspirations. In addition, our schoolwide AVID program supports student preparation for advanced coursework and provides opportunities for students to engage in upper-level coursework and a course progression pathway toward Advanced Placement classes.

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)).

The Multi-Tiered System of Supports (MTSS) model strategically aligns school resources to deliver high-quality instruction and interventions tailored to student needs. MTSS addresses both academic and behavioral needs through targeted instruction and interventions. The problem-solving/response to intervention (PS/RtI) component of MTSS is mandated by the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA 2004).

An effective Multi-Tiered System of Supports demonstrates the following characteristics: learning is accelerated to close achievement gaps and prevent new ones from emerging; the number of at-risk students decreases over time; decisions regarding additional support can be made rapidly; intervention success rates remain high; and goals are defined by measurable improvements in student achievement.

The school-based MTSS coach supports the framework by facilitating and modeling MTSS components, including providing opportunities for staff to practice problem-solving skills, delivering collaborative and performance-based feedback, and developing coaching activities informed by professional development feedback, implementation fidelity data, and student outcomes.

The Title I Support Assistant is responsible for organizing and implementing academic and behavioral support programs, including PBIS and MTSS, at the school level. Key responsibilities include assisting teachers with data analysis, supporting documentation of the problem-solving process, facilitating meaningful involvement of students, parents, and families throughout the MTSS process, and participating in ongoing professional development to remain current on evidence-based techniques and services related to enrichment, intervention, and prevention.

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)).

The professional learning plan for the 2026-2027 school year will be systematically aligned with the established frameworks and best practices of the Middle School Teaching and Learning Department. Furthermore, comprehensive analysis of school assessment data will be leveraged to inform the development of the master schedule and establish a strategic, actionable plan designed to guide instructional practices and enhance student outcomes.

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)).

NA

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 (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.

The School based leadership team will review assessment data of our ESE students along with Individualized Educational Plans and develop student schedules to best meet their individual needs. Throughout the year, ESE students will receive additional supplemental supports in addition to extended learning options to assist with any academic and/or social emotional needs of the student.

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).

Master scheduling to include placement in inclusion setting and possible course selection of Unique Skills.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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