Hillsborough County Public Schools

Shields Middle School

2018-19 Schoolwide Improvement Plan

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Shields Middle School

15732 BETH SHIELDS WAY, Ruskin, FL 33573

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	D*

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission here at Shields Middle School is to prepare all students to be productive, respectful citizens that are college and/or career bound.

Provide the school's vision statement.

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Preparing Students for Life

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Brown, Tiatasha	Principal
Brooks, Brad	Assistant Principal
Carr, Colleen	Assistant Principal
Stingone, Robert	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Leadership team meetings can include the following:
Principal
Assistant Principal / ELP Coordinator / Testing Chair
Guidance Counselor
SAC Chairs
School Psychologist/ Behavior team Representative
School Social Worker/ Attendance Committee Representative
Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
ESE teachers
PLC Liaisons for each grade level and/or content area
District support (including Area Superintendents, Support Specialist, District Coaches)

The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:
1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.
2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels.

3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.

Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader. Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved outcomes and higher long-term success rates for students in Hillsborough County.

HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.

Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.

Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.

Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	97	107	162	0	0	0	0	366
One or more suspensions	0	0	0	0	0	0	7	77	120	0	0	0	0	204
Course failure in ELA or Math	0	0	0	0	0	0	2	50	82	0	0	0	0	134
Level 1 on statewide assessment	0	0	0	0	0	0	189	144	220	0	0	0	0	553

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	56	119	117	0	0	0	0	292

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	0	1	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 10/10/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	48	37	49	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	118	82	103	0	0	0	0	303
Course failure in ELA or Math	0	0	0	0	0	0	32	54	90	0	0	0	0	176
Level 1 on statewide assessment	0	0	0	0	0	0	224	189	250	0	0	0	0	663

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	26	13	136	0	0	0	0	175

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	48	37	49	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	118	82	103	0	0	0	0	303
Course failure in ELA or Math	0	0	0	0	0	0	32	54	90	0	0	0	0	176
Level 1 on statewide assessment	0	0	0	0	0	0	224	189	250	0	0	0	0	663

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	26	13	136	0	0	0	0	175

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Both ELA and Science Achievement of 3 and above were the lowest as both were at 35%. This is a trend at Shields MS as these two components have been at the bottom for the past three years.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was our Acceleration (Algebra EOC).

Which data component had the biggest gap when compared to the state average?

The data component with the largest gap for Shields MS was the Social Studies Achievement as the State Average was 72% and our School Average 51%.

Which data component showed the most improvement? Is this a trend?

The data components that showed the most improvement was both the Math learning gains with a +14 gain and Math Lowest 25th Percentile with a +14 gain. This really has not been the trend at Shields MS. Even thought Math gains and bottom quartile have been proven to improve it is not the highest data component year to year with fidelity.

Describe the actions or changes that led to the improvement in this area.

As a school our focus was on Learning Gains for ALL students. Targeted tutorials, small group pull-outs, Coach and Teacher leaders pushing in to classrooms, and professional development were all utilized in helping with the success and making the gains that we did in the 2017-18 school year.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	52%	53%	25%	49%	52%
ELA Learning Gains	49%	53%	54%	36%	53%	53%
ELA Lowest 25th Percentile	44%	48%	47%	33%	46%	45%
Math Achievement	38%	56%	58%	32%	54%	55%
Math Learning Gains	55%	59%	57%	37%	57%	55%
Math Lowest 25th Percentile	49%	52%	51%	29%	49%	47%
Science Achievement	35%	47%	52%	29%	46%	50%
Social Studies Achievement	51%	66%	72%	41%	66%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	97 (48)	107 (37)	162 (49)	366 (134)
One or more suspensions	7 (118)	77 (82)	120 (103)	204 (303)
Course failure in ELA or Math	2 (32)	50 (54)	82 (90)	134 (176)
Level 1 on statewide assessment	189 (224)	144 (189)	220 (250)	553 (663)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	33%	52%	-19%	52%	-19%
	2017	25%	49%	-24%	52%	-27%
Same Grade Comparison		8%				
Cohort Comparison						
07	2018	30%	52%	-22%	51%	-21%
	2017	23%	54%	-31%	52%	-29%
Same Grade Comparison		7%				
Cohort Comparison		5%				
08	2018	33%	54%	-21%	58%	-25%
	2017	24%	53%	-29%	55%	-31%
Same Grade Comparison		9%				
Cohort Comparison		10%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2018	30%	48%	-18%	52%	-22%
	2017	15%	47%	-32%	51%	-36%
Same Grade Comparison		15%				
Cohort Comparison						
07	2018	38%	61%	-23%	54%	-16%
	2017	40%	61%	-21%	53%	-13%
Same Grade Comparison		-2%				
Cohort Comparison		23%				
08	2018	22%	29%	-7%	45%	-23%
	2017	12%	28%	-16%	46%	-34%
Same Grade Comparison		10%				
Cohort Comparison		-18%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018	32%	48%	-16%	50%	-18%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	49%	65%	-16%	71%	-22%
2017	36%	67%	-31%	69%	-33%
Compare	13%				
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	82%	63%	19%	62%	20%
2017	86%	63%	23%	60%	26%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	56%	38%	56%	38%
2017	93%	56%	37%	53%	40%
Compare		1%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	38	32	17	42	35	16	23			
ELL	12	34	39	21	47	44	11	31	55		
ASN	81	69		88	63						
BLK	35	50	46	34	58	60	27	60	77		
HSP	31	46	40	36	54	46	32	45	77		
MUL	42	55	60	43	69	64		71			
WHT	48	60	63	51	55	50	48	66	72		
FRL	32	48	44	36	54	49	32	48	74		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	18	14	11	27	18	6	16			
ELL	8	27	27	14	29	30	7	15	73		
ASN	100	82		91	82						
BLK	25	39	38	25	39	37	22	42	88		
HSP	22	36	32	26	37	34	24	33	73		
MUL	32	42		38	38			10			
WHT	37	44	27	41	57	46	38	54	84		
FRL	24	37	32	28	39	34	25	35	77		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Teacher Conferencing
Rationale	Students' ability to write proficiently will improve due an emphasis on teachers conferencing with students about their writing. Conferencing with students as they write will allow instructors to catch students' mistakes when they make them, instructor can assist struggling students, students are held accountable for their writing. Teachers will be able to provide timely and immediate feedback to students as they write to strengthen student scores in the FSA Rubric domains of Purpose Focus Organization, Evidence and Elaboration, and Conventions.
Intended Outcome	Conferencing with students as they write will allow students to follow the CCC (Claim, Claim Evidence, and Commentary) writing foundations strategy to improve their overall FSA Writing score. Students scoring a zero "0" on FSA writes will have the support they need to include direct quotes and commentary into their writing and increase their overall Writes score. Students scoring below proficiency (7 and below) will have teacher support with adding direct quotes and commentary into their writing to increase their overall FSA Writes score.
Point Person	Robert Stingone (robert.stingone@hcps.net)
Action Step	
Description	1. Information will be gathered by teacher survey, walkthroughs, and during PLCs to determine knowledge of and comfort level regarding conferencing with students about their writing. 2. Within PLCs, teachers/ writing resource teacher will receive on-going training/ professional development to support writing conferencing as a tool to improve writing proficiency. 3. Teachers will conference with students during writing activities and record student data using a conference log as evident by walkthroughs, student samples, PLC Logs, and Writing Resource Logs.
Person Responsible	Robert Stingone (robert.stingone@hcps.net)
Plan to Monitor Effectiveness	
Description	1. Writing Coach will analyze the previous school year's data and this year's Baseline Writing Assessment Identify students scoring a zero "0" on their writes assessment. 2. Once identified, writing coach will support student's using direct writing instruction with two different strategies as noted below. Small Group Pull-outs: Students will meet with the writing Coach bi-weekly through their ELA classes beginning in October 2018 through February 2019 to receive support with writing. Students will utilize exemplar texts as models to guide their skills. Students will receive support in writing their Embedded Assessments for Springboard and work through a Writing Workshop to help support their skills before they have to take the Mid-Year Writes in January. Beginning in March 2019, students will begin to meet with the Writing Coach weekly to receive support with writing. Students will utilize exemplar texts to revise and edit their Mid-Year or Pre-FSA Assessment before they are assessed in April for FSA ELA Writes. Intensive Class Push-Ins: The Writing Coach (Philomina Exceus) will facilitate class push-ins working with the Intensive/ Intensive ELA classes. The Writing Coach will schedule one week with each Intensive/Intensive class during Semester 1 for direct writing instruction utilizing exemplar texts and an argumentative/ informative writing workshop. The Writing Coach will

follow up with teachers and schedule a second push-in during Semester 2 to progress monitor student achievement.

Person Responsible   Robert Stingone (robert.stingone@hcps.net)

Activity #2	
Title	School-wide Priorities of Reading in the Content Areas
Rationale	The current level of students obtaining a level 3 or higher on the 2017-18 Florida State Science Assessment is 35%. This was an 8-point gain from the 2016-17 school year's performance level of 27% and the greatest percentage increase in the history of the school.
Intended Outcome	Focus on Shields School-wide Priorities of Reading in the Content Areas through support of Main Idea and Detail Integration of Knowledge Text-based writing Demonstrate at least a 10-point gain of the percentage of students accomplishing a level 3 or higher on the 8th –grade Florida State Science Assessment. Meet / exceed the Hillsborough County School District Formative Assessment averages.
Point Person	Brad Brooks (brad.brooks@sdhc.k12.fl.us)

Action Step	
Description	Grade-level educator familiarity and understanding of standards expectations through purposeful planning of activities that specifically target components of the standards. •All standards to be completely broken down and accessible to all instructors •Planning as an individual, team, and/or department to confirm appropriate standards alignment of activities chosen within lesson plans •Provide and purposefully apply multiple sources of content information for area of study (textual articles, podcasts, videos, direct experience and exploration, etc.,) 8th grade student review of Earth and Life Science Standards throughout the year •Identification of students' greatest needs areas •Use of programs such as PENDA and Khan Academy (…others?...) •Weekly FSA review bell-work and discussion of previously experienced content •Weekly use of FSA review packet – reading content, text-based writing, note-taking, application of and assessment of understanding Grade level use of the process of Scientific Inquiry to increase the Nature of Science Skills •Embed frequent student opportunities to participate in and communicate findings of class investigations/labs/experiments •Full participation in District-wide Nature of Science "Water" investigation/experimentation scenario unit •Increase student participation in conducting independent research •Provide opportunity for students to participate in School and District Science Competitions •Include Agri-science classes in inquiry based opportunities "Step-up" student program •Set the requirement and expectation of student participation in support sessions to increase skills of standards missed in the 7th grade content – beyond the classroom experiences. Saturday Support Sessions Club Day Science Support Sessions Lunch and Learn Sessions After-school Tutoring Sessions Computer-based Tutoring Sessions

•Immediate assessment of student willingness to commit to the expectations of having the privilege of skipping a grade of content. Students not showing a level of effort, should have an immediate re-evaluation to determine if moving back to appropriate grade level content area is in the best interest for the student's success.
•Provide frequent communication with parents regarding the success of their child in the program and the expectations of their involvement and commitment to have their child in the program.

Person Responsible	[no one identified]

Plan to Monitor Effectiveness

Description	
Person Responsible	[no one identified]

Activity #3

Title	School-wide priorities of Civics
Rationale	51% of students scored a Level 3 or higher on the Civics EOC. By focusing on reading strategies targeting integration of knowledge and ideas students will extend or deepen their knowledge of the content. Students' ability to utilize reading strategies in the content area will improve their understanding of the content and dramatically improve proficiency levels on the Civics EOC.
Intended Outcome	We will increase the overall number of students scoring level 3 a or higher from 51% to 64% with an intended goal of 70%. We intend to raise the average % points in all four categories tested by 10% in order to meet and/or exceed the district average.
Point Person	Colleen Carr (colleen.carr@hcps.net)

Action Step

Description	Target tutorials, push-ins, pull-outs
Person Responsible	Colleen Carr (colleen.carr@hcps.net)

Plan to Monitor Effectiveness

Description	1. Within PLCs teachers incorporate standards-based planning and receive on-going professional development of reading strategies to increase student proficiency 2. Teachers will utilize complex text within content area to teach reading strategies 3. Teachers will identify and serve students for mastery support 4. Teachers and students will use on line resources for student assessment and progress monitoring 5. Teachers will utilize small group pull outs for remediation and enhancement of content
Person Responsible	Colleen Carr (colleen.carr@hcps.net)

Activity #4	
Title	School-wide priorities of Science
Rationale	The current level of students obtaining a level 3 or higher on the 2017-18 Florida State Science Assessment is 35%. This was an 8-point gain from the 2016-17 school year's performance level of 27% and the greatest percentage increase in the history of the
Intended Outcome	Focus on Shields School-wide Priorities of Reading in the Content Areas through support of Main Idea and Detail Integration of Knowledge Text-based writing Demonstrate at least a 10-point gain of the percentage of students accomplishing a level 3 or higher on the 8th –grade Florida State Science Assessment. Meet / exceed the Hillsborough County School District Formative Assessment averages.
Point Person	Brad Brooks (brad.brooks@sdhc.k12.fl.us)
Action Step	
Description	Grade-level educator familiarity and understanding of standards expectations through purposeful planning of activities that specifically target components of the standards. •All standards to be completely broken down and accessible to all instructors •Planning as an individual, team, and/or department to confirm appropriate standards alignment of activities chosen within lesson plans •Provide and purposefully apply multiple sources of content information for area of study (textual articles, podcasts, videos, direct experience and exploration, etc.,) 8th grade student review of Earth and Life Science Standards throughout the year •Identification of students' greatest needs areas •Use of programs such as PENDA and Khan Academy (…others?...) •Weekly FSA review bell-work and discussion of previously experienced content •Weekly use of FSA review packet – reading content, text-based writing, note-taking, application of and assessment of understanding Grade level use of the process of Scientific Inquiry to increase the Nature of Science Skills •Embed frequent student opportunities to participate in and communicate findings of class investigations/labs/experiments •Full participation in District-wide Nature of Science "Water" investigation/experimentation scenario unit •Increase student participation in conducting independent research •Provide opportunity for students to participate in School and District Science Competitions •Include Agri-science classes in inquiry based opportunities "Step-up" student program •Set the requirement and expectation of student participation in support sessions to increase skills of standards missed in the 7th grade content – beyond the classroom experiences. Saturday Support Sessions Club Day Science Support Sessions Lunch and Learn Sessions After-school Tutoring Sessions Computer-based Tutoring Sessions

•Immediate assessment of student willingness to commit to the expectations of having the privilege of skipping a grade of content. Students not showing a level of effort, should have an immediate re-evaluation to determine if moving back to appropriate grade level content area is in the best interest for the student's success.

•Provide frequent communication with parents regarding the success of their child in the program and the expectations of their involvement and commitment to have their child in the program.

Person Responsible	Brad Brooks (brad.brooks@sdhc.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Student Data Sheet tracking

Formatives Assessment results: identify student support needs based on individual performance
Formative I (August) and Formative II (January)
Use of District Common Assessment throughout school year

PENDA and or other tutorial program reports

Increased number of instructors providing independent research participation and increased number of student participation in school and District showcases. |
| **Person Responsible** | Brad Brooks (brad.brooks@sdhc.k12.fl.us) |

Activity #5	
Title	School-wide priorities of Writing (ELA)
Rationale	Students' ability to write proficiently will improve due an emphasis on teachers conferencing with students about their writing. Conferencing with students as they write will allow instructors to catch students' mistakes when they make them, instructor can assist struggling students, students are held accountable for their writing. Teachers will be able to provide timely and immediate feedback to students as they write to strengthen student scores in the FSA Rubric domains of Purpose Focus Organization, Evidence and Elaboration, and Conventions.
Intended Outcome	Conferencing with students as they write will allow students to follow the CCC (Claim, Claim Evidence, and Commentary) writing foundations strategy to improve their overall FSA Writing score. Students scoring a zero "0" on FSA writes will have the support they need to include direct quotes and commentary into their writing and increase their overall Writes score. Students scoring below proficiency (7 and below) will have teacher support with adding direct quotes and commentary into their writing to increase their overall FSA Writes score.
Point Person	Robert Stingone (robert.stingone@hcps.net)
Action Step	
Description	1. Information will be gathered by teacher survey, walkthroughs, and during PLCs to determine knowledge of and comfort level regarding conferencing with students about their writing. 2. Within PLCs, teachers/ writing resource teacher will receive on-going training/ professional development to support writing conferencing as a tool to improve writing proficiency. 3. Teachers will conference with students during writing activities and record student data using a conference log as evident by walkthroughs, student samples, PLC Logs, and Writing Resource Logs
Person Responsible	Robert Stingone (robert.stingone@hcps.net)
Plan to Monitor Effectiveness	
Description	1. Writing Coach will analyze the previous school year's data and this year's Baseline Writing Assessment Identify students scoring a zero "0" on their writes assessment. 2. Once identified, writing coach will support student's using direct writing instruction with two different strategies as noted below. Small Group Pull-outs: Students will meet with the writing Coach bi-weekly through their ELA classes beginning in October 2018 through February 2019 to receive support with writing. Students will utilize exemplar texts as models to guide their skills. Students will receive support in writing their Embedded Assessments for Springboard and work through a Writing Workshop to help support their skills before they have to take the Mid-Year Writes in January. Beginning in March 2019, students will begin to meet with the Writing Coach weekly to receive support with writing. Students will utilize exemplar texts to revise and edit their Mid-Year or Pre-FSA Assessment before they are assessed in April for FSA ELA Writes. Intensive Class Push-Ins: The Writing Coach (Philomina Exceus) will facilitate class push-ins working with the Intensive/ Intensive ELA classes. The Writing Coach will schedule one week with each Intensive/Intensive class during Semester 1 for direct writing instruction utilizing exemplar texts and an argumentative/ informative writing workshop. The Writing Coach will

follow up with teachers and schedule a second push-in during Semester 2 to progress monitor student achievement.

Person Responsible   Robert Stingone (robert.stingone@hcps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Sailfish Invasion, 7/30/18
Parent Night 9/04/18
Hispanic Heritage Extravaganza 10/11/18
Family Harvest Event 11/15/18
Community Health Fair Event 1/19
Conference Nights mid-way of each 9 weeks
Progress Reports mid-way of each 9 weeks
Blackboard Parent links
Twitter
Facebook
School webpage

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Student Services Department at Shields Middle School includes the Guidance Counselors, Social Worker, School Psychologist, Student Success Specialists and School Resource Officer. This group of professionals are responsible for addressing the social-emotional needs of students. Students who demonstrate a need in this area are provided with mentoring, coaching, and brief, solution-focused counseling as necessary. Students can fill out a wish to see form in regards to a non emergency situation when they need to speak with any of these professionals. Mentoring for students who need more one on one is provided through the Check-and-Connect framework. When a student's social-emotional state persists we provide the family with a referral for a continuum of outside resources ranging from community programs, DACCO case management services, and mental health/crisis counseling. Elective teachers also provide students with lessons in Social Emotional Learning during the first quarter and periodic lessons throughout the remainder of the year.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS "Building Strong

School Culture" framework. This framework includes: Mission and Vision; Procedures & Routines; Promoting & Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school's culture.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers.

Behavior Management Plan

Included in the HCPS "Building Strong School Culture" framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources).

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/ specialists, PLC teacher liaisons, others as needed

Title I:
PartA
Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant
The migrant advocate provides services and support to students, parents, teachers and other programs to ensure that students' needs are met. Supplementary services include identification and recruitment, advocacy, health/social services, academic support, parental involvement and family literacy.

PartD
Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII
Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement. PD includes alternative certification, instructional support training and teacher induction program.

TitleIII
Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all. Services include educational materials and ELL district supported services such as interpreters, translators, bi-lingual support services, teachers, parent involvement and community outreach programs, improving education of immigrant and ELLs.

TitleX- Homeless
Coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunities. Federal funds are "braided" to support supplemental academic resource teachers at district school sites and to support selected professional learning opportunities for teachers.

TitleIV
Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

HeadStart
Appropriate assessments identify a child's strengths, interests, needs and learning styles. Schools utilize information from students to transition into kindergarten.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary

representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Part V: Budget

Total:	**$0.00**