# Davidsen Middle School



# 2019-20 Schoolwide Improvement Plan

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# Davidsen Middle School

### 10501 MONTAGUE ST, Tampa, FL 33626

### [ no web address on file ]

## Demographics

## Principal: Stacy Arena

Start Date for this Principal: 6/1/2017

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Middle School 6-8 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| **School Grades History** | 2018-19: B (58%) 2017-18: B (56%) 2016-17: B (54%) 2015-16: B (56%) 2014-15: A (64%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | Lucinda Thompson |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |

| ESSA Status | TS&I |
|---|---|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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# Davidsen Middle School

10501 MONTAGUE ST, Tampa, FL 33626

[ no web address on file ]

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Middle School<br>6-8 | No | 63% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 72% |

## School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| Grade | B | B | B | B |

## School Board Approval

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## SIP Authority

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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.**

The Davidsen Middle School community will provide the skills and knowledge necessary to support and help students excel, foster life-long learners, and promote productive, responsible citizens.

**Provide the school's vision statement.**

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 | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Arena, Stacy | Principal | Develops and coordinates educational programs through meetings with staff, reviews of<br>teachers' activities, and issuance of directives.<br>Administers and develops educational programs for students with mental or physical disabilities.<br>Confers with teachers, students, and parents concerning educational and behavioral problems in<br>school.<br>Establishes and maintains relationships with colleges, community organizations, and other<br>schools to coordinate educational services.<br>Requisitions and allocates supplies, equipment, and instructional material as needed.<br>Directs preparation of class schedules, cumulative records, and attendance reports.<br>Walks about school building and property to monitor safety and security.<br>Plans and monitors school budget.<br>Plans for and directs building maintenance. |
| Wishnow, David | Assistant Principal | Makes or shares in the making of decisions in a timely manner, using appropriate levels of<br>involvement so that actions may be taken and commitments made by self and others.<br>Acts in accordance with the shared vision and mission of the district and school; cares about the<br>organization's reputation and is aware of the effect his/her decisions make on the organization.<br>Influences the school stakeholders by a variety of means, such as persuasive argument, setting<br>examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely.<br>Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data<br>from varied and multiple sources to build relationships, form concepts, and create hypotheses;<br>analyzes alternatives and perspectives when solving a problem or making a decision.<br>Demonstrates readiness to initiate action and takes responsibility for leading and enabling others<br>to improve the circumstances being faced or anticipated.<br>Organizes cooperatively with staff and other stakeholders to design and implement ways to reach<br>the goals and mission of the school.<br>Skillfully facilitates others working together effectively; shows concern for diverse perspectives,<br>as well as empathy for other's feelings; is adaptable.<br>Discovers, understands, verbalizes accurately, and responds empathetically to perspectives,<br>thoughts, ideas, and feelings of others. |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| | | Establishes systematic processes to receive and provide feedback about the progress of work being done. Leads by example, setting goals that encourage self and others to reach higher standards. Holds high and positive expectations for the growth and development of all stakeholders, including self. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. Assists with oversight of and responsibility for the school's instructional program and its results. Assists with oversight of and responsibility for the safety and discipline of school's students. Assists with oversight of and responsibility for the school's human resources selections, management, and development. Assists with oversight of and responsibility for the school's business and research efforts. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. Assists with oversight of and responsibility for the school's administration and operation. Assists with oversight of and responsibility for the school's property and physical plant. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. |
| Schuerman, Raechel | Assistant Principal | Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and |

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| | | create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school. Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. Establishes systematic processes to receive and provide feedback about the progress of work being done. Leads by example, setting goals that encourage self and others to reach higher standards. Holds high and positive expectations for the growth and development of all stakeholders, including self. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. Assists with oversight of and responsibility for the school's instructional program and its results. Assists with oversight of and responsibility for the safety and discipline of school's students. Assists with oversight of and responsibility for the school's human resources selections, management, and development. Assists with oversight of and responsibility for the school's business and research efforts. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. Assists with oversight of and responsibility for the school's administration and operation. Assists with oversight of and responsibility for the school's property and physical plant. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. |

## Early Warning Systems

**Current Year**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 342 | 374 | 339 | 0 | 0 | 0 | 0 | 1055 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 47 | 53 | 0 | 0 | 0 | 0 | 135 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 25 | 32 | 0 | 0 | 0 | 0 | 64 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 58 | 21 | 0 | 0 | 0 | 0 | 102 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 108 | 86 | 0 | 0 | 0 | 0 | 299 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 35 | 35 | 0 | 0 | 0 | 0 | 101 |

**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 | 0 | 10 | 16 | 0 | 0 | 0 | 0 | 26 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**FTE units allocated to school (total number of teacher units)**

73

**Date this data was collected or last updated**

Wednesday 9/25/2019

**Prior Year - 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 | 28 | 38 | 44 | 0 | 0 | 0 | 0 | 110 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 44 | 48 | 0 | 0 | 0 | 0 | 98 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 21 | 36 | 0 | 0 | 0 | 0 | 59 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 107 | 94 | 131 | 0 | 0 | 0 | 0 | 332 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Prior Year - Updated**

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 38 | 44 | 0 | 0 | 0 | 0 | 110 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 44 | 48 | 0 | 0 | 0 | 0 | 98 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 21 | 36 | 0 | 0 | 0 | 0 | 59 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 107 | 94 | 131 | 0 | 0 | 0 | 0 | 332 |

**The number of students with two or more early warning indicators:**

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## Part II: Needs Assessment/Analysis

**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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 58% | 51% | 54% | 53% | 50% | 52% |
| ELA Learning Gains | 56% | 52% | 54% | 49% | 53% | 54% |
| ELA Lowest 25th Percentile | 47% | 47% | 47% | 38% | 45% | 44% |
| Math Achievement | 61% | 55% | 58% | 59% | 54% | 56% |
| Math Learning Gains | 58% | 57% | 57% | 55% | 59% | 57% |
| Math Lowest 25th Percentile | 53% | 52% | 51% | 42% | 51% | 50% |
| Science Achievement | 46% | 47% | 51% | 44% | 47% | 50% |
| Social Studies Achievement | 63% | 67% | 72% | 60% | 66% | 70% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---|---|---|---|---|
| | 6 | 7 | 8 | |
| Number of students enrolled | 342 (0) | 374 (0) | 339 (0) | 1055 (0) |
| Attendance below 90 percent | 35 (28) | 47 (38) | 53 (44) | 135 (110) |
| One or more suspensions | 7 (6) | 25 (44) | 32 (48) | 64 (98) |
| Course failure in ELA or Math | 23 (2) | 58 (21) | 21 (36) | 102 (59) |
| Level 1 on statewide assessment | 105 (107) | 108 (94) | 86 (131) | 299 (332) |

**Grade Level Data**

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 57% | 53% | 4% | 54% | 3% |
| | 2018 | 49% | 52% | -3% | 52% | -3% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 54% | 54% | 0% | 52% | 2% |
| | 2018 | 52% | 52% | 0% | 51% | 1% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 5% | | | | |
| 08 | 2019 | 54% | 53% | 1% | 56% | -2% |
| | 2018 | 47% | 54% | -7% | 58% | -11% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 2% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 48% | 49% | -1% | 55% | -7% |
| | 2018 | 43% | 48% | -5% | 52% | -9% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 71% | 62% | 9% | 54% | 17% |
| | 2018 | 67% | 61% | 6% | 54% | 13% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | 28% | | | | |
| 08 | 2019 | 22% | 31% | -9% | 46% | -24% |
| | 2018 | 23% | 29% | -6% | 45% | -22% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | -45% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 46% | 47% | -1% | 48% | -2% |
| | 2018 | 43% | 48% | -5% | 50% | -7% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 66% | -66% | 67% | -67% |
| 2018 | | | | | |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 61% | 67% | -6% | 71% | -10% |
| 2018 | 62% | 65% | -3% | 71% | -9% |
| Compare | | -1% | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 86% | 63% | 23% | 61% | 25% |
| 2018 | 91% | 63% | 28% | 62% | 29% |
| Compare | | -5% | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 100% | 57% | 43% | 57% | 43% |
| 2018 | 100% | 56% | 44% | 56% | 44% |
| Compare | | 0% | | | |

## Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 19 | 40 | 39 | 20 | 45 | 48 | 19 | 29 | | | |
| ELL | 30 | 53 | 53 | 40 | 57 | 49 | 21 | 46 | 87 | | |
| ASN | 79 | 68 | | 84 | 71 | | 76 | 73 | 95 | | |
| BLK | 47 | 53 | 50 | 47 | 64 | 65 | 42 | 56 | 95 | | |
| HSP | 50 | 53 | 46 | 54 | 55 | 49 | 38 | 56 | 79 | | |
| MUL | 56 | 60 | | 58 | 52 | | | 77 | 90 | | |
| WHT | 71 | 61 | 48 | 76 | 63 | 60 | 57 | 78 | 85 | | |
| FRL | 48 | 52 | 46 | 51 | 54 | 50 | 37 | 55 | 82 | | |

| 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 | 19 | 38 | 40 | 24 | 44 | 46 | 20 | 28 | | | |
| ELL | 23 | 40 | 41 | 34 | 51 | 55 | 23 | 30 | 60 | | |
| ASN | 74 | 60 | | 83 | 80 | | 65 | 82 | 93 | | |
| BLK | 46 | 49 | 35 | 44 | 51 | 43 | 26 | 68 | 80 | | |
| HSP | 44 | 50 | 42 | 49 | 54 | 47 | 35 | 56 | 75 | | |
| MUL | 61 | 56 | | 65 | 56 | | 42 | 82 | | | |
| WHT | 67 | 58 | 35 | 77 | 65 | 59 | 64 | 69 | 88 | | |
| FRL | 42 | 48 | 42 | 48 | 54 | 48 | 33 | 56 | 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 | 12 | 31 | 28 | 15 | 31 | 27 | 10 | 27 | | | |
| ELL | 18 | 32 | 31 | 26 | 39 | 41 | 5 | 34 | 50 | | |
| ASN | 76 | 57 | 20 | 84 | 72 | | 67 | 86 | 87 | | |
| BLK | 43 | 42 | 33 | 47 | 52 | 41 | 44 | 54 | | | |
| HSP | 39 | 42 | 36 | 46 | 49 | 39 | 32 | 48 | 79 | | |
| MUL | 55 | 54 | | 55 | 43 | | 60 | | | | |
| WHT | 71 | 61 | 49 | 77 | 63 | 49 | 65 | 74 | 92 | | |
| FRL | 41 | 43 | 35 | 45 | 48 | 41 | 36 | 46 | 78 | | |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 60 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 72 |
| Total Points Earned for the Federal Index | 598 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 32 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |

| English Language Learners | |
|---|---|
| Federal Index - English Language Learners | 51 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| **Asian Students** | |
| Federal Index - Asian Students | 78 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 58 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 55 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | 66 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| **White Students** | |
| Federal Index - White Students | 67 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 55 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

### Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Civics - We dealt with some staff turnover during the year, which led to inconsistency within the department. Our focus within the Professional Learning Community needed to shift towards the standards being taught.

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

Civics - We dealt with some staff turnover during the year, which led to inconsistency within the department. Our focus within the Professional Learning Community needed to shift towards the standards being taught.

**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.**

Civics - We dealt with some staff turnover during the year, which led to inconsistency within the department. Our focus within the Professional Learning Community needed to shift towards the standards being taught.

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

English Language Arts - Our Language Arts and Reading teachers collaborated together in a Professional Learning Community to identify trends using student work. This allowed for more of a common focus among teachers and joint planning to meet the needs of our students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Our number of Level 1's on Math or ELA statewide assessment

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

1. Civics
2. 8th grade Science
3. Pre-Algebra
4. Algebra

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

| | |
|---|---|
| **Title** | Standards Based Planning |
| **Rationale** | Utilizing state standards in order to backwards lesson plan will help us hold high expectations for all students, create grade-level appropriate assignments, plan for strong instruction where students do most of the thinking and are deeply engaged with the content. |
| **State the measurable outcome the school plans to achieve** | Grade level standards will be unpacked in our Professional Learning Communities in order to create learning targets, identify what vocabulary students will need to master, as well as what types of assessments will be used to monitor the students' progress towards mastery of the standards. |
| **Person responsible for monitoring outcome** | Stacy Arena (stacy.arena@hcps.net) |
| **Evidence-based Strategy** | Provide professional development focused on standards-based, backwards design lesson planning. |
| **Rationale for Evidence-based Strategy** | Providing a training focused on how standards-based backwards design lesson planning should be used when planning for student success will give all departments the foundation for what is expected when planning in our Professional Learning Communities. |

#### Action Step

| | |
|---|---|
| **Description** | 1. Provide standards-based backwards design professional development.<br>2. Train our Leadership Team on standard-task alignment to better understand how to align activities in the classroom to the standards we are teaching to.<br>3. Provide standard-task alignment professional development to our teachers to better understand how to align activities in the classroom to the standards we are teaching to.<br>4. Utilize standard-task alignment walk-through forms to provide teachers with feedback on the alignment of the tasks their students doing with the standards they are teaching. |
| **Person Responsible** | Stacy Arena (stacy.arena@hcps.net) |

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

We are utilizing Thinking Maps in our Language Arts and Reading classes this year. This will not only benefit all students, but will especially help our ESE and ELL populations better understand how to organization their thoughts, when reading and writing. The eight Thinking Maps will be introduced during the first quarter of the year and will allow for students' thinking to be visual, giving our teachers the opportunity to provide meaningful feedback.