

Hillsborough County Public Schools

Memorial Middle School



2020-21 Schoolwide Improvement Plan

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Memorial Middle School

4702 N CENTRAL AVE, Tampa, FL 33603

[no web address on file]

Demographics

Principal: April Gillyard

Start Date for this Principal: 7/1/2017

| | |
|--|--|
| 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 |
| 2019-20 Title I School | Yes |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2019-20 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 Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (46%) 2017-18: C (44%) 2016-17: D (40%) 2015-16: D (38%) |
| 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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Memorial Middle School

4702 N CENTRAL AVE, Tampa, FL 33603

[no web address on file]

School Demographics

| | | |
|--|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p> | <p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">92%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">90%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| Grade | C | C | C | D |

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Memorial Middle School will collaboratively use every available resource to foster an environment of high expectations which supports the physiological, social, emotional, and academic needs of every student.

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:

Working together to prepare students for life.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Title | Job Duties and Responsibilities |
|-----------------|---------------------|---------------------------------|
| Gillyard, April | Principal | |
| Robinson, Tehia | Assistant Principal | |
| Mertens, Jane | Instructional Coach | |
| Weaver, William | Instructional Coach | |

Demographic Information

Principal start date

Saturday 7/1/2017, April Gillyard

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

36

Demographic Data

| | |
|--|--|
| 2020-21 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 |
| 2019-20 Title I School | Yes |
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| 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 . | |

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 | 190 | 227 | 230 | 0 | 0 | 0 | 0 | 647 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 88 | 67 | 0 | 0 | 0 | 0 | 209 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 0 | 0 | 0 | 0 | 10 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 70 | 0 | 0 | 0 | 0 | 125 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 24 | 0 | 0 | 0 | 0 | 49 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 91 | 54 | 0 | 0 | 0 | 0 | 202 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 59 | 93 | 71 | 0 | 0 | 0 | 0 | 223 |

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 | 4 | 1 | 0 | 0 | 0 | 0 | 5 |

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 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Friday 9/11/2020

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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 280 | 192 | 236 | 0 | 0 | 0 | 0 | 708 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 39 | 50 | 0 | 0 | 0 | 0 | 132 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 9 | 0 | 0 | 0 | 0 | 30 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 17 | 54 | 0 | 0 | 0 | 0 | 148 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 23 | 11 | 23 | 0 | 0 | 0 | 0 | 57 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 22 | 32 | 0 | 0 | 0 | 0 | 82 |

Prior Year - 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 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 280 | 192 | 236 | 0 | 0 | 0 | 0 | 708 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 39 | 50 | 0 | 0 | 0 | 0 | 132 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 9 | 0 | 0 | 0 | 0 | 30 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 77 | 17 | 54 | 0 | 0 | 0 | 0 | 148 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 23 | 11 | 23 | 0 | 0 | 0 | 0 | 57 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 22 | 32 | 0 | 0 | 0 | 0 | 82 |

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 | 34% | 51% | 54% | 29% | 50% | 52% |
| ELA Learning Gains | 48% | 52% | 54% | 39% | 53% | 54% |
| ELA Lowest 25th Percentile | 45% | 47% | 47% | 30% | 45% | 44% |
| Math Achievement | 39% | 55% | 58% | 28% | 54% | 56% |
| Math Learning Gains | 58% | 57% | 57% | 45% | 59% | 57% |
| Math Lowest 25th Percentile | 61% | 52% | 51% | 43% | 51% | 50% |
| Science Achievement | 24% | 47% | 51% | 27% | 47% | 50% |
| Social Studies Achievement | 42% | 67% | 72% | 48% | 66% | 70% |

| EWS Indicators as Input Earlier in the Survey | | | | |
|--|--|----------|----------|--------------|
| Indicator | Grade Level (prior year reported) | | | Total |
| | 6 | 7 | 8 | |
| | (0) | (0) | (0) | 0 (0) |

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 | 2019 | 36% | 53% | -17% | 54% | -18% |
| | 2018 | 25% | 52% | -27% | 52% | -27% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 26% | 54% | -28% | 52% | -26% |
| | 2018 | 27% | 52% | -25% | 51% | -24% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | 1% | | | | |
| 08 | 2019 | 32% | 53% | -21% | 56% | -24% |
| | 2018 | 28% | 54% | -26% | 58% | -30% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | 5% | | | | |

| MATH | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 28% | 49% | -21% | 55% | -27% |
| | 2018 | 19% | 48% | -29% | 52% | -33% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 38% | 62% | -24% | 54% | -16% |
| | 2018 | 35% | 61% | -26% | 54% | -19% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 19% | | | | |
| 08 | 2019 | 33% | 31% | 2% | 46% | -13% |
| | 2018 | 18% | 29% | -11% | 45% | -27% |
| Same Grade Comparison | | 15% | | | | |
| Cohort Comparison | | -2% | | | | |

| SCIENCE | | | | | | |
|----------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 22% | 47% | -25% | 48% | -26% |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 18% | 48% | -30% | 50% | -32% |
| Same Grade Comparison | | 4% | | | | |
| Cohort Comparison | | | | | | |

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

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 36% | 67% | -31% | 71% | -35% |
| 2018 | 34% | 65% | -31% | 71% | -37% |
| Compare | | 2% | | | |

| 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 | 85% | 63% | 22% | 61% | 24% |
| 2018 | 78% | 63% | 15% | 62% | 16% |
| Compare | | 7% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 0% | 57% | -57% | 57% | -57% |
| 2018 | 0% | 56% | -56% | 56% | -56% |
| 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 | 10 | 32 | 31 | 10 | 39 | 54 | 3 | 17 | | | |
| ELL | 21 | 48 | 52 | 31 | 61 | 68 | 11 | 30 | 54 | | |

| 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 |
| ASN | 67 | 77 | | 75 | 77 | | | | | | |
| BLK | 25 | 37 | 30 | 29 | 48 | 61 | 18 | 33 | 45 | | |
| HSP | 34 | 49 | 49 | 39 | 61 | 64 | 24 | 43 | 64 | | |
| WHT | 42 | 57 | 33 | 46 | 53 | 40 | 27 | 52 | | | |
| FRL | 33 | 47 | 44 | 38 | 58 | 62 | 23 | 41 | 66 | | |
| 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 | 6 | 42 | 49 | 9 | 35 | 33 | 8 | 10 | | | |
| ELL | 15 | 45 | 49 | 19 | 46 | 53 | 12 | 22 | 67 | | |
| ASN | 47 | 60 | | 67 | 73 | | | | | | |
| BLK | 21 | 53 | 68 | 24 | 42 | 60 | 5 | 32 | | | |
| HSP | 31 | 51 | 56 | 31 | 49 | 53 | 24 | 38 | 68 | | |
| MUL | 23 | | | 46 | 36 | | | | | | |
| WHT | 49 | 51 | | 37 | 54 | 64 | 27 | 47 | | | |
| FRL | 31 | 50 | 52 | 31 | 49 | 55 | 21 | 38 | 69 | | |
| 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 | 10 | 27 | 16 | 9 | 42 | 43 | 4 | 21 | | | |
| ELL | 23 | 42 | 33 | 19 | 42 | 38 | 13 | 42 | 83 | | |
| ASN | 63 | 81 | | 75 | 71 | | | | | | |
| BLK | 12 | 21 | 21 | 12 | 38 | 50 | 13 | 38 | 54 | | |
| HSP | 32 | 42 | 31 | 30 | 46 | 41 | 31 | 50 | 81 | | |
| WHT | 36 | 47 | | 39 | 48 | | 18 | 50 | | | |
| FRL | 28 | 39 | 31 | 27 | 44 | 43 | 26 | 48 | 67 | | |

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 | 49 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 73 |
| Total Points Earned for the Federal Index | 490 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 28 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |
| English Language Learners | |
| Federal Index - English Language Learners | 45 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| 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% | 0 |
| Asian Students | |
| Federal Index - Asian Students | 74 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 36 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 50 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |

| 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% | 0 |
| White Students | |
| Federal Index - White Students | 44 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 49 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

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 and Science were well below any acceptable level for the 2018-19 school year. These two areas will be addressed during the 2020-2021 school year. In addition, the ELA and Math proficiency are areas of concern that will be addressed also. Some of the contributing factors to the low performance were student attendance (only 74% of students had attendance above 90%), low student self-efficacy, and lack of teacher understanding of standards and best strategies to use with struggling students.

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

The two components that had the greatest decline were science and civics. Some of the contributing factors were student attendance, teacher expertise in subject matter, lack of experienced teacher in the science classrooms. Due to the Covid-19 pandemic, our students are coming back to school with a significant learning 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.

We did not test in 2020, however, the civics EOC has the largest gap compared to the state. Student attendance, teacher expertise in subject matter, and change of teachers.

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

The bottom quartile in ELA and math made tremendous gains. Every student had a reading course, pulled small groups, and targeted literacy instruction in ESOL classes.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance will be the main focus for the 2020-2021 school year and closing the learning gap due to not being in school for 6 months.

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

1. Teacher Clarity
2. Assessment capable learners
3. Feedback
4. Progress monitoring
5. Restorative Practices-School culture & PBIS

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: All stakeholders will contribute to improving teacher clarity and making assessment capable learners. There needs to be more explicit planning on how to communicate the learning intentions and success criteria to the students. There is a need for more development of pedagogical knowledge of Civics and Science standards. Needs to be better progress monitoring data in order to have a more frequent assessment of how students are performing in class.

Measurable Outcome: 2018 - Civics 34% Science 20%
 2019- Civics 36% Science 22%
 2021- Civics 60% Science 40%
 Our goal is to reach 60% proficiency on the Civics EOC and Science 40% proficiency for the school year 2021. Also, improve the students' ability to think critically and problem-solve across all content areas. Additional focus on the ESSA subgroups below 41% proficiency.

Person responsible for monitoring outcome: Jane Mertens (jane.mertens@hcps.net)

Evidence-based Strategy:

1. Weekly planning meetings with an instructional coach for each teacher
2. Ongoing coaching and feedback
3. Ongoing progress monitoring and informal assessments (daily checks for understanding)
4. Purposeful use of technology-based programs, equipment for student engagement
5. Small group instruction and tutorial sessions focused on ESSA subgroups under 41%.

Rationale for Evidence-based Strategy:

1. To utilize data regularly to help plan instruction
2. Deepen teacher's understanding of how to communicate the learning intentions and success criteria
3. Provide engagement opportunities with the use of technology
4. Support the development of high quality lesson plans and the purposeful use of technology to enhance engagement

Action Steps to Implement

1. Students will be actively participating in collaborative structures designed by the teacher to foster discussion and questioning skills. We want to build teacher capacity to develop engaging lessons that impact student outcomes. Teachers will meet weekly with an instructional planning coach. Administration will conduct walkthroughs and give feedback and review coaching logs.
2. Teachers will be trained on how to communicate the learning intention and success criteria to the students. So they know what they are learning and how they know they learned it. We will also conduct site based PD, district PD, book studies, and conferences. We want teachers to be equipped with the strategies to engage students in meaningful lessons. We will offer training monthly and as needed throughout the school year. Administration will monitor the implementation and professional development logs.
3. We will purchase interactive whiteboard projectors (brightlink) for all classrooms. We want to increase student and teacher engagement and

interaction with the lessons. This interaction will occur daily and it will be monitored by administration and instructional coaches.

4. Instructional coaches will meet weekly with individual teachers to help teacher effectively communicate the learning intentions to students.

Person Responsible William Weaver (william.weaver@hcps.net)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Some of the other school-wide areas of focus are PBIS, morning and afternoon tutorial programs, summer academic enrichment programs, SEL programs, training on Visible Learning Strategies, and other academic field trips that will enhance the classroom experience for the students. Based on the student survey, teacher ASQi survey, and student achievement data; there is a need for systems and structures to be in place to address school-wide culture and student achievement.

School culture includes working with the teachers and student services department to design structures for students dealing with trauma, grief, and homelessness. Also, train teachers how to deal with students coming from diverse backgrounds and trauma. We will implement mentor programs. We will have on-going professional development on using restorative practices and trauma informed classroom strategies daily.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We will hold monthly parent meetings at the end of our SAC meeting. These meetings will consist of parent engagement and involvement strategies along with how to help their child at home. These meetings will be focused on how parents can help their child navigate through school. We already have several community partnerships that are serving our students and families. We have a food pantry and clothes closet on campus for our families to access as needed throughout the school year. We will give the parents an initial survey at the beginning of the year to determine their needs and how we can help fulfill their needs at home and school. We will have four conference nights so the families can engage with our teachers in order to have a clear picture of how their child is doing in school. Our goal is to partner with our parents so they feel like they have a voice in the decisions made at the school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

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| 1 | III.A. | Areas of Focus: Instructional Practice: Professional Learning | \$0.00 |
| 2 | III.A. | Areas of Focus: -- Select below --: | \$0.00 |
| Total: | | | \$0.00 |