Middleton High School

2020-21 Schoolwide Improvement Plan

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Middleton High School

4801 N 22ND ST, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Camilla Burton

Start Date for this Principal: 6/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (55%) 2016-17: C (51%) 2015-16: C (47%)
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.](http://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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Middleton High School

4801 N 22ND ST, Tampa, FL 33610

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	66%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Middleton High School's family will focus combined efforts on becoming lifelong learners. We shall excel academically, become technologically competent, demonstrate appropriate ethical values, and take our place as competitive members of a global community, thus creating a better society.

Provide the school's vision statement.

Every Middleton High School student will attain his or her highest level of academic success and personal growth.

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
Boddie, Mickey	Principal	As principal, Mr. Boddie oversees the day to day operations of Middleton High School. He is charged with leading Middleton's students and staff to excellence.

Demographic Information

Principal start date
Monday 6/15/2020, Camilla Burton

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.*
1

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.*
11

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12

Primary Service Type (per MSID File)	K-12 General Education
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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	0	0	0	381	414	355	288	1438
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	86	83	75	61	305
One or more suspensions	0	0	0	0	0	0	0	0	0	92	73	66	38	269
Course failure in ELA	0	0	0	0	0	0	0	0	0	77	130	143	60	410
Course failure in Math	0	0	0	0	0	0	0	0	0	77	130	143	60	410
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	92	29	121
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	92	29	121

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	65	92	97	35	289

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	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/3/2020

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	0	0	0	415	426	391	340	1572
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	73	77	81	309
One or more suspensions	0	0	0	0	0	0	0	0	0	82	84	79	74	319
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	83	51	47	44	225
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	186	274	0	0	460

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	109	100	75	50	334

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	0	0	0	0	0	0	0	

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	0	0	0	415	426	391	340	1572
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	73	77	81	309
One or more suspensions	0	0	0	0	0	0	0	0	0	82	84	79	74	319
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	83	51	47	44	225
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	186	274	0	0	460

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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	109	100	75	50	334

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	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	57%	56%	56%	58%	52%	53%
ELA Learning Gains	52%	54%	51%	49%	50%	49%
ELA Lowest 25th Percentile	25%	41%	42%	30%	39%	41%
Math Achievement	38%	49%	51%	58%	51%	49%
Math Learning Gains	42%	48%	48%	45%	47%	44%
Math Lowest 25th Percentile	34%	45%	45%	24%	38%	39%
Science Achievement	58%	69%	68%	60%	62%	65%
Social Studies Achievement	67%	75%	73%	61%	74%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
	(0)	(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**
09	2019	56%	55%	1%	55%	1%
	2018	55%	53%	2%	53%	2%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	52%	53%	-1%	53%	-1%
	2018	55%	52%	3%	53%	2%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	55%	66%	-11%	67%	-12%
2018	55%	62%	-7%	65%	-10%
Compare	0%				

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	73%	-11%	70%	-8%
2018	58%	70%	-12%	68%	-10%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	63%	-46%	61%	-44%
2018	11%	63%	-52%	62%	-51%
Compare		6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	57%	-16%	57%	-16%
2018	50%	56%	-6%	56%	-6%
Compare		-9%			

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	25	26	20	23	28	31	28	32		76	22
ELL	23	35	25	26	40		30	71		75	14
ASN	96	81		94	62		98	100		100	92
BLK	31	35	24	21	31	32	29	44		82	24
HSP	55	48	28	37	44	36	60	81		85	63
MUL	81	67		70			78	91		89	63
WHT	90	76		91	64		92	100		98	92
FRL	36	39	24	24	33	33	36	56		84	34

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	24	39	27	24	50	55	33	35		60	15
ELL	30	56	55	33	42		34	48		58	33
ASN	96	70		100	50		93	100		94	94
BLK	29	45	35	24	40	47	37	34		76	24
HSP	68	67	47	57	55	64	68	81		74	52
MUL	72	67		50			60	90			
WHT	90	68		77	67		88	97		94	92
FRL	40	49	37	29	46	49	41	45		75	32

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	14	31	25	37	50	30	21	33		55	24
ELL	30	34	15	25	37	29	35	29		72	29
ASN	99	65		93	64		100	88			
BLK	27	40	31	30	27	23	34	43		69	26
HSP	70	48	23	61	43	17	74	67		80	55
MUL	74	61		79	54		83	82			
WHT	93	59		89	63		88	95		89	78
FRL	38	42	30	41	35	22	44	50		71	33

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	90
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	35
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	52
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	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	88
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Our data shows the greatest need in Math. Our math scores have declined in all three areas. Over the last three years we have experienced staffing changes in this department and in our administration.

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

We regressed 17% in our lowest quartile math gains.

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.

Lowest quartile ELA gains has a 19% gap when compared to the state average. We identified a need to increase literacy skills in this subgroup.

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

Our Social Studies Achievement increased by 6%. Middleton focused on increasing the effectiveness of our PLC's. We implemented Common Assessments and progress monitoring using the Tool J.

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

Lowest quartile achievement in Math and ELA
School Culture

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

1. Lowest quartile achievement in math
2. Lowest quartile achievement in ELA
3. Literacy Strategies across all content areas
4. School Culture
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	Middleton has identified that our lowest quartile in both Math and English are not making adequate gains. This includes, but is not exclusive to, the 4 ESSA Subgroups (African American, Economically Disadvantaged, Students with Disabilities, and English Language Learners) that are marked for improvement by the data. Middleton will strengthen the process for identifying and progress monitoring struggling students.
Measurable Outcome:	Increase lower quartile learning gains in Math and ELA by 5%.
Person responsible for monitoring outcome:	Mickey Boddie (mickey.boddie@hcps.net)
Evidence-based Strategy:	Middleton will restructure Professional Learning Communities (PLC), Instructional Leadership Teams (ILT) and Response to Intervention (RTI) groups to identify and progress monitor struggling students.
Rationale for Evidence-based Strategy:	These groups will collaborate to provide timely support for our students. Appropriately used support from PLC, ILT and RTI will identify students in our lowest quartile.

Action Steps to Implement

1. Use Instructional leadership Team (ILT) to identify gaps in student achievement.
2. Use Professional Learning Communities (PLC) to disaggregate student data in each content area.
3. Utilize Response to Intervention (RTI) to support students with tiered interventions.
4. Conduct data chats to increase student awareness of academic performance.
5. Utilize our Success Coach to progress monitor 9th grade students in the lower quartile to support the transition to high school.
6. Utilize the Magnet Lead Teacher to identify struggling magnet students and develop instructional support plans.

Person Responsible Mickey Boddie (mickey.boddie@hcps.net)

#2. Instructional Practice specifically relating to Instructional Coaching	
Area of Focus Description and Rationale:	Strategically implement cross-curricular literacy strategies to increase lower quartile gains.
Measurable Outcome:	Middleton will increase lower quartile learning gains in ELA by 5%.
Person responsible for monitoring outcome:	Mickey Boddie (mickey.boddie@hcps.net)
Evidence-based Strategy:	Implement literacy instruction across all content areas.
Rationale for Evidence-based Strategy:	Implementing school-wide literacy strategies will increase student literacy and academic vocabulary skills. Literacy is a key predictor or future success.

Action Steps to Implement

1. Utilize our Reading Coach as a Literacy expert for all teachers.
2. Develop and use school-wide literacy strategies.
3. Utilize Teacher Talent Developers (TTD) to engage teachers in use of data to develop instructional strategies and best practices to support diverse learners.
4. Utilize Math Coach to continue to support engaging math instruction for our lower quartile learners.
5. Create comprehensive professional development plan that supports literacy instruction.

Person Responsible   Mickey Boddie (mickey.boddie@hcps.net)

Additional Schoolwide Improvement Priorities

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

Middleton High School has a rich history in the community that it serves. In prior years, alumni, community members and other influential leaders have helped to strengthen our school. This connection to our community has waned and needs to be reinvigorated. This relationship will bring support to our students and enhance our school culture. Middleton will engage with alumni and community leaders in support of our current staff and students.

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.

Middleton High School will engage all stakeholders in the support of our students. We will reach out to our Alumni, PTSA, STEM Advisory Board, and other community partners to collaborate with school staff on improving school culture. We will foster positive relationships with out community partners through mentoring, tutoring, and mentoring opportunities. We will use Edsby, ParentLink, Twitter, The Sentinal, and our school website to communicate with stakeholders on ways to become involved and continue to support Middleton students.

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.

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching	$0.00
		Total:	$0.00