

Hillsborough County Public Schools

# Shields Middle School



2020-21 Schoolwide Improvement Plan

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# Shields Middle School

15732 BETH SHIELDS WAY, Ruskin, FL 33573

[ no web address on file ]

## Demographics

**Principal: Deanna Fisher**

Start Date for this Principal: 3/25/2019

|  |   |
|--|---|
| <b>2019-20 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2019-20 Title I School</b>  | Yes   |
| <b>2019-20 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%  |
| <b>2019-20 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students*<br>Hispanic Students*<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2018-19: C (46%)<br>2017-18: C (48%)<br>2016-17: D (38%)<br>2015-16: D (37%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Central   |
| <b>Regional Executive Director</b>   | <a href="#">Lucinda Thompson</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   | 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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# Shields Middle School

15732 BETH SHIELDS WAY, Ruskin, FL 33573

[ no web address on file ]

## School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2019-20 Title I School</b> | <b>2019-20 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Middle School<br>6-8                                    | Yes                           | 88%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 86%   |

## School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2019-20</b> | <b>2018-19</b> | <b>2017-18</b> | <b>2016-17</b> |
| <b>Grade</b> | C              | C              | C              | D              |

## School Board Approval

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## 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.**

At Beth Shields Middle School we will meet our students needs by offering an equitable education to ALL our students as we ensure student success each and everyday! Thereby being committed to closing the achievement gap and ensuring that all students are 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, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name                 | Title                      | Job Duties and Responsibilities   |
|----------------------|----------------------------|---|
| Carr,<br>Colleen     | Principal                  | <p>Create a long term plan for student academic and overall success</p> <p>Create a positive school climate and culture</p> <p>Cultivate and empower faculty, student, and staff to become effective school leaders</p> <p>Manage Human Capital, data, and processes that ensure that our students achieve and exceed expectations</p> <p>Improve school leadership by supporting teachers and providing the essential tools that allows a better platform for student success.</p> <p>Ensure that students have access to an equitable and fair academic experience</p> <p>Build teacher capacity within the school site</p> |
| Lyles,<br>Danette    | Attendance/<br>Social Work | <p>Develop and implement intervention and prevention programs that allows students to be mentally, socially, and emotionally sound so that students can achieve academic success. Additionally the social worker will work with the Administration, faculty, and staff to support the MTSS/RTI process, work with the problem solving team to aid in supporting students to be successful, prioritize to create a plan and or intervention to keep students safe, and link students and their families to agencies and community resources that allows student to excel not only in academics but in all aspects of life.</p> |
| Montoya,<br>Marisol  | Other                      | <p>As a migrant advocate for Shields MS migrant students grades 6th through 8th making sure they start school as soon as they arrive to Hillsborough County. We conduct a needs assessment to learn the needs of the family and we provide social services. The focus for the migrant advocate is in the following areas</p> <ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Social Services</li> <li>• Academic Support</li> <li>• Academic Tutoring</li> <li>• Parental Involvement</li> </ul>   |
| Duran,<br>Miriam     | Assistant<br>Principal     | <p>The Middle School Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items.</p>   |
| Williams,<br>Theresa | Assistant<br>Principal     | <p>The Middle School Assistant Principal assists the building principal in organizing and</p>   |



| Name                | Title               | Job Duties and Responsibilities   |
|---------------------|---------------------|---|
|                     |                     | <p>fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.</p>  |
| Makdessi, Antonella | Teacher, K-12       | <p>Instructor actively instruct students, create lesson plans, assign and correct homework, manage students in the classroom, communicate with parents, and help students prepare for standardized testing. ... Bestowing students with arithmetic and problem-solving skills is one of the many duties of a math teacher.</p>  |
| Goodman, Rebecca    | Assistant Principal | <p>The Middle School Assistant Principal assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes such responsibilities as: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items.</p>   |
| Ferrell, Cheryl     | Instructional Coach | <p>Maintains and monitors implementation of Hillsborough County Public Schools' Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards. Assists with the implementation of district initiatives in the area of STEM (Science, Technology, Engineering, and Mathematics). Research and provide staff support that will improve teaching and learning – including: teaching strategies, assessment of math skills, interpretation, and use of assessment results, etc. ? Research, prepare materials, and identify resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of math skills, and interpretation and use</p> |

| Name            | Title               | Job Duties and Responsibilities   |
|-----------------|---------------------|---|
|                 |                     | <p>of assessment results, etc.<br/>                     ? Research and provide information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.<br/>                     ? Provides support and assistance to all classroom teachers in the full implementation of the district's adopted math program through score analysis/interpretation.<br/>                     ? Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.<br/>                     ? Provides on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).<br/>                     ? Assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.<br/>                     ? Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.<br/>                     ? Assists teacher in preparation pacing for instruction.<br/>                     ? Participation in collaborative grade level meetings to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.<br/>                     ? Assists grade level teams in setting goals for improved instruction and RTI implementation.<br/>                     ? Meets regularly (weekly) with the principal to review benchmarks and established data points to assess student progress towards established instructional goals.</p> |
| Addis, Jennifer | Instructional Coach | <p>Reading Coach~• Model lessons in classrooms on a daily/weekly basis.<br/>                     • Support the instructional development of all teachers in understanding the curriculum and varied assessments, the Framework for Teaching, and data analysis.<br/>                     • Build strong relationships with teachers, administrators, and other coaches.<br/>                     • Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.<br/>                     • Create an articulated schedule with building administration.<br/>                     • Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.<br/>                     • Support teachers and administrators in using data to improve instruction on</p>  |

| Name                      | Title        | Job Duties and Responsibilities   |
|---------------------------|--------------|---|
|                           |              | <p>all levels.</p> <ul style="list-style-type: none"> <li>• Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their student</li> <li>• Support teachers by helping with the —strategic how of teaching -- share multiple instructional strategies/processes with teachers during planning times.</li> <li>• Informally observe (non-evaluative) lessons and provide feedback for a teacher’s professional growth and students’ success.</li> <li>• Develop coaching plans for teachers to ensure student improvement.</li> <li>• Utilize Adult Learning Theory to motivate adult learners to improve professional practice.</li> <li>• Contribute to the development systems and structures to improve teacher practice within schools.</li> <li>• Submit a weekly coaching log and any pertinent data requests/coaching documentation.</li> </ul>   |
| <p>Johnson,<br/>Karen</p> | <p>Other</p> | <p>Teacher Leader for science~<br/>Provides instructional coaching to all teachers.<br/>? Develops and conducts staff development for classroom teachers.<br/>? Analyzes student data and recommends interventions to both administrators and teachers.<br/>? Analyzes observational data and conferences with teachers accordingly, both individually and in groups.<br/>? Collaborates with core content coaches and contacts to ensure timely dissemination of curricular and instructional information from the district and other sources.<br/>? Collaborates with on-site staff on the use of available school technology and resources to increase student achievement.<br/>? Develops and supports demonstration classrooms in core content classes.<br/>? Develops a monitoring plan and interventions for attendance.<br/>? Engages in continuous improvement by attending professional development in all content areas and attends monthly professional learning communities (PLCs) to stay current with best practices and standards.<br/>Interprets data related to student performance and identifies appropriate intervention strategies.<br/>? Models effective techniques in the classroom.<br/>? Participates as an active member of leadership teams and professional learning communities.<br/>? Provides follow-up and implementation support for professional development activities.<br/>? Establishes and maintains positive, collaborative relationships with administrators and personnel.</p> |

| Name            | Title | Job Duties and Responsibilities   |
|-----------------|-------|---|
|                 |       | <p>? Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.</p> <p>? Creates a positive educational climate for students to learn in an atmosphere of respect and rapport.</p> <p>? Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement.</p> <p>? Utilizes a variety of teaching practices and methodologies that reflect diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students.</p> <p>? Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance.</p> <p>? Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures.</p> <p>? Communicates with parents and school/district personnel regarding student progress and encourages parental involvement.</p> <p>? Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities.</p> |
| Nickel, Brian   | Other | <p>Social Studies Subject Leader~Enhance team members implementation of a Social Studies</p> <p>? Facilitate the integration of curriculum to encourage connections in the learning process.</p> <p>? Disseminate trends, new approaches, and research findings to the team members.</p> <p>? Help team members share effective grouping strategies.</p> <p>? Assists in the selection of personnel that affects the team – aides, volunteers, support staff.</p> <p>Conduct regularly scheduled meetings and involve all team members.</p> <p>? Coordinate interdisciplinary units of study on the team and the exploratory program.</p> <p>? Facilitate parent conferences, as needed by the team or requested by the parent.</p> <p>? Coordinate school-wide decisions between and among all school teams regarding homework, grading, tests, quizzes, projects, etc.</p> <p>? Promote public relations between team members and the parent/school community.</p> <p>Institute best practices for the social studies department</p>  |
| Vaughn, Roxanne | Other | <p>Nurse~Provides nursing care to students with physical, emotional, and social health problems or</p>  |

| Name               | Title | Job Duties and Responsibilities  |
|--------------------|-------|--|
|                    |       | <p>identified as high risk for developing health problems using the nursing process as outlined in the Florida Nurse Practice Act.</p> <ul style="list-style-type: none"> <li>? Provides medication, procedures, and treatments using the nursing process as outlined in the Florida Nurse Practice Act and following district guidelines and policies.</li> <li>? Implements delegated activities according to training and district guidelines.</li> <li>? Provides basic first aid and CPR as necessary to all students and staff.</li> <li>? Follows up on students with injuries, illnesses, or medical problems when appropriate.</li> <li>? Maintains appropriate communication with school nurse, students, parents/guardians, staff, and principal.</li> <li>? Maintains valid state licenses, including CPR, First Aid, and Bloodborne Pathogen Certification by attending continuing education programs and other training activities.</li> <li>? Attends all pre- and post-planning meetings, as well as professional day training.</li> </ul>   |
| Sandoval, Mary     | Other | <p>Custodian~Supervises assigned personnel, monitor staff performance, and make immediate improvements. Ensure students have a a safe, clean, and productive environment.</p>  |
| Rodriguez, Modesto | Other | <p>Parent Liaison~Serves as liaison between parents and school by working closely and conferring with district personnel (e.g., social worker, school counselor, psychologist, school administration).</p> <ul style="list-style-type: none"> <li>? Provides and interprets information about school procedures, instructional programs, names and roles of administrators and staff members.</li> <li>? Assists with facilitation of parental activities with feeder schools and the local community to generate a continuum for student success.</li> <li>? Maintains communication logs to document contact with parents, student, staff, and community.</li> <li>? Serves as a contact for parents with questions about the school services or specific activities and events.</li> <li>? Contacts parents to serve on school committees or to attend special events at the school.</li> <li>? Develops rapport with students, their parents, and school administration/ staff to promote the proper adjustment and progress of students.</li> <li>? Assists parents and students with accessing educational resources.</li> </ul> <p>Cultivates parental interest in their children’s schools and activities through parental engagement, advocacy, and involvement in various school-connected</p> |

| Name               | Title            | Job Duties and Responsibilities   |
|--------------------|------------------|---|
| Brown-Joseph, Mary | School Counselor | <p>organizations and committees.</p> <p>Provides an ongoing program of individual, small group, and large group counseling services in the areas of academic advisement, career awareness, and social/personal development per the national standards established by the American School Counselor Association.</p> <p>? Consults and works collaboratively with administrators, teachers, school personnel, district personnel, parents, and various community agencies to meet the counseling and educational planning needs of middle school students, including schoolwide needs.</p> <p>? Interprets and utilizes school records, including cognitive, aptitude, and achievement tests, for educational planning. Reviews and evaluates student records and transcripts.</p> <p>? Addresses individual student needs and refers students to appropriate school and community resources as necessary.</p> <p>? Provides preventive and responsive services, including crisis counseling as needed, and addresses student mental health needs as appropriate.</p> <p>? Facilitates the involvement of parents in the education of their students, including assisting in parent/teacher/counselor conferences.</p> <p>Assists students in developing self-understanding, self-acceptance, and effective interpersonal skills.</p> <p>? Provides information about appropriate community resources.</p> |
| Troche, Efrain     | Teacher, K-12    | <p>Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.</p> <p>? Creates a positive educational climate for students to learn in an atmosphere of respect and rapport.</p> <p>? Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement.</p> <p>? Utilizes a variety of teaching practices and methodologies that reflect diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students</p> <p>? Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance.</p> <p>? Manages student behavior in the classroom by utilizing effective classroom</p>  |

| Name            | Title        | Job Duties and Responsibilities  |
|-----------------|--------------|--|
|                 |              | <p>management strategies and invoking appropriate disciplinary procedures.<br/>                     ? Communicates with parents and school/district personnel regarding student progress and encourages parental involvement.<br/>                     ? Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities.<br/>                     ? Appropriately maintains and secures confidential records, inquiries, and data.</p>   |
| Padgett, Latoya | Teacher, ESE | <p>ESE Specialist~Serves member of ESE Leadership Team</p> <ul style="list-style-type: none"> <li>• Provides leadership in the development and implementation of the ESE Strategic Plan that is aligned to the District Strategic Plan and the State Performance Plan</li> <li>Allocates resources, e.g. personnel and budget, to align with the implementation of the ESE Strategic Plan</li> <li>• Provides recommendations for ESE staffing model and service delivery</li> <li>• Collaborates with private schools and community agencies involved in the education of students with disabilities and gifted students</li> <li>• Assists schools and parents with response to complaint procedures, including informal parent complaints, formal state or federal complaints, mediation, and due process hearings</li> <li>• Assists schools in the decision-making process required for determining accommodations for students with disabilities participating in standard assessment. Supports schools in the alternative assessment process</li> <li>• Assists schools in implementing all processes required for the FTE survey weeks</li> <li>• Systematically shares data with schools to assist school staff in monitoring the achievement of students with disabilities and the schools' satisfactory implementation of IDEA and Elementary and Secondary Education Act (ESEA)</li> <li>• Collaborates with the Department of Education, including grant staff, regarding implementation of supplemental services</li> <li>• May serve as specific program representative to the Department of Education</li> <li>• May be responsible for developing and monitoring project budgets</li> <li>• Conducts formal and informal needs assessments with stakeholder groups, including principals, ESE and general education teachers, related service providers, parents, and community members</li> <li>• Uses needs assessment results to identify customer requirements and</li> </ul> |

| Name | Title | Job Duties and Responsibilities  |
|------|-------|--|
|      |       | incorporate them into the ESE Strategic Plan <ul style="list-style-type: none"> <li>• Assesses customer satisfaction and plans for improvements</li> <li>• Plans, conducts and/or facilitates, and evaluates professional development for school-based and district personnel, parents, and community members involved in the education of students with disabilities</li> </ul> Supervises all instructional and support personnel, including interviews, recommendations, evaluations, induction of new personnel, Deliberate Practice plans, assignment of duties, substitutes, and payroll <ul style="list-style-type: none"> <li>• Maintains records and necessary reports for efficient operation of school and compliance with federal, state and local requirements</li> </ul> |

|            |       |  |
|------------|-------|--|
| Lopez, Liz | Other | ELL Specialist~? Provides coaching to classroom teachers in order to improve their craft when instruction English language learners.<br>? Develops and conducts professional development for classroom teachers and bilingual education paraprofessionals in specified English language acquisition strategies, best practices, and specific instructional resources.<br>? Serves as a support to the District Advisory Council.<br>? Maintains and monitors implementation of ELL Program Guidelines and Procedures, inclusive of full time equivalent (FTE) auditing and compliance. |
|------------|-------|--|

**Demographic Information**

**Principal start date**

Monday 3/25/2019, Deanna Fisher

**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.*

4

**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.*

19

**Total number of teacher positions allocated to the school**

105

**Demographic Data**



|  |   |
|--|---|
| <b>2020-21 Status</b><br>(per MSID File)   | Active  |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education  |
| <b>2019-20 Title I School</b>  | Yes   |
| <b>2019-20 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%  |
| <b>2019-20 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Asian Students<br>Black/African American Students*<br>Hispanic Students*<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2018-19: C (46%)<br>2017-18: C (48%)<br>2016-17: D (38%)<br>2015-16: D (37%)  |
| <b>2019-20 School Improvement (SI) Information*</b>  |   |
| <b>SI Region</b>   | Central   |
| <b>Regional Executive Director</b>   | <a href="#">Lucinda Thompson</a>  |
| <b>Turnaround Option/Cycle</b>   | N/A   |
| <b>Year</b>  |   |
| <b>Support Tier</b>  |   |
| <b>ESSA Status</b>   | TS&I  |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |   |

## 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 | 561 | 590 | 636 | 0 | 0  | 0  | 0  | 1787  |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 79  | 99  | 98  | 0 | 0  | 0  | 0  | 276   |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 114 | 132 | 101 | 0 | 0  | 0  | 0  | 347   |
| Course failure in ELA                     | 0           | 0 | 0 | 0 | 0 | 0 | 12  | 11  | 10  | 0 | 0  | 0  | 0  | 33    |
| Course failure in Math                    | 0           | 0 | 0 | 0 | 0 | 0 | 4   | 19  | 6   | 0 | 0  | 0  | 0  | 29    |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  |       |
| Level 1 on 2019 statewide Math 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 | 141 | 187 | 197 | 0 | 0  | 0  | 0  | 525   |

**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 | 2 | 0 | 0 | 0  | 0  | 0  | 2     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

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

Wednesday 6/24/2020

**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 | 636 | 475 | 563 | 0 | 0  | 0  | 0  | 1674  |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 124 | 90  | 116 | 0 | 0  | 0  | 0  | 330   |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 105 | 84  | 89  | 0 | 0  | 0  | 0  | 278   |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 116 | 89  | 112 | 0 | 0  | 0  | 0  | 317   |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 305 | 223 | 265 | 0 | 0  | 0  | 0  | 793   |

**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 | 168 | 129 | 187 | 0 | 0  | 0  | 0  | 484   |

**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 | 1 | 2 | 1 | 0 | 0  | 0  | 0     | 4  |
| Students retained two or more times | 0           | 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 | 636 | 475 | 563 | 0 | 0  | 0  | 0     | 1674 |
| Attendance below 90 percent     | 0           | 0 | 0 | 0 | 0 | 0 | 124 | 90  | 116 | 0 | 0  | 0  | 0     | 330  |
| One or more suspensions         | 0           | 0 | 0 | 0 | 0 | 0 | 105 | 84  | 89  | 0 | 0  | 0  | 0     | 278  |
| Course failure in ELA or Math   | 0           | 0 | 0 | 0 | 0 | 0 | 116 | 89  | 112 | 0 | 0  | 0  | 0     | 317  |
| Level 1 on statewide assessment | 0           | 0 | 0 | 0 | 0 | 0 | 305 | 223 | 265 | 0 | 0  | 0  | 0     | 793  |

**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 | 168 | 129 | 187 | 0 | 0  | 0  | 0     | 484 |

**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 | 1 | 2 | 1 | 0 | 0  | 0  | 0     | 4  |
| Students retained two or more times | 0           | 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             | 35%    | 51%      | 54%   | 26%    | 50%      | 52%   |
| ELA Learning Gains          | 45%    | 52%      | 54%   | 38%    | 53%      | 54%   |
| ELA Lowest 25th Percentile  | 39%    | 47%      | 47%   | 32%    | 45%      | 44%   |
| Math Achievement            | 38%    | 55%      | 58%   | 30%    | 54%      | 56%   |
| Math Learning Gains         | 48%    | 57%      | 57%   | 41%    | 59%      | 57%   |
| Math Lowest 25th Percentile | 47%    | 52%      | 51%   | 35%    | 51%      | 50%   |
| Science Achievement         | 37%    | 47%      | 51%   | 27%    | 47%      | 50%   |
| Social Studies Achievement  | 54%    | 67%      | 72%   | 38%    | 66%      | 70%   |

| <b>EWS Indicators as Input Earlier in the Survey</b> |  |          |          |              |
|--|--|----------|----------|--------------|
| <b>Indicator</b>                                     | <b>Grade Level (prior year reported)</b> |          |          | <b>Total</b> |
|  | <b>6</b>                                 | <b>7</b> | <b>8</b> |              |
|  | (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.**

| <b>ELA</b>            |             |               |                 |                                   |              |                                |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>          | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 06                    | 2019        | 34%           | 53%             | -19%                              | 54%          | -20%                           |
|                       | 2018        | 33%           | 52%             | -19%                              | 52%          | -19%                           |
| Same Grade Comparison |             | 1%            |                 |                                   |              |                                |
| Cohort Comparison     |             |               |                 |                                   |              |                                |
| 07                    | 2019        | 32%           | 54%             | -22%                              | 52%          | -20%                           |
|                       | 2018        | 30%           | 52%             | -22%                              | 51%          | -21%                           |
| Same Grade Comparison |             | 2%            |                 |                                   |              |                                |
| Cohort Comparison     |             | -1%           |                 |                                   |              |                                |
| 08                    | 2019        | 35%           | 53%             | -18%                              | 56%          | -21%                           |
|                       | 2018        | 33%           | 54%             | -21%                              | 58%          | -25%                           |
| Same Grade Comparison |             | 2%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 5%            |                 |                                   |              |                                |

| <b>MATH</b>           |             |               |                 |                                   |              |                                |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>          | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 06                    | 2019        | 29%           | 49%             | -20%                              | 55%          | -26%                           |
|                       | 2018        | 30%           | 48%             | -18%                              | 52%          | -22%                           |
| Same Grade Comparison |             | -1%           |                 |                                   |              |                                |
| Cohort Comparison     |             |               |                 |                                   |              |                                |
| 07                    | 2019        | 42%           | 62%             | -20%                              | 54%          | -12%                           |
|                       | 2018        | 38%           | 61%             | -23%                              | 54%          | -16%                           |
| Same Grade Comparison |             | 4%            |                 |                                   |              |                                |
| Cohort Comparison     |             | 12%           |                 |                                   |              |                                |
| 08                    | 2019        | 26%           | 31%             | -5%                               | 46%          | -20%                           |
|                       | 2018        | 22%           | 29%             | -7%                               | 45%          | -23%                           |
| Same Grade Comparison |             | 4%            |                 |                                   |              |                                |
| Cohort Comparison     |             | -12%          |                 |                                   |              |                                |

| <b>SCIENCE</b> |             |               |                 |                                   |              |                                |
|----------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>   | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 08             | 2019        | 34%           | 47%             | -13%                              | 48%          | -14%                           |

| SCIENCE               |      |        |          |                            |       |                         |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade                 | Year | School | District | School-District Comparison | State | School-State Comparison |
|                       | 2018 | 32%    | 48%      | -16%                       | 50%   | -18%                    |
| Same Grade Comparison |      | 2%     |          |                            |       |                         |
| 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       | 50%    | 67%      | -17%                  | 71%   | -21%               |
| 2018       | 49%    | 65%      | -16%                  | 71%   | -22%               |
| 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        | 74%    | 63%      | 11%                   | 61%   | 13%                |
| 2018        | 82%    | 63%      | 19%                   | 62%   | 20%                |
| Compare     |        | -8%      |                       |       |                    |

| GEOMETRY EOC |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2019         | 94%    | 57%      | 37%                   | 57%   | 37%                |
| 2018         | 94%    | 56%      | 38%                   | 56%   | 38%                |
| 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       | 39     | 33          | 19        | 37      | 33           | 14       | 28      |           |                   |                     |
| ELL                                       | 13       | 38     | 37          | 20        | 42      | 42           | 13       | 27      | 63        |                   |                     |

| 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                                       | 82       | 64     |             | 91        | 91      |              |          |         |           |                   |                     |
| BLK                                       | 38       | 46     | 40          | 38        | 47      | 52           | 33       | 66      | 55        |                   |                     |
| HSP                                       | 31       | 42     | 37          | 36        | 46      | 45           | 33       | 48      | 75        |                   |                     |
| MUL                                       | 31       | 46     | 45          | 45        | 49      |              | 38       | 45      |           |                   |                     |
| WHT                                       | 48       | 56     | 53          | 46        | 55      | 56           | 51       | 69      | 70        |                   |                     |
| FRL                                       | 33       | 44     | 39          | 36        | 46      | 47           | 33       | 52      | 68        |                   |                     |
| 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        |                   |                     |

**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  | 46   |
| 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 | 49   |
| Total Points Earned for the Federal Index                                       | 462  |
| Total Components for the Federal Index  | 10   |

| <b>ESSA Federal Index</b>  |     |
|--|-----|
| Percent Tested   | 99% |
| <b>Subgroup Data</b>   |     |
| <b>Students With Disabilities</b>  |     |
| 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   |
| <b>English Language Learners</b>   |     |
| Federal Index - English Language Learners                                      | 34  |
| English Language Learners Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| <b>Native American Students</b>  |     |
| 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   |
| <b>Asian Students</b>  |     |
| Federal Index - Asian Students   | 82  |
| Asian Students Subgroup Below 41% in the Current Year?                         | NO  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  | 0   |
| <b>Black/African American Students</b>   |     |
| Federal Index - Black/African American Students                                | 46  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| <b>Hispanic Students</b>   |     |
| Federal Index - Hispanic Students  | 44  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               | 0   |
| <b>Multiracial Students</b>  |     |
| Federal Index - Multiracial Students   | 43  |
| 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   | 56  |
| 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                                | 45  |
| 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.

ELA-Gains in the bottom quartile declined by 5 points from the 2017/2018 to 2018/2019 Academic Years; dropping from a 44% gain to a 39% gain resulting in 9 points below district and state average. Students continue to have deficits in Text-based Evidence Writing, author's Craft, and Integration of Knowledge and Ideas with paired-text.

Science- Though Science has shown gains from 2016/17 to 2017/18 and to 2018/19, embedding Nature of Science concept to content topics remains a challenge. Additionally, evidence from 8th grade Formative Assessments showed specific Earth and Life Science Standards with low performance of all achievement levels.

Math-Learning Gains declined by 7 points from 2018 to 2019 (55% to 48%). This is 12 points below district and state average. Students continue to struggle with applying reasoning skills to solve problems. The foundational content (number sense, ratio and proportional reasoning, and expressions and equations) continue to show gaps for our students.

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

ELA-Bottom quartile students showed greatest decline from 2017/2018-2018/2019 decreasing school-wide by 5 percentile points. Teacher turnaround could serve as a contributing factor to the decline in this area, as well as double-block and co-teach classes not being served by certified ESE teachers.



Science- There was a decrease in the gain of 2% from the previous year's increase of 8%. A contributing factor may have been the department teacher structure shift with unfamiliarity of content and ensuring depth of knowledge of content.

Math-Learning Gains declined by 7 points from 2018 to 2019 (55% to 48%). This is 12 points below district and state average. Students continue to struggle with applying reasoning skills to solve problems. The foundational content (number sense, ratio and proportional reasoning, and expressions and equations) continue to show gaps for our students.

**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.**

ELA-Achievement Levels remained stagnant at 35% from 2017/2018 to 2018/2019 Academic Years, resulting in a 19 point gap as compared to the state average of 54% . Students dropping Achievement Levels and a large group of proficient students not making adequate gains are contributing factors to this deficit.

Science- The gap from the 2017/18 to 2018/19 year closed by 4 points from a deficit of -18% to -14%. A low number of proficient students making adequate gains is a contributing factor to this deficit.

Math-Achievement Levels remained stagnant at 38% from 2018 to 2019, resulting in a 20 point gap when compared to the state average of 58%. Students not being able to maintain or increase their achievement level is the contributing factor for this deficit.

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

Science- level 3 or above on FSA, gaining 8% 2016/17 to 2017/18 and 2% 2017/18 to 2018/19. 5 of 6 represented subgroups reflected increases. Purposeful actions: reorganization of teaching assignments, placement of ELL and ESOL classes, data driven discussions, application of Nature of Science strategies embedded in content and focused content review of 6th and 7th grade standards throughout the year.

Math-The seventh grade group of students made the greatest gains for our grade. The math teachers had a keen focus on standards and used common assessments to drive instruction.

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

The areas that we have identified as a focus for ESSA are our ESE and ELL students. Our ESE and ELL students achievement gap has been stagnant therefore we have a plan of action to close the achievement gap for students.

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

1. Student Engagement
2. Content specific PD
3. Instructional Best Practices across all disciplines
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Student Engagement**

|  |  |
|--|--|
| <p><b>Area of Focus Description and Rationale:</b></p>   | <p>The problem is that lack of student engagement has permeated our school culture and the end results that we are becoming stagnant in our student's academic performance. As we analyzed the areas of focus we noted the following components:</p> <ol style="list-style-type: none"> <li>1. Teacher turnover and lack of teacher retention/The overcrowding of the school makes class sizes unmanageable/lots of new teachers and/or for some teachers this is a career switch/some teachers continue to live in the world of straight lecture verses evolving to meet the students needs/ lack of differentiated instruction</li> <li>2. Teachers are not taking advantage of professional development opportunities offered by the District to improve best practices due to long school days/Lack of timely releasing of funds did not allow us to purchase the resources that are needed and these resources are needed to directly impact student's mastery of content</li> <li>3. Many teachers lack of knowledge of various engagement strategies/Many teachers do not know how to differentiate instruction</li> <li>4. More opportunities for teacher leader capacity is needed</li> <li>5. ESSA Subgroups of ESE and ELL being stagnant due to lack of differentiation and scaffolding content to meet their needs</li> </ol> |
| <p><b>Measurable Outcome:</b></p>                        | <ol style="list-style-type: none"> <li>1. Common Assessments and Data Drive</li> <li>2. FSA</li> <li>3. Data from Walkthroughs</li> <li>4. EET Teacher Evaluation System Data</li> <li>5. Student and Teacher Attendance</li> <li>6. Semester Exams</li> </ol>   |
| <p><b>Person responsible for monitoring outcome:</b></p> | <p>Colleen Carr (colleen.carr@hcps.net)</p>  |
| <p><b>Evidence-based Strategy:</b></p>                   | <ol style="list-style-type: none"> <li>1. Utilization of Coaches to coach teachers and build teacher capacity</li> <li>2. Utilization of Administration being instructional leader~provides coaching and feedback that aids in teachers refining their craft and allows students to be engaged and to learn</li> <li>3. PD on rigor and engagement~ Tools to move teachers thought process and allows them to be responsive to students needs</li> <li>4. Champs for consistency and procedures~Aids in students behavior to settle behavioral incidents that disrupts the environment so that others cannot learn</li> <li>5. Functioning ILT</li> <li>6. Various learning platforms that takes into account for RTI and showcases that students learn differently and their individual needs must be met.</li> </ol>   |
| <p><b>Rationale for Evidence-based Strategy:</b></p>     | <p>To improve student engage students and teachers must attend school daily. ~ increase student attendance we will use progress monitoring with fidelity for both teachers and students. When a student misses a certain amount of days, the homeroom teacher calls home, who then reports it to the social worker and the AP. A plan will then be put into place on how to assist the student, whether it be a medical concern, socioemotional concern, etc. There will be incentives for students who attend school</p>  |

regularly. There will be attendance incentives for both teachers and students.  
 To improve student engagement students and teachers must be in good mental space, feel safe, and work through trauma...  
 ~Therefore we will build rapport through the programs of , SEL, PBIS, student incentive plan, CHAMPS, clubs, Boy Scouts and Girl Scouts of America, Latinos in Action, therapy groups, CHEWS, Medal of Honor Character school wide mentoring program, Check and Connect, Character Playbook Restorative Practices and the 8th Grade Promotional activity  
 To improve student engagement a focus must be an active culture of PTSA  
 ~Active recruitment of stakeholders to become apart of PTSA. To increase parental involvement we will implement and continue Sailfish Invasion that acclimates 6th graders to the school, curriculum nights that showcase student work and engage parents in the rigor of academics, conference nights, family game night, wellness activity, parent liaison that actively communicates with the parents in the community. Student recognition to parents about sailfish pride. Utilize staff and parents to make connections in the community and new developments in the community.  
 To improve student engagement teachers must feel vulnerable to take risks in asking others to help to solidify their craft therefore the following is paramount:  
 ~Create a committee for team building and building relationships among staff members. The committee will also create onboarding experiences for new teachers.  
 To improve student engagement we must offer opportunities for PD on rigor/student engagement, support for new teachers, and strategies for engagement  
 ~ESE and ELL Subgroup we will incorporate additional tutorial services during afterschool ELP, Saturday School, and at lunch time. We will provide students additional support through the avenue of critical thinking classes that focus on the areas in which they are not mastering the content.

**Action Steps to Implement**

1. Ensuring that the SIP is a live and active document that procedures results

**Person Responsible** Colleen Carr (colleen.carr@hcps.net)

Attendance Monitoring of both students and staff

**Person Responsible** Danette Lyles (danette.lyles@hcps.net)

PBIS and SEL

**Person Responsible** Rebecca Goodman (rebecca.goodman@sdhc.k12.fl.us)

Rapport and relationship building across the stakeholders

**Person Responsible** Theresa Williams (theresah.williams@sdhc.k12.fl.us)

Monitoring of trends and data from walkthroughs

**Person Responsible** Miriam Duran (miriam.duran@hcps.net)

Character Play book, groups, academic advising etc

**Person Responsible** Mary Brown-Joseph (mary.brown-joseph@hcps.net)

Evaluation of data and trends

**Person Responsible** Colleen Carr (colleen.carr@hcps.net)

Ensuring of community partnership and allow parents to see the day to setting for a student as well as goal setting and aiding parents in being their child advocate

**Person Responsible** Modesto Rodriguez (modesto.rodriguez@hcps.net)

Ensuring that the various learning platforms, interventions, and that ILT is functioning properly

**Person Responsible** Miriam Duran (miriam.duran@hcps.net)

Ensuring that all students are seen through the lens of equity primary focus of our ESE students

**Person Responsible** Latoya Padgett (latoya.padgett@hcps.net)

Ensuring that teachers have access to technology, materials, and supplies

**Person Responsible** Jennifer Addis (jennifer.addis@sdhc.k12.fl.us)

Student engagement in STEM elements and Robotics

**Person Responsible** Karen Johnson (karen.johnson@sdhc.k12.fl.us)

Ensuring that ELL Subgroup are seen through the lens of equity and that we are utilizing best practices to meet their academic needs

**Person Responsible** Liz Lopez (liz.lopez@hcps.net)

### Additional Schoolwide Improvement Priorities

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

**After conducting an analysis and trends for the school we noted that our areas of focus that will aid in school improvement would be as follows:**

- 1. Our areas of focus is to improve student engagement by increasing learning gains in the bottom quartiles of reading and math, increasing the performance of various subgroups with a special focus on the ESE and ELL Subgroups, decreasing the number of students who earn a zero on the writing assessment, increase the performance of our higher level students, improve attendance and behavior, decrease the number of student referrals, increase the parent engagement, increase teacher retention, improve teacher attendance, and build teacher capacity.**
- 2. We plan to increase learning gains in Language Arts/Reading and the bottom quartile by 10%**
- 2. Increase the learning gains of the bottom quartile and moving our levels**
- 3. Decrease the number of students earning a zero by 10%**
- 4. Increase the number of students (8-100 proficiency by 10% school wide**
- 5. 85% of our students without suspensions; decrease the number of change of placement.**
- 3. We are seeing gains in on our formative in certain areas of mathematics, some areas of reading but having some decreases in advance reading, intensive reading, 7th and 8th grade math, and some areas of science and civics.**
- 4. Creating a viable plan of action as it relates to Covid-19 and Learning that ensures that we continuing to close the achievement gap.**

## 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.

Based on the following feedback from the SRA visit, results from the ASQI survey, input from teacher leaders, school administrators, and students, our areas of concern include: student and teacher attendance, student behavior, lack of parental involvement, lack of community partnerships, lack of socioemotional learning (SEL) resources, lack of student engagement, deficiencies in the delivery of instruction & lesson planning, lack of teacher retention, and high teacher turnover rate. Through the setting of high expectations and establishing systems for the improvement of climate, culture, student engagement through tasks of rigor, and vast improvement in the establishment of PLC's and lesson implementation the following should be achievable:

1. Increase student attendance to 85% and teacher attendance to 90%
2. Decrease discipline referrals by 30%
3. Increase PTSA membership by 90%, increase parental involvement by 25% (volunteer report)
4. Increase our community partnerships by 25%
5. Improve SEL to 100%
6. Decrease teacher turnover rate by 25%
7. Increase proficiency for ESSA subgroups, FSA Scores, and School Grade
8. Keeping the discussion of equity and an action plan for equity for component of the school

We will continue to build the positive culture and climate in the school through more student incentives, family game night, restoratives practices, opportunities for professional development, implementation of CHAMPS, increasing students self esteem and school pride through the utilization of uniforms,

**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: Student Engagement |                |     |             | \$1,038,705.45 |
|--|----------------------------------|--|----------------|-----|-------------|----------------|
| Function   | Object                           | Budget Focus   | Funding Source | FTE | 2020-21     |                |
| 1530   | 590-Other Materials and Supplies | 0055 - Shields Middle School                               | TSSSA          |     | \$70,374.00 |                |
| <i>Notes: Shields Middle is creating a STEM program with a focus on robotics.</i>      |                                  |  |                |     |             |                |
| 1530   | 500-Materials and Supplies       | 0055 - Shields Middle School                               | TSSSA          |     | \$10,000.00 |                |
| <i>Notes: Art SEL program that improves the climate and the culture of the school.</i> |                                  |  |                |     |             |                |

|  |      |                            |  |                 |     |             |
|--|------|----------------------------|--|-----------------|-----|-------------|
|  | 1530 | 500-Materials and Supplies | 0055 - Shields Middle School   | TSSSA           |     | \$24,672.14 |
|  |      |                            | <p><i>Notes: Based on equity and improving the climate and culture of the school, we will Supply backpack for all students – with over 95% of students receiving free or reduced lunch, plus the economic impact of COVID-19, the school is anticipating that many families will struggle to purchase basic school supplies for their children. To alleviate that burden, each student will receive a supply backpack that will include: the backpack, folders, spiral notebook, planner, pencils, pens, highlighters and lanyard for their ID. See below for quotes.</i></p>  |                 |     |             |
|  | 1530 | 500-Materials and Supplies | 0055 - Shields Middle School   | TSSSA           |     | \$7,475.00  |
|  |      |                            | <p><i>Notes: Based on equity and improving the climate and culture of the school we will supply some students with purchasing uniforms is often a challenge for many of the families at Shields. As a result, each child will receive at least one uniform shirt, with the neediest students receiving two.</i></p>  |                 |     |             |
|  | 1530 | 500-Materials and Supplies | 0055 - Shields Middle School   | TSSSA           |     | \$10,500.00 |
|  |      |                            | <p><i>Notes: Based on equity, student engagement, and a means to enable students to become productive in a global world we are providing 8th graders with a opportunity with Junior Achievement is designed to help teens make difficult decisions about how to best prepare for their educational and professional future. The program supplement standard social studies curricula and develop communication skills that are essential to success in the business world. All 8th graders are invited to attend, however, the \$15 fee excludes many students. Paying the cost for all 8th graders will ensure that the ability to pay does not limit a student's ability to gain important financial knowledge and skills. See quote below 700 students X \$15/ student = \$10,500</i></p> |                 |     |             |
|  | 1530 | 700-Other Expenses         | 0055 - Shields Middle School   | TSSSA           |     | \$1,120.00  |
|  |      |                            | <p><i>Notes: Statistics show that the more engaged students and their parents are the more apt it is to close the achievement gap. Therefore we will offer our parents and students the opportunities for Parent and Family Engagement activities - Game Night/ Fitness Activity/ Zumba Instructor/Cooking Healthy. Engages family and the community and impacts academic achievement and mental health of families.</i></p>   |                 |     |             |
|  | 1530 | 239-Other                  | 0055 - Shields Middle School   | TSSSA           |     | \$8,450.00  |
|  |      |                            | <p><i>Notes: As we focus on student engagement we are aware that we must offer professional development so that our teachers are equip tp meet the academic needs of our student. Therefore Teacher participants will be paid a stipend to attend site based professional development opportunities to help support the vision of our school's ILT. The trainings offered will empower teachers to cultivate student learning which aligns with our ILT vision. Teachers will have to present data artifacts to prove implementation of the strategies and to analyze what's working and what needs to be changed to enhance student learning and academic achievement. 130 teachers X 4 hours/teacher X \$16.25/hour (which includes fringe) = \$8,450.00</i></p>                           |                 |     |             |
|  | 1530 | 239-Other                  | 0055 - Shields Middle School   | TSSSA           |     | \$25,350.00 |
|  |      |                            | <p><i>Notes: In order for learning to occur behaviorial issues must decrease. Therefore we will provide professional development in the area of CHAMPS professional development - The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. 2 facilitators X \$500 each = \$1,000.00 130 teachers X 12 hours/teacher X \$16.25 (which includes fringe) = \$25,350.00</i></p>  |                 |     |             |
|  | 1530 | 239-Other                  | 0055 - Shields Middle School   | TSSSA           |     | \$2,880.00  |
|  |      |                            | <p><i>Notes: Instructional Coaches will facilitate research-based teachings with participants on site and progress monitor the teachers' implementation of these best practices throughout the course of the school year. Instructional coaches will meet with individual teachers during a common planning time once a month and collect data artifacts to ensure the principles are implemented with fidelity to increase student achievement. The 80 hours will be used from August 1 – December 30, 2020. 72 hours X \$40/hour (which includes fringe) = \$2,880.00</i></p>  |                 |     |             |
|  | 1530 | 100-Salaries               | 0055 - Shields Middle School   | Title, I Part A | 1.0 | \$89,984.12 |
|  |      |                            | <p><i>Notes: Reading Coach that aides Improving best practices in regards to reading and student engagement...focus on Advance students, ELL, ESE, and Intensive . Focused on data charts, support, planning cycles, PD, data analysis of trends, action plans, coaching teachers to not only build on student engagement but teacher capacity as well.</i></p>  |                 |     |             |
|  | 1530 | 100-Salaries               | 0055 - Shields Middle School   | Title, I Part A | 1.0 | \$91,324.63 |

|      |                                  |                              |  |     |              |  |
|------|----------------------------------|------------------------------|--|-----|--------------|--|
|      |                                  |                              | <i>Notes: Math Coach that aides Improving best practices in regards to reading and student engagement...focus on Advance students, ELL, ESE, and Intensive . Focused on data charts, support, planning cycles, PD, data analysis of trends, action plans, coaching teachers to not only build on student engagement but teacher capacity as well.</i>  |     |              |  |
| 1530 | 100-Salaries                     | 0055 - Shields Middle School | Title, I Part A  | 1.0 | \$82,600.70  |  |
|      |                                  |                              | <i>Notes: Teacher leaders~Teacher leaders to aid in growing teacher capacity the department of ELA and Science. We are beginning to phase out coaches and we have a lot of teachers new to the profession, teaching is their second career so we will have teacher leaders for 7th grade ELA &amp; writing, 6th grade and 8th grade science, 6th and 7th grade math.</i>   |     |              |  |
| 1530 | 100-Salaries                     | 0055 - Shields Middle School | Title, I Part A  | 1.0 | \$80,579.30  |  |
|      |                                  |                              | <i>Notes: Pull out and push In for students are are struggling with math...focus on ELL and ESE subgroups. Instructor pulls a group of students for intensive tutorials each 9 weeks for math. The pull outs are based on the areas of deficits and will focus on ELL and ESE Subgroup</i>   |     |              |  |
| 1530 | 100-Salaries                     | 0055 - Shields Middle School | Title, I Part A  | 1.0 | \$17,000.00  |  |
|      |                                  |                              | <i>Notes: Parent Liaison that goes out and partners with the community to have more parent in out, more than one parent attending PTSA, more parents involved in SAC, and getting more support from the community to help change the culture of Shields. Change the culture to where parents buy in and support what we do at Shields</i>  |     |              |  |
| 1530 | 100-Salaries                     | 0055 - Shields Middle School | Title, I Part A  | 4.0 | \$127,870.00 |  |
|      |                                  |                              | <i>Notes: Teacher Assistants~Shields has a a huge enrollment and teachers are out we don't have subs so we end up dispersing students. This leads to everyone not learning because the classes are huge and the dispersal create a situation where no learning takes place for the day. If we have assistant teachers they become an additional supports system where they can assist with curriculum when are teachers are present and teach when students are not so that the day is not wasted. Assisting instructors with teaching students and covering classes when teachers are out so that student engagement and students continue working on assignments</i> |     |              |  |
| 1530 | 519-Technology-Related Supplies  | 0055 - Shields Middle School | Title, I Part A  |     | \$51,220.17  |  |
|      |                                  |                              | <i>Notes: Virtual Field Trips~Ou students have limited resources so instead of them touring they can complete virtual field trips using the newest technology. This also gives a realistic view to our ELL and ESE students and visual learners 3 sets of VR Headsets and Kits</i>   |     |              |  |
| 1530 | 519-Technology-Related Supplies  | 0055 - Shields Middle School | Title, I Part A  |     | \$3,999.99   |  |
|      |                                  |                              | <i>Notes: 3D Robo Printer~ Allows for hands on learning and engagement especially in NTE, robotics, science and math</i>   |     |              |  |
| 1530 | 590-Other Materials and Supplies | 0055 - Shields Middle School | Title, I Part A  |     | \$55,623.40  |  |
|      |                                  |                              | <i>Notes: Computer carts and laptops~ Allows for hands on learning and engagement especially in all content areas as well as independent resource</i>  |     |              |  |
| 1530 | 700-Other Expenses               | 0055 - Shields Middle School | Title, I Part A  |     | \$3,240.00   |  |
|      |                                  |                              | <i>Notes: TVs (\$240) + TV Installs We will purchase 10 of the Emerson LED TV. Allows for engagement across all content areas The TV's will be installed in the modular classrooms that have been utilized to accommodate the growth at our school site.</i>   |     |              |  |
| 1530 | 690-Computer Software            | 0055 - Shields Middle School | Title, I Part A  |     | \$19,900.00  |  |
|      |                                  |                              | <i>Notes: HP 840 G6 Laptop + Microsoft License We will purchase 20 of these. Allows for engagement across all content areas and grade levels. This purchase will also allow us to have equity in classrooms that are actually modular that have been brought to our site to accommodate our growth. These items allow teachers to give students access to create performance base assignments and conduct research on various topics.</i>  |     |              |  |
| 1530 | 590-Other Materials and Supplies | 0055 - Shields Middle School | Title, I Part A  |     | \$6,870.00   |  |
|      |                                  |                              | <i>Notes: Allows for engagement across all content areas and grade levels. Allows for engagement across all content areas the printers will be utilized across the grade levels and</i>  |     |              |  |

|      |   |                              |  |  |             |  |
|------|---|------------------------------|--|--|-------------|--|
|      |   |                              | <i>content areas to accommodate the growth in enrollment at our schools. The printers will be utilized to print materials for students and also allows students to utilize the printers to print their performance tasks in the classroom. these printers aid in hands on lining and will be effective in closing the achievement gap.</i>   |  |             |  |
| 1530 | 649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment | 0055 - Shields Middle School | Title, I Part A  |  | \$2,340.00  |  |
|      |   |                              | <i>Notes: HP Elite E233 Monitor Bundle We will purchase ten of these items.</i>  |  |             |  |
| 1530 | 649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment | 0055 - Shields Middle School | Title, I Part A  |  | \$30,000.00 |  |
|      |   |                              | <i>Notes: 311 Computer Upgrade (35 Computers)</i>  |  |             |  |
| 1530 | 590-Other Materials and Supplies  | 0055 - Shields Middle School | Title, I Part A  |  | \$5,000.00  |  |
|      |   |                              | <i>Notes: NEWSELA~A support intervention that allows students to be tutored in various academic content at school and at home News ELA are utilized across content levels and grade levels. The Newsela Pro interactive learning platform is an innovative way to build reading comprehension with nonfiction that's always relevant and high interest: daily news. Newsela makes it easy for an entire class to read the same content or topic, but at various, guided reading levels for each student. Supporting students who are reading below grade level and challenging accelerated students, is an essential part of the teaching and learning process. The readings keeps students engaged with Florida Standards aligned quizzes that test critical thinking and close reading, automatically assigns articles to students, sees who read the story, passed the quiz and took notes, all in a single screen, and leads students toward a deeper examination of content through interactive annotations and editable written-response questions. The teacher and administrator binder records students' results, displays reading-level achievement in a crystal-clear, visual format, and shows results by specific standards. Students are able to monitor their data in their "digital student binder", giving them accountability in their learning. In addition, teachers give immediate feedback to the students enabling them to improve their results. Newsela's variety of texts supports content area instruction, themes, provides paired text sets, and includes a Reading Skills Set to serve as a grade level progress monitoring system for teachers and students to be strategic in their differentiated instruction and drive independent student goals.</i> |  |             |  |
| 1530 | 590-Other Materials and Supplies  | 0055 - Shields Middle School | Title, I Part A  |  | \$10,000.00 |  |
|      |   |                              | <i>Notes: Scholastic Magazine ELL~ A support intervention that allows ALL students to be tutored in various academic content at school and at home</i>   |  |             |  |
| 1530 | 590-Other Materials and Supplies  | 0055 - Shields Middle School | Title, I Part A  |  | \$23,722.00 |  |
|      |   |                              | <i>Notes: Achieve 3000 for all students but especially geared towards ELL and ESE students. A support intervention that allows students to be tutored in various academic content at school and at home</i>  |  |             |  |
| 1530 | 590-Other Materials and Supplies  | 0055 - Shields Middle School | Title, I Part A  |  | \$13,600.00 |  |
|      |   |                              | <i>Notes: USA TEST PREP~A support intervention that allows students to be tutored in various academic content at school and at home We utilize this program in all the core areas and across the grade levels. Shields uses this program to support the curriculum. This program is standard driven which allows teachers to select activities/games, vocabulary support, videos, and create assessment problems aligned to standards. We used USATESTPREP to remediate standards assessed on district Formative, Semester Exams, and teacher developed assessments. This program supports student achievement in many ways because it uses different avenues to teach/remediate/review content that is standard specific.</i>   |  |             |  |
| 1530 | 590-Other Materials and Supplies  | 0055 - Shields Middle School | Title, I Part A  |  | \$17,810.00 |  |
|      |   |                              | <i>Notes: Study Island~A support intervention that allows students to be tutored in various academic content at school and at home We utilize this program in all the core areas and across the grade levels. Shields uses this program to support the curriculum. This program is standard driven which allows teachers to select activities/games, vocabulary support, videos,</i>   |  |             |  |



|  |      |                                  |  |                 |  |             |
|--|------|----------------------------------|--|-----------------|--|-------------|
|  |      |                                  | <i>and create assessment problems aligned to standards. We used USATESTPREP to remediate standards assessed on district Formative, Semester Exams, and teacher developed assessments. This program supports student achievement in many ways because it uses different avenues to teach/remediate/review content that is standard specific.</i>  |                 |  |             |
|  | 1530 | 590-Other Materials and Supplies | 0055 - Shields Middle School   | Title, I Part A |  | \$5,000.00  |
|  |      |                                  | <i>Notes: Critical Thinking Classes~This class gives students who need more support an extra dose of tutorial intervention during the day and prepares them for FSA</i>  |                 |  |             |
|  | 1530 | 590-Other Materials and Supplies | 0055 - Shields Middle School   | Title, I Part A |  | \$27,000.00 |
|  |      |                                  | <i>Notes: Writing Score Program~This resource aids in getting students writings scored more efficiently and tiely so that interventions can be implemented quickly Shields 2020-2021 use of the Write Score program will include monthly timed writes that align to state standards for testing. Students at all levels will be tested in grades 6-8 to progress monitor their writing skills prior to Spring State Testing. Currently, district testing for writing only occurs two times within the school year: August (Baseline Writes) and January (Midyear Writes). Write Score will allow us to include an additional two-three opportunities for testing, and will use professional scorers to assess student progress and provide teachers with the data in a timely fashion. This will then allow teachers to use the data to drive instruction in the classroom. The overall goal will be to analyze the time efficient data and use the results to increase the number of students scoring proficiency on FSA Writes and lower the number of students scoring a "0". Included with Write Score's ELA Literacy Program Hand Scored Essay Service • 12 years of service and more than 6.4 Million essays of scoring experience • Analytic data pinpoints students' strengths and weaknesses Professional Essay Scoring • Professionally trained, experienced scorers • Scoring Directors utilize back scoring, calibration assessments, and reporting to ensure accuracy Aligned Tasks • Available writing task types: Opinion/Argumentative, Informative/Explanatory, or Narrative (Primary Grades). • Constructed, Selected Response, and Extended Constructed Response • Culminating writing pieces that require students to cite textual evidence (Writing Program) • Online or paper/pencil assessments (i.e. pre-printed answer sheets, pre-sorted by class and delivered directly to your school for easy classroom administration Online Data Platform with Customized Reports • Detailed analytical, summary, comparative, and longitudinal reports at the class, school, and district levels • Variety of administrative data reports • Excel data file exportability for data management systems • Individual Class Performance Data • Data driven instructional resources to engage diverse style of learners • Individual Student Reports Instructional Support Resources • Lesson plan sets aligned to state standards and written in the Gradual Release Model • Engaging Power Points, Teacher's Editions, and Student Handouts • Teacher Reference Guides • Assessment-specific student essay exemplars (for post-assessment review) • Various instructional videos and professional development tools designed to improve literacy performance</i> |                 |  |             |
|  | 1530 | 590-Other Materials and Supplies | 0055 - Shields Middle School   | Title, I Part A |  | \$11,000.00 |
|  |      |                                  | <i>Notes: Near Pod~Allows for engagement across all content areas and grade levels. Nearpod is a student engagement platform that can be used to amazing effect in the classroom. The concept is simple. A teacher can create presentations that can contain Quiz's, Polls, Videos, Images, Drawing-Boards, Web Content and so on. They can also access over 7K k-12 standards-aligned lesson. Near pod will be utilized for Presentation Delivery, Personalized Accomodations for students, Distribution of resources, Live and Formative Assessments, Ongoing Assessments, Self Assessment, Modeling, Open Ended Tasks, Homework, sharing and using pre-made resources.</i>  |                 |  |             |
|  | 1530 | 590-Other Materials and Supplies | 0055 - Shields Middle School   | Title, I Part A |  | \$10,000.00 |
|  |      |                                  | <i>Notes: Ink~Ink is needed for the the requested technological resources</i>  |                 |  |             |
|  | 1530 | 590-Other Materials and Supplies | 0055 - Shields Middle School   | Title, I Part A |  | \$40,000.00 |
|  |      |                                  | <i>Notes: Supplies~Supplies are to engage students and create a platform to show case their work List materials that are going to be purchased (paper, innk, markers, etc) Paper, ink, expose markers, folders, composition books, crayons, markers, easel paper, paper clips , staples, stapler, composition books, folders, binders, certificate paper, certificate folders, white out, pens, pencils, dry easer, rulers, push pins, calendars, nulleting bords, construction paper, colored paper, envelopes, Manila folders, chalk paint, chalk marker, glitter, border, glue, erasers, note book paper, highlighters, tape, tape dispenser, tissue, post its, hand sanitizer, packing tape, Lysol wipes</i>   |                 |  |             |

|      |  |   |                 |               |                       |
|------|--|---|-----------------|---------------|-----------------------|
| 1530 | 359-Technology-Related Repairs and Maintenance | 0055 - Shields Middle School  | Title, I Part A |               | \$15,000.00           |
|      |  | <i>Notes: Copier Lease~Copiers are needed to photocopy various resources to showcase student's work</i>   |                 |               |                       |
| 1530 | 590-Other Materials and Supplies               | 0055 - Shields Middle School  | Title, I Part A |               | \$6,000.00            |
|      |  | <i>Notes: Family Engagement~ Activities to improve communication and events to engage parents the academic achievement and performance of their child</i>   |                 |               |                       |
| 1530 | 590-Other Materials and Supplies               | 0055 - Shields Middle School  | Title, I Part A |               | \$11,000.00           |
|      |  | <i>Notes: Writing Camps~Writing Camp is focused on teaching our level 4 and 5 advance writing skills that prepares them for high school and beyond</i>  |                 |               |                       |
| 1530 | 300-Purchased Services                         | 0055 - Shields Middle School  | Title, I Part A |               | \$5,000.00            |
|      |  | <i>Notes: Critical Thinking Class~ This class gives students who need more support an extra dose of tutorial intervention during the day and prepares them for FSA in all testing cells.</i>  |                 |               |                       |
| 1530 | 239-Other                                      | 0055 - Shields Middle School  | Title, I Part A |               | \$3,700.00            |
|      |  | <i>Notes: Book Study PD ~ The Teacher 50: Critical Questions for Inspiring Classroom Excellence</i>   |                 |               |                       |
| 1530 | 500-Materials and Supplies                     | 0055 - Shields Middle School  | Title, I Part A |               | \$11,500.00           |
|      |  | <i>Notes: Penda~EFFECTIVE SCIENCE INTERVENTION SCIENCE BUILT ON A GAMING PLATFORM. INTERVENTION FEATURES FOR RTI (ALL LEVELS). STANDARDS-BASED REPORTING. Penda Science is an effective intervention platform and leading provider of highly engaging online science content for grades 3 - 10, built on a gaming platform. Standards-based activities are custom aligned to your scope &amp; sequence and auto-assigned weekly to students without the teacher having 'one more thing to do'. Standards-based mastery reports are sent to teachers email weekly to facilitate data-driven instruction, Response To Intervention, and differentiated instruction.</i> |                 |               |                       |
|      |  |   |                 | <b>Total:</b> | <b>\$1,038,705.45</b> |