Middleton High School

2022-23 Schoolwide Improvement Plan

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Middleton High School

4801 N 22ND ST, Tampa, FL 33610

[no web address on file]

Demographics

Principal: Camilla Burton

Start Date for this Principal: 6/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (51%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Middleton High School

4801 N 22ND ST, Tampa, FL 33610

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Boddie, Mickey	Principal	As principal, Mr. Boddie oversees the day to day operations of Middleton High School. He is charged with leading Middleton's students and staff to excellence.
White, Brustoa	Assistant Principal	Mr. White supports the implementation of goals for teachers and students in the Social Studies department. He assists in planning for professional development opportunities in supports of our SIP goals.
Quinn, Robert	Assistant Principal	Mr. Quinn is responsible for all curriculum school-wide. He oversees all programs, schedules, and instruction.
Heinsen, Robert	Teacher, K-12	Mr. Heinsen is one of our math teachers. He is the SAC Chair and helps develop the SIP goals.

Demographic Information

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

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 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.*
18

Total number of teacher positions allocated to the school

76

Total number of students enrolled at the school

1,491

Identify the number of instructional staff who left the school during the 2021-22 school year.

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	444	390	336	299	1469
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	166	127	133	133	559
One or more suspensions	0	0	0	0	0	0	0	0	0	118	89	85	42	334
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	59	1	60
Course failure in Math	0	0	0	0	0	0	0	0	0	0	23	42	0	65
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	135	122	113	42	412
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	74	49	71	66	260

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/12/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	433	377	337	366	1513
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	103	132	106	132	473
One or more suspensions	0	0	0	0	0	0	0	0	0	8	17	8	9	42
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	78	0	0	78
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	3	13	6	6	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	433	377	337	366	1513
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	103	132	106	132	473
One or more suspensions	0	0	0	0	0	0	0	0	0	8	17	8	9	42
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	78	0	0	78
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	3	13	6	6	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	52%	51%				57%	56%	56%
ELA Learning Gains	44%						52%	54%	51%
ELA Lowest 25th Percentile	25%						25%	41%	42%
Math Achievement	26%	39%	38%				38%	49%	51%
Math Learning Gains	36%						42%	48%	48%
Math Lowest 25th Percentile	38%						34%	45%	45%
Science Achievement	75%	46%	40%				58%	69%	68%
Social Studies Achievement	57%	49%	48%				67%	75%	73%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	55%	66%	-11%	67%	-12%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	73%	-11%	70%	-8%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	17%	63%	-46%	61%	-44%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	41%	57%	-16%	57%	-16%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	16	3	13	26	27	46	13		89	15
ELL	27	44	38	18	30	41	54	45		68	32
ASN	88	70		81	60		96	97		100	98
BLK	21	29	23	9	28	38	49	30		86	39
HSP	55	47	27	36	43	40	79	74		80	76
MUL	62	55					90	58		86	67
WHT	76	55		59	47		88	88		94	98
FRL	30	34	26	16	33	39	62	37		83	47

2021 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 2019-20	C & C Accel 2019-20
SWD	13	17	16	8	23	36	19	20		80	6
ELL	24	24	17	22	18	25	34	43		81	46
ASN	87	63		84	23		95	94		100	100
BLK	22	27	18	9	15	21	23	33		83	31
HSP	57	49	17	32	28	31	65	76		91	68
MUL	63	39		8			50	100		77	70
WHT	83	61		62	30		94	96		94	96
FRL	30	31	18	15	18	24	36	46		84	41

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	26	20	23	28	31	28	32		76	22
ELL	23	35	25	26	40		30	71		75	14
ASN	96	81		94	62		98	100		100	92
BLK	31	35	24	21	31	32	29	44		82	24
HSP	55	48	28	37	44	36	60	81		85	63
MUL	81	67		70			78	91		89	63
WHT	90	76		91	64		92	100		98	92
FRL	36	39	24	24	33	33	36	56		84	34

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	556
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	70
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	76
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA and Math achievement levels have declined from 2019 levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math and ELA Achievement. Math achievement decreased from 38% in 2019 to 23% in 2021 and 26% in 2022. Ela Achievement decreased from 57% in 2019 to 52% in 2021 and 47% in 2022. In addition, while Math gains improved for both all students and bottom quartile students, ELA gains improved by 7% for bottom quartile and stayed the same for all students, meaning that the top 75% of students did not improve at the same rate as the bottom quartile. Social Studies achievement decreased by 7%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Middleton students did not completely recover from unfinished learning that occurred as a result of the COVID 19 pandemic. In addition, teaching vacancies impacted ELA instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Science achievement and Math learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Continuity of teaching staff combined with fidelity in the planning process contributed to improvemnts.

What strategies will need to be implemented in order to accelerate learning?

Continued focus on collaborative planning, attention to differentiation based on student needs, and implementation of both BEST standards and new curriculum and textbooks.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Learning Communities, BEST Standards, and planning for engaging and appropriate grade level and content student work.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Hiring of instructional support staff, including math and literacy coaches. District and school level professional development in BEST Standards and new curriculum.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In prior years, the level of collaboration between teachers that taught the same subject was not at a level consistent with helping students become proficient in each benchmark. The collaboration of these teachers will be done with the intention of improving our Black students and Students with Disabilities, as they are the students identified as target groups for improvement, but will help all students in the process.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will measure the success of an improved PLC by monitoring benchmarks through common assessments that teachers will use in class.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored through observation during the PLC, documentation of the discussions and outcomes from class pertaining to helping student success, and comparing data in order to drive future discussions.
Person responsible for monitoring outcome:	Mickey Boddie (mickey.boddie@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The core evidence that will be used will be using common assessments and tracking if students have met the benchmarks that were tested.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	If the teachers in a department are using the time for PLC effectively, then the outcomes from a common assessment should show progress for students in the specific benchmarks targeted.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers, by department, will meet and be monitored by their department head and an assigned AP in order to collaborate on strategies for improving student outcomes.

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

Teachers will bring data and student work from their classes to share with their PLC. The conversations will be directed towards how that data can be used to drive lesson planning.

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

The Instructional Leadership Team (ILT) will meet monthly to review school wide trends in instruction and student achievement to inform PLC's

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

Teachers will identify students for accelerated material and classes to place students in higher level classes that will increase their readiness for the public postsecondary level. A specific target will be the Black students and Students with Disabilities on campus, as they have two of the lowest levels of attaining Accelerations points on campus.

Person Responsible   [no one identified]

#2. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Teachers, through the Steering Committee, identified last year that attendance (Absences and Tardies) had become a significant detractor to student performance at Middleton High School. Student avoidance behaviors have impacted classroom and school culture and academic focus.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Middleton High School will monitor student avoidance behaviors (skipping, tardiness, and absenteeism monthly to identify trends and solutions.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will monitor tardies in their classroom and notify parents of excessive tardiness (four per quarter). At that point, front office staff will be alerted and keep track of the student and implement interventions.
Person responsible for monitoring outcome:	Brustoa White (brustoa.white@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Monitoring and early intervention of avoidance behaviors, including frequent notification to parents and development of progressive discipline along with positive reinforcement of desired behaviors.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Staff buy in has been achieved through involvement in process of developing procedures and interventions to encourage students to be in attendance, on time, and engaged in the educational process.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and support team will collaborate to track student tardiness, absenteeism, and skipping in order to develop interventions.

Person Responsible	Brustoa White (brustoa.white@hcps.net)

Student services team will be visible on campus.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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

Middleton's student support staff including administration, counselors, success coaches, climate and culture resources, will work with student leadership (SGA and class council) to identify student supported avenues for improving school culture.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Our Parents, PTSA, SAC, STEM Advisory Board, and other community partners are all stakeholders in the wellbeing in Middleton High School and its students.