

Hillsborough County Public Schools

Shields Middle School



2022-23 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: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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 (42%) 2018-19: C (46%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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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Shields Middle School

15732 BETH SHIELDS WAY, Ruskin, FL 33573

[no web address on file]

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)
Middle School 6-8	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	87%

School Grades History

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

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Beth Shields Middle School we provide high-quality comprehensive curriculum and student centered instruction that fosters an environment of confident, responsible, reflective, innovative, and engaged learners.

Provide the school's vision statement.

Shields Way Everyday. (Scholarship, Honesty, Inclusive, Empathy, Leadership, Dependable, and Service to Others)

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
Fisher, Deanna	Principal	Create a long-term plan for student academic and overall success Create a positive school climate and culture Cultivate and empower faculty, student, and staff to become effective school leaders Manage Human Capital, data, and processes that ensure that our students achieve and exceed expectations Improve school leadership by supporting teachers and providing the essential tools that allows a better platform for student success. Ensure that students have access to an equitable and fair academic experience Build teacher capacity within the school site.
Weigand, Danielle	Other	Evaluation of academic and behavioral data and trends to support students through the MTSS/RTI frameworks. Analyzes data to ensure quality intervention is appropriate to meet the attendance, behavioral, and/or course performance/academic needs of all students. Assists in creating an understanding of the problem solving process and its use in determining effectiveness of interventions. Assists with evaluating the types of response to interventions for all groups. Attends monthly professional learning communities (PLCs) and professional development in RTI best practices. Engages in coaching cycles with teachers to improve student performance. Facilitates the Multi-Tiered System of Supports (MTSS) RTI process at the school site. Interprets data related to student performance to identify appropriate intervention strategies for all students.
Pagan, Marlena	Reading Coach	Model lessons in classrooms on a daily/weekly basis. Support the instructional development of all teachers in understanding the curriculum and varied assessments, the Framework for Teaching, and data analysis. Build strong relationships with teachers, administrators, and other coaches. Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices. Create an articulated schedule with building administration. Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources. Support teachers and administrators in using data to improve instruction on all levels. 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. Support teachers by helping with the —strategic how of teaching -- share multiple instructional strategies/ processes with teachers during planning times. Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.
Nickel, Brian	Teacher, K-12	Social Studies Subject Leader. Enhance team members implementation of a Social Studies Facilitate the integration of curriculum to encourage connections in the learning process. Disseminate trends, new approaches, and research findings to the team members. Help team members share effective grouping strategies. Assists in the selection of personnel that affects the team – aides, volunteers, support staff. Conduct regularly

Name	Position Title	Job Duties and Responsibilities
		<p>scheduled meetings and involve all team members. Coordinate interdisciplinary units of study on the team and the exploratory program. Facilitate parent conferences, as needed by the team, or requested by the parent. Coordinate school-wide decisions between and among all school teams regarding homework, grading, tests, quizzes, projects, etc. Promote public relations between team members and the parent/school community. Institute best practices for the social studies department.</p>
Webb, Tiffany	Teacher, K-12	<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 but not limited to: 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 but not limited to, teaching strategies, assessment of math skills, and interpretation and use of assessment results, etc. 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. Provides support and assistance to all classroom teachers in the full implementation of the district's adopted math program through score analysis/ interpretation. 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. 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). Assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented. Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students. Assists teacher in preparation pacing for instruction. 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. Assists grade level teams in setting goals for improved instruction and RTI implementation. Meets regularly (weekly) with the principal to review benchmarks and established data points to assess student progress towards established instructional goals.</p>
Thomas, PaQuetta	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. Creates a positive educational climate for students to learn in an atmosphere of respect and rapport. Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement. Utilizes a variety of teaching practices and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>methodologies that reflect diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance. Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures. Communicates with parents and school/district personnel regarding student progress and encourages parental involvement. Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities. Appropriately maintains and secures confidential records, inquiries, and data.</p>
Richardson, George	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. Creates a positive educational climate for students to learn in an atmosphere of respect and rapport. Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement. 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 Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance. Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures. Communicates with parents and school/district personnel regarding student progress and encourages parental involvement. Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities. Appropriately maintains and secures confidential records, inquiries, and data.</p>
Beausejour-Bell, Herlene	Attendance/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>
Padgett, Latoya	Teacher, ESE	<p>Advocates and builds in support for ESE Students Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs. Creates a positive educational climate for students to learn in an atmosphere of respect and rapport. Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement. Utilizes a variety of teaching practices and methodologies that reflect diverse educational,</p>

Name	Position Title	Job Duties and Responsibilities
		cultural, and linguistic backgrounds in order to meet the individual needs of students Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance. Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures. Communicates with parents and school/district personnel regarding student progress and encourages parental involvement. Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities. Appropriately maintains and secures confidential records, inquiries, and data.
Parsons, Lillian	Other	Supervises assigned personnel, monitor staff performance, and make immediate improvements. Ensure students have a safe, clean, and productive environment.
Vaughn, Roxanne	Other	Provides nursing care to students with physical, emotional, and social health problems or identified as high risk for developing health problems using the nursing process as outlined in the Florida Nurse Practice Act. Provides medication, procedures, and treatments using the nursing process as outlined in the Florida Nurse Practice Act and following district guidelines and policies. Implements delegated activities according to training and district guidelines. Provides basic first aid and CPR as necessary to all students and staff. Follows up on students with injuries, illnesses, or medical problems when appropriate. Maintains appropriate communication with school nurse, students, parents/guardians, staff, and principal. Maintains valid state licenses, including CPR, First Aid, and Bloodborne Pathogen Certification by attending continuing education programs and other training activities. Attends all pre- and post-planning meetings, as well as professional day trainings.

Demographic Information

Principal start date

Thursday 7/1/2021, Deanna Fisher

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.*

4

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.*

32

Total number of teacher positions allocated to the school

116

Total number of students enrolled at the school

1,842

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

22

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

32

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	667	524	661	0	0	0	0	1852	
Attendance below 90 percent	0	0	0	0	0	0	9	28	26	0	0	0	0	63	
One or more suspensions	0	0	0	0	0	0	22	57	75	0	0	0	0	154	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	195	224	278	0	0	0	0	697	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	265	237	253	0	0	0	0	755	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	23	49	0	0	0	0	107	

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	13	81	86	0	0	0	0	180	

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	4	1	8	0	0	0	0	13	
Students retained two or more times	0	0	0	0	0	0	0	0	3	0	0	0	0	3	

Date this data was collected or last updated

Saturday 8/27/2022

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	644	499	635	0	0	0	0	1778
Attendance below 90 percent	0	0	0	0	0	0	219	229	294	0	0	0	0	742
One or more suspensions	0	0	0	0	0	0	81	83	116	0	0	0	0	280
Course failure in ELA	0	0	0	0	0	0	25	24	29	0	0	0	0	78
Course failure in Math	0	0	0	0	0	0	26	20	21	0	0	0	0	67
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	198	207	183	0	0	0	0	588
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	214	172	136	0	0	0	0	522
Number of students with a substantial reading deficiency	0	0	0	0	0	0	272	208	253	0	0	0	0	733

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	45	54	82	0	0	0	0	181

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	2	1	2	0	0	0	0	5
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	667	524	661	0	0	0	0	1852
Attendance below 90 percent	0	0	0	0	0	0	219	229	294	0	0	0	0	742
One or more suspensions	0	0	0	0	0	0	81	83	116	0	0	0	0	280
Course failure in ELA	0	0	0	0	0	0	25	24	29	0	0	0	0	78
Course failure in Math	0	0	0	0	0	0	26	20	21	0	0	0	0	67
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	198	207	183	0	0	0	0	588
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	214	172	136	0	0	0	0	522
Number of students with a substantial reading deficiency	0	0	0	0	0	0	272	208	253	0	0	0	0	733

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	45	54	82	0	0	0	0	181

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	4	1	8	0	0	0	0	13
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	30%	50%	50%				35%	51%	54%
ELA Learning Gains	39%						45%	52%	54%
ELA Lowest 25th Percentile	36%						39%	47%	47%
Math Achievement	30%	36%	36%				38%	55%	58%
Math Learning Gains	43%						48%	57%	57%
Math Lowest 25th Percentile	48%						47%	52%	51%
Science Achievement	26%	52%	53%				37%	47%	51%
Social Studies Achievement	63%	58%	58%				54%	67%	72%

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
06	2022					
	2019	34%	53%	-19%	54%	-20%
Cohort Comparison						
07	2022					
	2019	32%	54%	-22%	52%	-20%
Cohort Comparison		-34%				
08	2022					
	2019	35%	53%	-18%	56%	-21%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	29%	49%	-20%	55%	-26%
Cohort Comparison						
07	2022					
	2019	42%	62%	-20%	54%	-12%
Cohort Comparison		-29%				
08	2022					
	2019	26%	31%	-5%	46%	-20%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	34%	47%	-13%	48%	-14%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	67%	-17%	71%	-21%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	63%	11%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	57%	37%	57%	37%

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	14	31	27	17	35	36	10	31			
ELL	21	37	31	22	37	44	12	54	56		
ASN	71	70		73	58						
BLK	30	41	48	30	49	52	28	65	62		
HSP	25	37	33	25	38	47	19	59	63		
MUL	49	38		40	53	50	53	70	77		
WHT	47	46	48	47	53	40	43	73	71		
FRL	28	38	38	28	41	48	22	63	64		
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	10	19	14	13	27	28	13	26			
ELL	17	27	19	21	33	35	14	36	57		

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
BLK	33	35	19	28	39	36	30	52	62		
HSP	22	28	21	27	35	35	28	42	63		
MUL	43	42		46	53		50	64			
WHT	40	40	31	42	48	46	39	73	61		
FRL	25	30	22	27	37	35	30	46	59		
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		
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		

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)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	10
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%	3
English Language Learners	
Federal Index - English Language Learners	36

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	68
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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	54
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	52
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?

After reviewing the data it was determined that there are three ESSA groups that we need to focus on more. (Students with Disabilities, English Language Learners, and our Hispanic students.) We have over 60% Hispanic students a lot whom don't speak English, therefore these students hit two of the focus areas. Additionally, our students had a larger area of growth in ELA than in math. Meanwhile our students who are in Algebra and Geometry are significantly higher than both the district and state scores.

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

Greatest areas for improvement are 7th grade ELA and 6th & 7th grade Math.

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

In 2022 our school had a number of vacancies in all grade levels. However, 7th grade had the highest teacher vacancies, most of which were in ELA. To build teacher capacity at our school we have become the first non-magnet middle school to have the Cambridge academy in Hillsborough County, We have allotted more planning time every day to allow teachers to plan amongst their content area and in their team. The school has adjusted work hours and moved to block scheduling. Additionally, we are offering more tutoring and study sessions for students before/ after school and Saturdays to help improve in these areas.

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

The largest improvements were seen in Social Studies (15%), ELA Lowest Quartile (14%), and Math Lowest Quartile (12%)

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

Actions in place that contributed to the improvements were additional support in the Civics classrooms, weekend tutoring for civics and math, pull outs for students for additional tutorial in ELA and Math. We had a large emphasis on the framework for teaching which gave students ownership of their content and instruction. This year we are continuing the Saturday and before/after school tutoring sessions. We are in teams to help assist students with student centered instruction.

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

This year Shields has moved to teaming. Teaming allows teachers to have common students and plan for those students learning styles. Common planning is given to teachers everyday to allow content to plan together for pacing and review trends and data for mastery.

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.

Instructional leadership team will meet regularly to review data and drive focuses in content areas. School wide framework implementation with a strong emphasis in student centered learning. Teachers will be provided with continual professional development including but not limited to, the framework for learning, student centered instruction, higher ordered questioning, questioning and discussion, and integrating block scheduling.

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

Year-round professional development, student success coaches with targeted small group pull outs focusing on specific student behavior trends, response to intervention specialist to support teachers with the multi-tiered support system,

Areas of Focus

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

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#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional priorities were designed by the Instructional Leadership Team based on progress monitoring tools, end of year district and state assessments, including student and teacher data showing the importance of. teachers providing appropriate grade-level text and student-centered assignments through small group instruction and frequent checks for understanding, to increase student achievement and learning gains.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

1. Common Assessment Data
2. Progress Monitoring Tools
3. FAST Data
4. Walkthrough Data
5. Semester Exam Data

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will analyze common assessment data during Professional Learning Communities in order to drive instruction and acceleration. Coaches and Subject Area Leads will facilitate data chats monthly or as needed based on data from assessments. Administration, Response to Intervention specialist, success coaches and team leaders will collaborate to monitor student attendance monthly or as trends develop.

Person responsible for monitoring outcome:

Deanna Fisher (deanna.fisher@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Using Professional Learning Community planning collaboration and informative assessments that is data based to drive intentional and responsive instruction in order to increase our student's acceleration.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This provides opportunities to analyze common assessments as well as other formal and informal data points to drive standards-based instructions to meet the needs of students to ensure they are progressing towards mastery.

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.

1. Monthly data digs and bi-monthly PLCs to support standards-based planning and implementation.
2. Monthly common assessments will be used within content area, grade-level specific classes to monitor student progress on content-area standards/literacy.
3. Professional Development and utilizing our instructional coaches and Subject Area Leads in a coaching capacity to provide teacher level support.

Person Responsible Deanna Fisher (deanna.fisher@hcps.net)

Monitoring students attendance and trends on a bi-weekly basis.

Person Responsible Danielle Weigand (danielle.weigand@hcps.net)

#2. Positive Culture and Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>School climate priorities were designed by the Instructional Leadership Team based on the results from the school perception data. School culture, discipline, and attendance are key elements in a students academic success and a school's successful promotion rate. By having systems and structures in place, a productive and safe environment is created allowing students to focus on academic needs.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Student attendance will increase by 50% and office discipline referrals will decrease by 50% with proper supports in place to encourage student accountability.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Admin, student services team, and teachers will continue to work towards utilizing interventions and restorative practices which builds positive relationships while maintaining high expectations in the classroom and throughout the campus. Instructional Leadership Team will meet monthly to monitor students and keep procedures in place to encourage student accountability.</p>
Person responsible for monitoring outcome:	<p>Danielle Weigand (danielle.weigand@hcps.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>Through MTSS, 7 Mindsets, and SEL interventions, students will have access to resources that will support them in maximizing their academic experience. Having consistent classroom systems and structures, school-wide expectations, and the Shield's Character Traits will promote positive student outcomes and accountability.</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	<p>By reviewing the Early Warning Systems on a monthly basis, staff is able to monitor attendance, behavior and curriculum proficiency. Activities and supports will be put in place and designed to improve behavioral growth thus increasing individual student academic success and promotion rate.</p>

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.

Townhall Meetings with Admin Student Incentives - Fisher

Success Coaches -Reid and Troche

Response to Intervention- Weigand

Attendance monitoring - Flores, Miller, Peacock, Ramos

Person Responsible Danielle Weigand (danielle.weigand@hcps.net)

#3. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This information was taken from the FSA data which indicated that this sub group is performing below when compared to their peers.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in this subgroup will increase their scores by at least 5% points this year in their progress monitoring and assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. ELL teachers will push-in to the classrooms to provide support and accommodations to teachers and students.
2. Students who need specialized instruction will receive extra time in pull out sessions
3. Learning Strategies classes will be utilized among all three grade levels for remediation and progress monitoring.
4. The entire school is designed in teams to help support our students. Teams are designed based on assessment data and students individual needs.

Person responsible for monitoring outcome:

Lanny Temperino (lanny.temperino@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Frameworks Instructional Model
2. Small Group instruction
3. Differentiated Instruction
4. Teaming
5. Conversation stems and conversation starters
6. Word walls
7. Cognates for the languages to assist in understanding

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategies are based on the data from previous FSA and progress monitoring data provided throughout the year. These storages have a heavy focus on acceleration to meet grade level benchmarks and work towards mastery,

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.

Monitoring of interventions used, progress of students, and identifying students who need extra support.

Person Responsible

Lanny Temperino (lanny.temperino@hcps.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

This information was taken from the FSA data which indicated that this sub group is performing below when compared to their peers.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in this subgroup will increase their scores by at least 14% points this year in their progress monitoring and assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. ESE teachers will push-in to the classrooms to provide support and accommodations to teachers and students.
2. Students who need specialized instruction will receive extra time in pull out sessions
3. Learning Strategies classes will be utilized among all three grade levels for remediation and progress monitoring.
4. The entire school is designed in teams to help support our students. Teams are designed based on assessment data and students individual needs.

Person responsible for monitoring outcome:

Latoya Padgett (latoya.padgett@hcps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Frameworks Instructional Model
2. Small Group instruction
3. Differentiated Instruction
4. Teaming
5. Conversation stems and conversation starters
6. Word walls
7. Graphic organizers

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategies are based on the data from previous FSA and progress monitoring data provided throughout the year. These storages have a heavy focus on acceleration to meet grade level benchmarks and work towards mastery,

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.

Monitoring of interventions used, progress of students, and identifying students who need extra support

Person Responsible

Latoya Padgett (latoya.padgett@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.

Building a positive community in which a variety of stakeholders are involved is imperative to the overall success of a school. Shields Middle School will sustain a positive school culture by building upon/ maintaining the following:

1. Frequent communication with stakeholders consisting of ParentLink weekly updates, emails, posting on school website, and weekly newsletters.
2. Foster relationships with local businesses including, but not limited to, Kiwanis Club, South Shore Chamber of Commerce, Texas Roadhouse, McDonalds, and our various community partners who help with our monthly free pantry and clothing drive.
3. Host quarterly townhall meetings where stakeholders can come and ask questions in an open forum.

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

Parents - Modeling/teaching my student to show respect for others (adults, peers, and self) Helping my child solve conflicts in a positive way. Ensuring my child attends school regularly and is on time. Support my student's learning and monitoring my student's daily/weekly progress. Communicating with my student's teachers on a regular basis. Helping my students adhere to HCPS dress code policy.

Students - Socializing responsibly, Arriving on time, Investing in learning, Listening to Instructions.

Staff/Teachers - Keeping Parents Informed of their students' progress and needs, Promoting involvement in school-wide expectations, Greet students when arriving on campus/class, Setting high expectations and helping each student reach their full potential, Building relationships with students and families, Striving to meet student's individual needs, Making sure every student gets the help they need, sponsoring club and fun incentives.

Business Partnerships- Supporting schools with positive initiatives and spirit functions.

PTSA- Planning events for our school and community. Advocating for students and school both on site and in the community.

Chamber of Commerce- Supporting schools with positive initiatives and spirit functions.

Kiwanis Club- Sponsor our SHIELDS character trait of the month celebration along with other positive initiatives and spirit functions.