

Hillsborough County Public Schools

Shields Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Shields Middle School

15732 BETH SHIELDS WAY, Ruskin, FL 33573

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Fisher, Deanna	Principal	Oversees the implementation of appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs. Ensures a positive educational climate for students to learn in an atmosphere of respect and rapport. Supervises the creation of relevant and rigorous lessons that maximize student engagement and achievement. Helps to ensure there is a utilization of 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 and teacher performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance. 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.
Padgett, Latoya	Teacher, ESE	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, 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.
Knighton, Lameka	Attendance/ Social Work	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.
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.

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Webb, Tiffany	Math 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 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>

Name	Position Title	Job Duties and Responsibilities
Cline, Douglas	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 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.
Thomas, PaQuetta	Science Coach	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.
Miller, Jamie	Assistant Principal	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

Name	Position Title	Job Duties and Responsibilities
		attending continuing education programs and other training activities. Attends all pre- and post-planning meetings, as well as professional day trainings.
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.
Romando, Jessica	Assistant Principal	Works with ILT to 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. Observes and evaluates student and teacher performance and mastery of standards, and monitors student assessment data. Communicates with parents and school/district personnel regarding student progress and encourages parental involvement.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Communicate weekly communication including a school newsletter, parent links, updates on school website, monthly community outreach events and quarterly parent nights. For teachers we have daily communication through Microsoft Teams, bi-weekly faculty meetings, monthly department meetings, and weekly ILT/PLC meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The accomplishment of SIP goals are discussed at ILT, quarterly instructional reviews with district staff, and monthly data dives through PLCs. Revisions will be made based on the review of the data and at the recommendation of the groups above.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	87%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	161	202	232	595
One or more suspensions	0	0	0	0	0	0	20	139	150	309
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	27	32	60
Course failure in Math	0	0	0	0	0	0	1	74	46	121
Level 1 on statewide ELA assessment	0	0	0	0	0	0	51	316	360	727
Level 1 on statewide Math assessment	0	0	0	0	0	0	289	204	301	794
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	105	215	234	554

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	11	4	16
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	9	28	26	63
One or more suspensions	0	0	0	0	0	0	22	57	75	154
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	195	224	278	697
Level 1 on statewide Math assessment	0	0	0	0	0	0	265	237	253	755
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	35	23	49	107

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	13	81	86	180

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	1	8	13
Students retained two or more times	0	0	0	0	0	0	0	0	3	3

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	9	28	26	63
One or more suspensions	0	0	0	0	0	0	22	57	75	154
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	195	224	278	697
Level 1 on statewide Math assessment	0	0	0	0	0	0	265	237	253	755
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	35	23	49	107

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	13	81	86	180

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	1	8	13
Students retained two or more times	0	0	0	0	0	0	0	0	3	3

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26	49	49	30	50	50	27		
ELA Learning Gains				39			32		
ELA Lowest 25th Percentile				36			22		
Math Achievement*	30	57	56	30	36	36	29		
Math Learning Gains				43			38		
Math Lowest 25th Percentile				48			36		
Science Achievement*	22	44	49	26	52	53	31		
Social Studies Achievement*	43	66	68	63	58	58	48		
Middle School Acceleration	67	84	73	67	51	49	61		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	34	39	40	49	86	76	46		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	10
Percent Tested	95
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	15	Yes	4	4
ELL	31	Yes	4	1
AMI				
ASN	55			
BLK	38	Yes	1	
HSP	34	Yes	2	
MUL	43			
PAC				
WHT	51			
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	36	Yes	3	
AMI				
ASN	68			
BLK	45			
HSP	39	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	54			
PAC				
WHT	52			
FRL	42			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			30			22	43	67			34
SWD	11			15			7	21			5	19
ELL	18			23			17	30	65		6	34
AMI												
ASN	47			63							2	
BLK	26			29			19	48	67		5	
HSP	23			26			19	35	64		6	34
MUL	35			40			38	57			4	
PAC												
WHT	42			43			38	61	71		5	
FRL	24			27			22	38	69		6	32

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	30	39	36	30	43	48	26	63	67			49
SWD	14	31	27	17	35	36	10	31				45
ELL	21	37	31	22	37	44	12	54	56			49
AMI												
ASN	71	70		73	58							

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	30	41	48	30	49	52	28	65	62			
HSP	25	37	33	25	38	47	19	59	63			45
MUL	49	38		40	53	50	53	70	77			
PAC												
WHT	47	46	48	47	53	40	43	73	71			
FRL	28	38	38	28	41	48	22	63	64			46

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	27	32	22	29	38	36	31	48	61			46
SWD	10	19	14	13	27	28	13	26				
ELL	17	27	19	21	33	35	14	36	57			46
AMI												
ASN												
BLK	33	35	19	28	39	36	30	52	62			
HSP	22	28	21	27	35	35	28	42	63			44
MUL	43	42		46	53		50	64				
PAC												
WHT	40	40	31	42	48	46	39	73	61			
FRL	25	30	22	27	37	35	30	46	59			47

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	28%	47%	-19%	47%	-19%
08	2023 - Spring	22%	44%	-22%	47%	-25%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	21%	47%	-26%	47%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	53%	-28%	54%	-29%
07	2023 - Spring	16%	36%	-20%	48%	-32%
08	2023 - Spring	39%	57%	-18%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	20%	41%	-21%	44%	-24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	55%	19%	50%	24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	49%	39%	48%	40%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	64%	-23%	66%	-25%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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 whose native language isn't 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.

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

Based on the preliminary data from the 2022-2023 FAST data the greatest areas of improvement are in 6th grade math and ELA, 8th grade ELA and science. 6th grade is due to teacher vacancies and experience level of teachers. 8th grade factors include gaps in instruction due to COVID and teacher vacancies. Lastly, across all grade levels there was an adoption of new benchmark standards.

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.

In 2023 our school had a number of vacancies in all grade levels. However, 8th grade had the highest teacher vacancies, most of which were in Science and English. Our 6th grade teachers had a highest percentage of teachers with 0-3 years of experience. To build teacher capacity at our school we continue to adopt the Cambridge standards. 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 continues to implement block scheduling. Additionally, we are offering more tutoring and study sessions for students before/ after school and Saturdays to help improve in these areas. Lastly, to support our ELL students we are implementing the Dual Language Program.

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

The largest improvements were seen in Math proficiency and Acceleration by implementing our PLC protocols built around the instructional frameworks and data cycles.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two areas of potential concern are attendance and behavior.

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

1. ELA proficiency
2. 8th Science proficiency
3. 6th Math proficiency
4. Daily attendance rate
5. Reducing negative behaviors

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 students with opportunities every period every day to engage with appropriate grade level text as evidenced by using academic vocabulary and comprehension strategies to demonstrate both verbal and written communication.

Measurable Outcome:

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

The intended outcome is that in May of 2023 33% (ELA) and 40% (Math) of students will demonstrate proficiency on their PM3 FAST assessment. Additionally 32% of 8th grade students will demonstrate proficiency on their state science exam. 54% (Civics) and 78% (Math) of students taking end of course exams will be proficient when the exam is given in May of 2023.

Monitoring:

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

Instructional Leadership Team will work with Teachers to analyze common assessment and progress monitoring 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. Problem Solving Leadership Team will monitor student data to provide tiered interventions of academic support.

Person responsible for monitoring outcome:

Deanna Fisher (deanna.fisher@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This information was taken from the FAST 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 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:

Yaricel Rivera-Morales (yaricel.rivera-morales@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

The strategies are based on the data from previous FAST 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,

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This information was taken from the FAST 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. ESE teachers support facilitate in 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

The strategies are based on the data from previous FAST 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,

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This information was taken from the FAST 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. Teachers will 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:

Jessica Romando (jessica.romando@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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
8. Graphic Organizers

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategies are based on the data from previous FAST 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,

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#5. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

School climate priorities were designed by the Instructional Leadership Team based on the results qualitative and quantitative data from the 2022-2023 school year. School culture, discipline, and attendance are key elements in a student's 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.

Measurable Outcome:

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

Daily student attendance will increase to 92% and office discipline referrals will decrease by 10% by the end of the year.

Monitoring:

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

Admin, Student Services Team (SST), 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. Problem Solving Leadership Team (PSLT), including but not limited to committees like Positive Behavior Intervention Supports (PBIS) and Attendance Committee, will monitor tier 2 and 3 students on a bi-weekly basis and provide and recommend additional interventions as needed.

Person responsible for monitoring outcome:

Danielle Weigand (danielle.weigand@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Interventions provided include but not limited to:

1. PSLT tier 2/3 bi-weekly progress monitoring spreadsheet.
2. PBIS tier 1 progress monitoring monthly meetings.
3. Student Mentoring program - as needed.
4. 7-mindsets weekly lessons.
5. Targeted small group mentoring programs.
6. Attendance interventions as recommended by committee.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This provides opportunities to analyze attendance and behavior data as well as other formal and informal data points to drive interventions and supports.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Every year the School Advisory Committee conducts a needs assessment based on student data and allocates funds to meet school improvement goals.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Quarterly parent nights
 School newsletter
 School website
 Faculty meetings
 Instructional Leadership Team meetings

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://www.hillsboroughschools.org/Page/369>
 Monthly community outreach events
 Quarterly parent nights
 Weekly newsletters
 Parentlink
 Canvas and Synergy for students progress
 PTSA meetings and town hall meetings

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

To build teacher capacity at our school we continue to adopt the Cambridge standards. 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 continues to implement block scheduling. Additionally, we are offering more tutoring and study sessions for students before/ after school and Saturdays to help improve in these areas. Lastly, to support our ELL students we are implementing the Dual Language Program. Teachers provide students with opportunities every period every day to engage with appropriate grade-level text as evidenced by using academic vocabulary and comprehension strategies to demonstrate both verbal and written communication.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Every year the School Advisory Committee conducts a needs assessment based on student data and allocates funds to meet school improvement goals.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students receive weekly 7 mindsets lessons, tier 2/3 students receive student success coach interventions and/or mentor supports, small group interventions, second step, restorative practices. Our school mental health professionals are available daily to provide mental health supports to students as needed. Mental health counseling is available through Hazel.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students can elect to take different high school credit courses (Spanish, robotics, business marketing, AVID, digital info tech) which provide them with postsecondary and workforce opportunities. Teachers and counselors provide college and career planning through classes.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Admin, Student Services Team (SST), 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. Problem Solving Leadership Team (PSLT), including but not limited to committees like Positive Behavior Intervention Supports (PBIS)

and Attendance Committee, will monitor tier 2 and 3 students on a bi-weekly basis and provide and recommend additional interventions as needed.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Instructional Leadership Team will work with Teachers to analyze common assessment and progress monitoring 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. Problem Solving Leadership Team will monitor student data to provide tiered interventions of academic support. Data from data cycles and needs assessments will be used to plan professional learning opportunities based on student and teacher needs. School will also provide monthly professional development based on instructional priorities, school improvement goals and observed teacher needs.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A