Middleton High School

2023-24

Schoolwide Improvement Plan (SIP)

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Middleton High School

4801 N 22ND ST, Tampa, FL 33610

[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.

Middleton High School staff and students take ownership of their learning. We explore opportunities to challenge ourselves. We seek depth of understanding through instruction framed by metacognitive tasks. Students are provided access to career development and lifelong skills that allow them to participate constructively in society.

Provide the school's vision statement.

Middleton High School staff and students collaborate to build a culture for learning that maximizes opportunities for students to achieve their highest level of academic success and personal growth beyond the classroom.

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
Burton, Camilla	Principal	The Principal is responsible for delivering the instruction and vison of the school. Furthermore, the Principal will use data-based decision making to provide the school vision as it relates to academic success for all students, the creation a positive culture and climate that encourages growth for students and staff alike, the management of human resources, the development of data and action plans, and the improvement of school leadership.
Quinn, Robert	Assistant Principal	The Assistant Principal shares a responsibility in supporting the vision and established instructional directives, meanwhile still supporting teachers, actively participating in community and stakeholder outreach, and directly supervising and evaluating teachers for effective instruction and other duties assigned by the principal. The assistant principal implements school board policies, regulations and rules. In the event of an absence of the Principal, the assistant principal assumes the duties and responsibilities of the Principal. The Assistant Principal works cooperatively with the district staff to support district wide goals and initiatives. The Principal oversees the actions and responsibilities of the Assistant Principal.

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.

Middleton uses a School Advisory Council composed of administrators, teachers, students, and parents as a way to involve stakeholders in the school improvement process. The Council meets monthly to discuss progress, ways to enhance improvement, and any developing concerns or issues. Additionally, Middleton High School works closely with Alumni Association, PTSA, Athletics Booster Club, STEM Advisory Board, and other community partners to collaborate with school staff on improving school culture.

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))

We will be using the continuous improvement cycle to effectively monitor the implementation and impact of our SIP. This will take part on different levels varying from weekly, instructional leadership teams, MTSS meetings with the Schoolwide Leadership Impact Council (SLIC), within our professional learning communities, and lastly, our alignment meetings with district leaders and support personnel. These meetings and committees will provide the setting where instructors and leaders can collectively discuss, strategize, collaborate, and refine systems within and outside the classrooms to ensure positive data supported progress is made toward improvement.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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: B
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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (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	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	0	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	0	559
One or more suspensions	0	0	0	0	0	0	0	0	0	334
Course failure in ELA	0	0	0	0	0	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	0	0	0	65
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	412
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	

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	0	0	0	260

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
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	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	

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	0	0	0	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	47	51	50	47	52	51	52		
ELA Learning Gains				44			44		
ELA Lowest 25th Percentile				25			18		
Math Achievement*	30	42	38	26	39	38	23		
Math Learning Gains				36			20		
Math Lowest 25th Percentile				38			24		
Science Achievement*	61	64	64	75	46	40	53		
Social Studies Achievement*	57	69	66	57	49	48	65		
Middle School Acceleration					41	44			
Graduation Rate	86	89	89	87	64	61	88		
College and Career Acceleration	73	62	65	65	72	67	58		
ELP Progress	36	39	45	56			50		

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)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	86

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	556
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	87

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	41			
ELL	41			
AMI				
ASN	92			
BLK	41			
HSP	55			
MUL	73			
PAC				
WHT	84			

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%
FRL	43			

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	2
ELL	41			
AMI				
ASN	86			
BLK	35	Yes	3	
HSP	56			
MUL	70			
PAC				
WHT	76			
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	47			30			61	57		86	73	36
SWD	25			23			46	41		24	6	
ELL	31			14			47	33		58	7	36
AMI												
ASN	80			83			100	88		100	6	
BLK	27			15			37	37		50	7	43
HSP	43			36			54	58		80	7	34
MUL	73			30			82			78	5	

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
PAC												
WHT	72			59			90	94		93	6	
FRL	29			19			41	40		56	7	40

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	47	44	25	26	36	38	75	57		87	65	56
SWD	22	16	3	13	26	27	46	13		89	15	
ELL	27	44	38	18	30	41	54	45		68	32	56
AMI												
ASN	88	70		81	60		96	97		100	98	
BLK	21	29	23	9	28	38	49	30		86	39	
HSP	55	47	27	36	43	40	79	74		80	76	60
MUL	62	55					90	58		86	67	
PAC												
WHT	76	55		59	47		88	88		94	98	
FRL	30	34	26	16	33	39	62	37		83	47	54

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	52	44	18	23	20	24	53	65		88	58	50
SWD	13	17	16	8	23	36	19	20		80	6	
ELL	24	24	17	22	18	25	34	43		81	46	50
AMI												
ASN	87	63		84	23		95	94		100	100	
BLK	22	27	18	9	15	21	23	33		83	31	55
HSP	57	49	17	32	28	31	65	76		91	68	40
MUL	63	39		8			50	100		77	70	
PAC												
WHT	83	61		62	30		94	96		94	96	
FRL	30	31	18	15	18	24	36	46		84	41	48

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
10	2023 - Spring	45%	50%	-5%	50%	-5%
09	2023 - Spring	44%	48%	-4%	48%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	55%	-36%	50%	-31%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	49%	-20%	48%	-19%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	62%	-4%	63%	-5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	65%	-12%	63%	-10%

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.

Middleton's lowest performance continues to be the Math category data, Algebra and Geometry at 19% and 29% respectively. We are falling well below the district averages of 59% and 50% respectively. This is in despite of a gradual improvement Algebra 1 category over the past 3 years. This being said, a switch to new benchmarks and the new FAST assessment could have contributed to the low performance exhibited. In combination, attendance is an issue that has been recognized as an area for improvement, specifically, for our underclassmen. The marked higher absentee rates in the Algebra and Geometry classes might present itself as a relation in the lower student achievement.

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

Biology showed a 14% decline in achievement over the last year. This was from 72% in 2022 to 58% 2023. As discussed earlier, over the last year, attendance continued to be an issue for our 9th and 10th graders the majority who were scheduled as Biology students. Another contributing factor to the significant decrease in Biology achievement data, is the dynamic change in the testing group for Biology. The incoming 9th graders may have already scored proficiency in 8th grade, rather than being included in Middleton's 9th grade testing cohort.

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.

Algebra 1 continues to be an area of improvement for Middleton. Middleton's student achievement for Algebra 1 amounted to 19%, while the state average student achievement totaled 53%. As discussed earlier, over the last year, attendance continued to be an issue for our 9th and 10th graders the majority who were scheduled as Algebra 1 and Geometry students.

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

Although Algebra 1 still has the greatest gap when compared to state achievement, it also proved to be the most improved category. Student achievement improved 10% when compared to 2022 figure. This increase can be attributed to implementing more structured PLCs and encouraging the use of district supplied resources helped ensure that instruction was aligned to state benchmarks. Also, Tier 2 interventions such as extended learning programs for targeted students such as extended learning opportunities (before school, after school, and during lunch) and Study/Review Boot Camps contributed to the increase.

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

N/A

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

Middleton's highest priority for school improvement is the improvement of culture and climate, followed by decreasing skipping incidents, followed by improvement of math instruction, and lastly, but still vital, teacher retention..

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.

Middleton's area of focus will be to support teachers in delivering focused lessons that align with grade level standards and provide students with opportunities to apply concepts in real life scenarios.

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

We will use the following as measurable outcomes to indicate achievement or progress towards the area of focus of benchmark aligned standards: ELA Achievement of 45%, ELA Gains of 50%, ELA bottom quartile gains 50%, Math Achievement of 45%, Math bottom quartile gains of 50%, Science achievement of 65%, History achievement of 60%, a school graduation rate of 90%, and an Acceleration rate of 75%.

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

Progress toward desired outcomes will be monitored through the work done in PLCs. This can be collected from PLCs logs completed by PLC leaders. Classroom walk throughs can also provide another opportunity for data to be collected pertaining to the area of focus. Student progress monitoring and data chats provide another layer of monitoring the progress made by this area of focus.

Person responsible for monitoring outcome:
Camilla Burton (camilla.burton@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.)

Teachers will design quality instruction based on the Four Principles of Excellent Instruction and state instructional resources like the Florida's B.E.S.T. Instructional Guides for Mathematics (BIG-M). Teachers will maximize the ninety-minute block to develop student depth of understanding for the content through meta cognitive tasks. Standards based instruction framed with these metacognitive tasks will occur within our classrooms daily and walk throughs would be used to determine opportunities for teacher development. At monthly PLCs, data driven instruction and improvement cycles will take place with student progress monitoring leading the discussions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

We are focusing on creating further structure in PLCs and using student data (progress monitoring) to drive discussions in PLCs and therefore instruction. Upon the analysis of student data, the teacher can then use the use of state instructional resources like BIG-M and the Four Principles of Excellent Instruction to plan for engaging, rigorous, benchmark aligned lessons that will contribute to student achievement.

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 1 - Strong Evidence

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.

Preparing the students for their post-secondary world is an importance for Middleton and is a continual part of the educational process for us. We offer several career pathways such as Barbering, Cosmetology, and Construction as electives for our students. Through these pathways, students are able earn a license and/or certifications that would allow them to enter the workforce as a professional upon graduation. In addition to programs like these, Middleton has paired with Future Career Academy, an organization that helps introduce students to opportunities for employment during and upon graduation. Middleton also offers an array of accelerated courses, like AP, Dual Enrollment, and AICE, which assists students with the earning of college credits. It is important that instructors continue providing students with real-life applications to the concepts in class to continue to engage and encourage students to explore opportunities.

Person Responsible: Robert Quinn (robert.quinn@hcps.net)

By When: From 9th Grade Through Graduation

ESE support facilitators will be included in PLC discussions and will be expected to participate as an active member of the PLC.

Person Responsible: Camilla Burton (camilla.burton@hcps.net)

By When: This will be a monthly process through May 2024.

Teachers will require instruction on how to progress monitor effectively and how to analyze the data thoroughly.

Person Responsible: Camilla Burton (camilla.burton@hcps.net)

By When: This will be a monthly process through May 2024.

#2. Positive Culture and Environment specifically relating to Other

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.

Student attendance has been a consistent issue for us at Middleton. This concurs with the behavior data, the top behavioral incident last year was student skipping, followed by disobedience and tardies. Specifically, out of the total number of student skipping incidents, forty percent were committed by 9th graders. Therefore, Middleton has sought it necessary to focus on the improvement of the Positive Behavioral Interventions and Supports System.

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

We are seeking to decrease skipping incidents by 50% by implementing a PBIS system with fidelity. This would also help support a climate and culture of learning.

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

A PBIS committee consisting of the school social worker, Student Success Coaches, CCEIS, CCRT, ESE specialist, SAO APs, and teachers will monitor data as it pertains to behavioral incidents including attendance data at monthly meetings. Students would be targeted and a tiered system of supports would be provided one of which will be PBIS.

Person responsible for monitoring outcome:

Camilla Burton (camilla.burton@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.)

Response to Intervention (RTI) through PBIS

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

RTI has been proven to effectively improve student learning. When RTI methods are paired with PBIS systems students' behavioral outcomes, and the overall climate and culture of a school has been documented to improve. PBIS implementation then, in turn, positively effects on student achievement.

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 1 - Strong Evidence

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.

Enlist a PBIS team consisting of the school social worker, Student Success Coaches, CCEIS, CCRT, ESE specialist, SAO APs, teachers, and students.

Person Responsible: Camilla Burton (camilla.burton@hcps.net)

By When: This should be completed by July 2023.

We will need to train the PBIS on expectations and procedures.

Person Responsible: Camilla Burton (camilla.burton@hcps.net)

By When: This should be completed by August 2023.

Create and communicate tiger expectations that will guide the climate and culture on our campus.

Person Responsible: Camilla Burton (camilla.burton@hcps.net)

By When: This should be completed by August 2023.

Ongoing incentives and quarterly incentives will be decided by teacher and student surveys.

Person Responsible: Camilla Burton (camilla.burton@hcps.net)

By When: This should be completed by August 2023.

The PBIS team would monitor and track progress of outcomes at monthly PBIS meetings.

Person Responsible: Camilla Burton (camilla.burton@hcps.net)

By When: This will be a monthly process through May 2024.

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).

Each month our budget is reviewed by our SAC committee. Many of the funds allocated to Middleton through Title 1 has been allocated to improving the technology on the campus. We have acquired new Newline monitors that were installed in almost every classroom. This board allows teachers and staff to integrate technology into their lessons seamlessly by effortlessly permitting the wireless sync of a staff laptop to the big screen Newline board. This piece of technology will also cut down on the future teachers' expense on whiteboard markers and erasers because the Newline board offers those features already integrated. Also, monies were allocated to getting more laptop carts and laptops. We are currently closing in on our goal to reach one to one device to student. Allocation of monies were also released to fund extended learning programs and Review Boot camps for targeted students.

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.

Our SIP is shared to community stakeholders and parents in the weekly newsletter using the Microsoft Sway software. Additionally, upon approval, our SIP is posted on our school website https://www.hillsboroughschools.org/domain/3808

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))

Middleton High School will engage all stakeholders in the support of our students. We will reach out to our Alumni, PTSA, Athletics Booster Club, STEM Advisory Board, and other community partners to collaborate with school staff on improving school culture. This can be seen though our actions to accommodate more of our parents and community members by moving school community events, such as Open House, to Saturday mornings. Also, we will foster positive relationships with our community partners through mentoring, tutoring, and other volunteer opportunities. We also host a number of community events on campus, including the community's Annual College and Career Readiness Workshop. We will continue to use Canvas, ParentLink, social media platforms like X, our local newspaper, The Florida Sentinel Bulletin, and our school website (https://www.hillsboroughschools.org/middleton) to communicate with stakeholders on ways to become involved and to further support Middleton students.

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)

At Middleton we are continuously attempting to provide a rigorous and meaningful academic experience for our students. Just within the last year we have added several Cambridge AICE classes, AP Precalculus, and are still offering many more Dual Enrollment and Advanced Placement classes within our programming. This variety of classes provides our students with an eclectic opportunity to strive and push themselves to gain the most out of their education. And we are proud to say these are opportunities for all students, traditional and magnet alike. Within the classrooms we seek to stretch our instructors to associate themselves more closely with benchmark aligned instruction. We foresee this being a benefit by reinforcing planning, collaboration, data driven decisions within PLCs, which will in turn increase student achievement. In conjunction with benchmark aligned instruction, improving climate and culture through the implementation of an effective PBIS system, specifically to curtail the student attendance issue, is a target focus of ours to strengthen the quality of instructional time and student learning. Outside the classroom, we offer an extended learning program that seeks to enhance and provide academic supports for our students. To accommodate the maximum number of students, we will offer this ELP program in the morning, during the lunches, and after school.

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))

Middleton is a true community hub. A great number of our students participate in after school programs; academic and extracurricular. For the most part, it is due to the funding we receive that we are able to offer these students' wholesome snacks and meals. We offer free breakfast, lunch, and an after-school meal to all students on campus based on our community school eligibility.

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))

We have an extensive team of professionals that work together further improve the students' socio-emotional skill set. These professionals are the school counselors, social workers, school psychologist, community mentors, and success coaches. These professionals serve both students and families in providing academic planning support, mental health services, emotional support, crisis interventions, and attendance interventions. Also, they can help provide families direction to community resources during a time of need. The counselors also provide graduation checks and alerts those who are in danger of not graduating.

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))

Preparing the students for their post-secondary world is an importance for Middleton and is a continual part of the educational process for us. We offer several career pathways such as Barbering, Cosmetology, and Construction as electives for our students. Through these pathways, students are able earn a license and/or certification that would allow them to enter the workforce as a professional upon graduation. In addition to programs like these, Middleton has paired with Future Career Academy, an organization that helps introduce students to opportunities for employment during and upon graduation.

Just within the last year we have added several Cambridge AICE classes, AP Precalculus, and are still offering many more Dual Enrollment and Advanced Placement classes within our programming. These classes in particular assist students with the earning of college credits while still enrolled in high school. This variety of classes provides our students with an eclectic opportunity to strive and push themselves to gain the most out of their education. And we are proud to say these are opportunities for all students, traditional and magnet alike. It is important that instructors continue providing students with real-life applications to the concepts in class to continue to engage and encourage students to explore opportunities.

Additionally, Middletons' counselors, magnet lead, and success coaches, each takes a hands-on approach in their case load of students. They make sure each student is informed of their requirements and opportunities.

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).

If the student is an ESE student, then the student would work with the interventions team to provide the specific services needed for the student's disability and IEP objectives. Some of the possible interventions may include Functional Behavioral Assessment, Positive Behavioral Plan, IEP counseling, behavior contracts, or reward systems.

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))

Middleton offers various of ways to help retain effective teachers as well as develop their instructional talent. We offer various opportunities for onsite professional learning, as well as offsite suggested learning through the district. We also have an onsite Math Coach, that is used to provide support to the

math department. The math coach helps develop talent within the math department through coaching cycles, tutorials, modeling sessions, and various other strategies. Likewise, there are District Resource Teachers assigned to Middleton who also worked with their specified departments to develop the talent within through similar strategies. There is also an ESE specialist on site at Middleton that can often help with UDL strategies and provide assistance with ESE or IEP questions. Lastly, positions like Teacher Talent Developers will be reintroduced to further develop and support teachers in their role in the classroom.

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