

Hillsborough County Public Schools

# Shields Middle School



2021-22 Schoolwide Improvement Plan

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# Shields Middle School

15732 BETH SHIELDS WAY, Ruskin, FL 33573

[ no web address on file ]

## Demographics

**Principal: Deanna Fisher**

Start Date for this Principal: 7/1/2021

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2018-19 Title I School</b>  | Yes  |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | <i>[Data Not Available]</i>  |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups in orange are below the federal threshold) | Asian Students<br>Black/African American Students<br>Economically Disadvantaged Students<br><b>English Language Learners</b><br>Hispanic Students<br>Multiracial Students<br><b>Students With Disabilities</b><br>White Students |
| <b>School Grades History</b>   | 2018-19: C (46%)<br>2017-18: C (48%)<br>2016-17: D (38%)<br>2015-16: D (37%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southwest  |
| <b>Regional Executive Director</b>   | <a href="#">Lucinda Thompson</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  | N/A  |
| <b>Support Tier</b>  | N/A  |
| <b>ESSA Status</b>   | [not available]  |

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

At Beth Shields Middle School we will meet our students needs by offering an equitable education to ALL our students as we ensure student success each and everyday! Thereby being committed to closing the achievement gap and ensuring that all students are productive, respectful citizens that are college and/or career ready.

#### **Provide the school's vision statement.**

We support the District's vision of Preparing Students for Life, and are working to ensure that our students enter high school equipped with the strategies and skills needed for their projected graduation date. With that in mind, we have developed the following Vision for our school:

Preparing Students for Life!

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name            | Title                      | Job Duties and Responsibilities   |
|-----------------|----------------------------|---|
| Fisher, Deanna  | Principal                  | <p>Create a long term plan for student academic and overall success</p> <p>Create a positive school climate and culture</p> <p>Cultivate and empower faculty, student, and staff to become effective school leaders</p> <p>Manage Human Capital, data, and processes that ensure that our students achieve and exceed expectations</p> <p>Improve school leadership by supporting teachers and providing the essential tools that allows a better platform for student success.</p> <p>Ensure that students have access to an equitable and fair academic experience</p> <p>Build teacher capacity within the school site</p> |
| Lyles, Danette  | Attendance/<br>Social Work | <p>Develop and implement intervention and prevention programs that allows students to be mentally, socially, and emotionally sound so that students can achieve academic success. Additionally the social worker will work with the Administration, faculty, and staff to support the MTSS/RTI process, work with the problem solving team to aid in supporting students to be successful, prioritize to create a plan and or intervention to keep students safe, and link students and their families to agencies and community resources that allows student to excel not only in academics but in all aspects of life.</p> |
| Ferrell, Cheryl | Other                      | <p>RTI</p> <p>Evaluation of academic and behavioral data and trends to support students through the MTSS/RTI frameworks.</p> <p>? Analyzes data to ensure quality intervention is appropriate to meet the attendance, behavioral, and/or course performance/academic needs of all students.</p> <p>? Assists in creating an understanding of the problem-solving process and its use in determining effectiveness of interventions.</p> <p>? Assists with evaluating the types of response to interventions for all groups.</p>   |

| Name            | Title         | Job Duties and Responsibilities   |
|-----------------|---------------|---|
|                 |               | <p>? Attends monthly professional learning communities (PLCs) and professional development in RtI best practices.</p> <p>? Engages in coaching cycles with teachers to improve student performance.</p> <p>? Facilitates the Multi-Tiered System of Supports (MTSS) RtI process at the school site.</p> <p>? Interprets data related to student performance to identify appropriate intervention strategies for all students.</p>   |
| Fleming, Millie | Reading Coach | <p>Reading Coach~</p> <ul style="list-style-type: none"> <li>• Model lessons in classrooms on a daily/weekly basis.</li> <li>• Support the instructional development of all teachers in understanding the curriculum and varied assessments, the Framework for Teaching, and data analysis.</li> <li>• Build strong relationships with teachers, administrators, and other coaches.</li> <li>• Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.</li> <li>• Create an articulated schedule with building administration.</li> <li>• Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.</li> <li>• Support teachers and administrators in using data to improve instruction on all levels.</li> <li>• Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their student</li> <li>• Support teachers by helping with the —strategic how of teaching -- share multiple instructional strategies/processes with teachers during planning times.</li> <li>• Informally observe (non-evaluative) lessons and provide feedback for a teacher’s professional growth and students’ success.</li> </ul> |

| Name          | Title                     | Job Duties and Responsibilities  |
|---------------|---------------------------|--|
|               |                           | <ul style="list-style-type: none"> <li>• Develop coaching plans for teachers to ensure student improvement.</li> <li>• Utilize Adult Learning Theory to motivate adult learners to improve professional practice.</li> <li>• Contribute to the development systems and structures to improve teacher practice within schools.</li> <li>• Submit a weekly coaching log and any pertinent data requests/ coaching documentation.</li> </ul>  |
| Nickel, Brian | Teacher, K-12             | <p>Social Studies Subject Leader~Enhance team members implementation of a Social Studies</p> <p>Facilitate the integration of curriculum to encourage connections in the learning process.</p> <p>Disseminate trends, new approaches, and research findings to the team members.</p> <p>Help team members share effective grouping strategies.</p> <p>Assists in the selection of personnel that affects the team – aides, volunteers, support staff.</p> <p>Conduct regularly scheduled meetings and involve all team members.</p> <p>Coordinate interdisciplinary units of study on the team and the exploratory program.</p> <p>Facilitate parent conferences, as needed by the team or requested by the parent.</p> <p>Coordinate school-wide decisions between and among all school teams regarding homework, grading, tests, quizzes, projects, etc.</p> <p>Promote public relations between team members and the parent/school community.</p> <p>Institute best practices for the social studies department</p> |
| Lopez, Liz    | ELL Compliance Specialist | <p>ELL Specialist~ Provides coaching to classroom teachers in order to improve their craft when instruction English language learners.</p> <p>Develops and conducts professional development for classroom teachers and bilingual education paraprofessionals in specified English language acquisition</p>  |



| Name                             | Title             | Job Duties and Responsibilities  |
|----------------------------------|-------------------|--|
|                                  |                   | <p>strategies, best practices, and specific instructional resources.<br/>Serves as a support to the District Advisory Council. Maintains and monitors implementation of ELL Program Guidelines and Procedures, inclusive of full time equivalent (FTE) auditing and compliance.</p>  |
| <p>Polojac-Chenoweth, Denise</p> | <p>Math Coach</p> | <p>Maintains and monitors implementation of Hillsborough County Public Schools' Mathematics Program Guidelines and Procedures, inclusive of county and state guidelines and standards. Assists with the implementation of district initiatives in the area of STEM (Science, Technology, Engineering, and Mathematics). Research and provide staff support that will improve teaching and learning – including: teaching strategies, assessment of math skills, interpretation, and use of assessment results, etc. Research, prepare materials, and identify resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of math skills, and interpretation and use 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</p> |

| Name                    | Title                | Job Duties and Responsibilities   |
|-------------------------|----------------------|---|
|                         |                      | <p>as designed.<br/>                     Provides on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).<br/>                     Assists teachers in building an interactive classroom and assures that recommendations for improvement are implemented.<br/>                     Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.<br/>                     Assists teacher in preparation pacing for instruction.<br/>                     Participation in collaborative grade level meetings to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.<br/>                     Assists grade level teams in setting goals for improved instruction and RTI implementation.<br/>                     Meets regularly (weekly) with the principal to review benchmarks and established data points to assess student progress towards established instructional goals.</p> |
| <p>Thomas, PaQuetta</p> | <p>Teacher, K-12</p> | <p>Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.<br/>                     Creates a positive educational climate for students to learn in an atmosphere of respect and rapport.<br/>                     Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement.<br/>                     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<br/>                     Observes and evaluates student performance and</p>   |

| Name               | Title         | Job Duties and Responsibilities   |
|--------------------|---------------|---|
|                    |               | <p>mastery of standards, monitors student assessment data, and maintains student grades and attendance.</p> <p>Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures.</p> <p>Communicates with parents and school/district personnel regarding student progress and encourages parental involvement.</p> <p>Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities.</p> <p>Appropriately maintains and secures confidential records, inquiries, and data.</p>   |
| Richardson, George | Teacher, K-12 | <p>Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.</p> <p>Creates a positive educational climate for students to learn in an atmosphere of respect and rapport.</p> <p>Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement.</p> <p>Utilizes a variety of teaching practices and methodologies that reflect diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students</p> <p>Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance.</p> <p>Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures.</p> <p>Communicates with parents and school/district personnel regarding student progress and encourages parental involvement.</p> |

| Name                   | Title                | Job Duties and Responsibilities   |
|------------------------|----------------------|---|
|                        |                      | <p>Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities. Appropriately maintains and secures confidential records, inquiries, and data.</p>   |
| <p>Pagan, Marlena</p>  | <p>Teacher, K-12</p> | <p>Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.<br/>                     Creates a positive educational climate for students to learn in an atmosphere of respect and rapport.<br/>                     Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement.<br/>                     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<br/>                     Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance.<br/>                     Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures.<br/>                     Communicates with parents and school/district personnel regarding student progress and encourages parental involvement.<br/>                     Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities. Appropriately maintains and secures confidential records, inquiries, and data.</p> |
| <p>Padgett, Latoya</p> | <p>Teacher, ESE</p>  | <p>Advocates and builds in support for ESE Students<br/>                     Designs and implements appropriate instruction of content</p>  |

| Name               | Title              | Job Duties and Responsibilities  |
|--------------------|--------------------|--|
|                    |                    | <p>area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs.</p> <p>Creates a positive educational climate for students to learn in an atmosphere of respect and rapport.</p> <p>Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement.</p> <p>Utilizes a variety of teaching practices and methodologies that reflect diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students</p> <p>Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance.</p> <p>Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures.</p> <p>Communicates with parents and school/district personnel regarding student progress and encourages parental involvement.</p> <p>Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities.</p> <p>Appropriately maintains and secures confidential records, inquiries, and data.</p> |
| Brown-Joseph, Mary | Guidance Counselor | <p>? Provides an ongoing program of individual, small group, and large group counseling services in the areas of academic advisement, career awareness, and social/personal development per the national standards established by the American School Counselor Association.</p> <p>? Consults and works collaboratively with administrators, teachers, school personnel, district personnel, parents, and various community agencies to meet the counseling and educational planning needs of middle school students, including schoolwide needs.</p> <p>? Interprets and utilizes school records, including</p>  |

| Name               | Title | Job Duties and Responsibilities  |
|--------------------|-------|--|
|                    |       | <p>cognitive, aptitude, and achievement tests, for educational planning. Reviews and evaluates student records and transcripts.</p> <p>? Addresses individual student needs and refers students to appropriate school and community resources as necessary.</p> <p>? Provides preventive and responsive services, including crisis counseling as needed, and addresses student mental health needs as appropriate.</p> <p>? Facilitates the involvement of parents in the education of their students, including assisting in parent/teacher/counselor conferences.</p> <p>* Coordinates Family Engagement Activities</p>  |
| Sandoval, Mary     | Other | <p>Custodian</p> <p>Supervises assigned personnel, monitor staff performance, and make immediate improvements. Ensure students have a safe, clean, and productive environment.</p>   |
| Rodriguez, Modesto | Other | <p>Parent Liason</p> <p>Serves as liaison between parents and school by working closely and conferring with district personnel (e.g., social worker, school counselor, psychologist, school administration).</p> <p>? Provides and interprets information about school procedures, instructional programs, names and roles of administrators and staff members.</p> <p>? Assists with facilitation of parental activities with feeder schools and the local community to generate a continuum for student success.</p> <p>? Maintains communication logs to document contact with parents, student, staff, and community.</p> <p>? Serves as a contact for parents with questions about the school services or specific activities and events.</p> <p>? Contacts parents to serve on school committees or to attend special events at the school.</p> <p>? Develops rapport with students, their parents, and school administration/staff to promote the proper adjustment and progress of students.</p> <p>? Assists parents and students with accessing educational resources.</p> <p>Title: Aide, Parent Liaison<br/>Job Code: 56101<br/>2</p> <p>? Cultivates parental interest in their children's schools and activities through parental engagement, advocacy, and involvement in various</p> |

| Name            | Title        | Job Duties and Responsibilities   |
|-----------------|--------------|---|
|                 |              | school-connected organizations and committees.<br>? Performs any other duties as assigned.  |
| Vaughn, Roxanne | School nurse | 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.<br>? Provides medication, procedures, and treatments using the nursing process as outlined in the Florida Nurse Practice Act and following district guidelines and policies.<br>? Implements delegated activities according to training and district guidelines.<br>? Provides basic first aid and CPR as necessary to all students and staff.<br>? Follows up on students with injuries, illnesses, or medical problems when appropriate.<br>? Maintains appropriate communication with school nurse, students, parents/guardians, staff, and principal.<br>? Maintains valid state licenses, including CPR, First Aid, and Bloodborne Pathogen Certification by attending continuing education programs and other training activities.<br>? Attends all pre- and post-planning meetings, as well as professional day trainings. |

**Demographic Information**

**Principal start date**

Thursday 7/1/2021, Deanna Fisher

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

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

115

**Total number of students enrolled at the school**

1,857

Identify the number of instructional staff who left the school during the 2020-21 school year.

36

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

29

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

| Indicator  | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Number of students enrolled                              | 0           | 0 | 0 | 0 | 0 | 0 | 681 | 521 | 655 | 0 | 0  | 0  | 0  | 1857  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  | 0     |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  | 0     |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  | 0     |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  | 0     |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 150 | 122 | 184 | 0 | 0  | 0  | 0  | 456   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 146 | 160 | 193 | 0 | 0  | 0  | 0  | 499   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  | 0     |

The number of students with two or more early warning indicators:

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 6/7/2021

**2020-21 - As Reported**

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



| Indicator                                 | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|   | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Number of students enrolled               | 0           | 0 | 0 | 0 | 0 | 0 | 561 | 590 | 636 | 0 | 0  | 0  | 0  | 1787  |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 79  | 99  | 98  | 0 | 0  | 0  | 0  | 276   |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 114 | 132 | 101 | 0 | 0  | 0  | 0  | 347   |
| Course failure in ELA                     | 0           | 0 | 0 | 0 | 0 | 0 | 12  | 11  | 10  | 0 | 0  | 0  | 0  | 33    |
| Course failure in Math                    | 0           | 0 | 0 | 0 | 0 | 0 | 4   | 19  | 6   | 0 | 0  | 0  | 0  | 29    |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  |       |
| Level 1 on 2019 statewide Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  |       |

**The number of students with two or more early warning indicators:**

| Indicator                            | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 141 | 187 | 197 | 0 | 0  | 0  | 0  | 525   |

**The number of students identified as retainees:**

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

**2020-21 - Updated**

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

| Indicator                                 | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|   | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Number of students enrolled               | 0           | 0 | 0 | 0 | 0 | 0 | 561 | 590 | 636 | 0 | 0  | 0  | 0  | 1787  |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 79  | 99  | 98  | 0 | 0  | 0  | 0  | 276   |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 114 | 132 | 101 | 0 | 0  | 0  | 0  | 347   |
| Course failure in ELA                     | 0           | 0 | 0 | 0 | 0 | 0 | 12  | 11  | 10  | 0 | 0  | 0  | 0  | 33    |
| Course failure in Math                    | 0           | 0 | 0 | 0 | 0 | 0 | 4   | 19  | 6   | 0 | 0  | 0  | 0  | 29    |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  |       |
| Level 1 on 2019 statewide Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 0   | 0   | 0 | 0  | 0  | 0  |       |

**The number of students with two or more early warning indicators:**

| Indicator                            | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 141 | 187 | 197 | 0 | 0  | 0  | 0  | 525   |

**The number of students identified as retainees:**

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

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component      | 2021   |          |       | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 27%    |          |       | 35%    | 51%      | 54%   | 35%    | 52%      | 53%   |
| ELA Learning Gains          | 32%    |          |       | 45%    | 52%      | 54%   | 49%    | 53%      | 54%   |
| ELA Lowest 25th Percentile  | 22%    |          |       | 39%    | 47%      | 47%   | 44%    | 48%      | 47%   |
| Math Achievement            | 29%    |          |       | 38%    | 55%      | 58%   | 38%    | 56%      | 58%   |
| Math Learning Gains         | 38%    |          |       | 48%    | 57%      | 57%   | 55%    | 59%      | 57%   |
| Math Lowest 25th Percentile | 36%    |          |       | 47%    | 52%      | 51%   | 49%    | 52%      | 51%   |
| Science Achievement         | 31%    |          |       | 37%    | 47%      | 51%   | 35%    | 47%      | 52%   |
| Social Studies Achievement  | 48%    |          |       | 54%    | 67%      | 72%   | 51%    | 66%      | 72%   |

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 34%    | 53%      | -19%                       | 54%   | -20%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 32%    | 54%      | -22%                       | 52%   | -20%                    |
| Cohort Comparison |      | -34%   |          |                            |       |                         |
| 08                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 35%    | 53%      | -18%                       | 56%   | -21%                    |
| Cohort Comparison |      | -32%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 29%    | 49%      | -20%                       | 55%   | -26%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2021 |        |          |                            |       |                         |

| <b>MATH</b>       |             |               |                 |                                   |              |                                |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>      | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
|                   | 2019        | 42%           | 62%             | -20%                              | 54%          | -12%                           |
| Cohort Comparison |             | -29%          |                 |                                   |              |                                |
| 08                | 2021        |               |                 |                                   |              |                                |
|                   | 2019        | 26%           | 31%             | -5%                               | 46%          | -20%                           |
| Cohort Comparison |             | -42%          |                 |                                   |              |                                |

| <b>SCIENCE</b>    |             |               |                 |                                   |              |                                |
|-------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| <b>Grade</b>      | <b>Year</b> | <b>School</b> | <b>District</b> | <b>School-District Comparison</b> | <b>State</b> | <b>School-State Comparison</b> |
| 08                | 2021        |               |                 |                                   |              |                                |
|                   | 2019        | 34%           | 47%             | -13%                              | 48%          | -14%                           |
| Cohort Comparison |             |               |                 |                                   |              |                                |

| <b>BIOLOGY EOC</b> |               |                 |                              |              |                           |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>        | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021               |               |                 |                              |              |                           |
| 2019               |               |                 |                              |              |                           |

| <b>CIVICS EOC</b> |               |                 |                              |              |                           |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>       | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021              |               |                 |                              |              |                           |
| 2019              | 50%           | 67%             | -17%                         | 71%          | -21%                      |

| <b>HISTORY EOC</b> |               |                 |                              |              |                           |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>        | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021               |               |                 |                              |              |                           |
| 2019               |               |                 |                              |              |                           |

| <b>ALGEBRA EOC</b> |               |                 |                              |              |                           |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>        | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021               |               |                 |                              |              |                           |
| 2019               | 74%           | 63%             | 11%                          | 61%          | 13%                       |

| <b>GEOMETRY EOC</b> |               |                 |                              |              |                           |
|---------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| <b>Year</b>         | <b>School</b> | <b>District</b> | <b>School Minus District</b> | <b>State</b> | <b>School Minus State</b> |
| 2021                |               |                 |                              |              |                           |
| 2019                | 94%           | 57%             | 37%                          | 57%          | 37%                       |

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Data Chats with both students and teachers, Remediation of standards once per week and common assessments. Small Group, pull-outs in 6th grade. Unpacking the standards.

| Grade 6               |                            |                              |                   |        |
|-----------------------|----------------------------|------------------------------|-------------------|--------|
|                       | Number/% Proficiency       | Fall                         | Winter            | Spring |
| English Language Arts | All Students               | District Baseline            | District Mid Year | FSA    |
|                       | Economically Disadvantaged | Achieve 3000                 | District Mid Year | FSA    |
|                       | Students With Disabilities | Springboard unit assessments | District Mid Year | FSA    |
|                       | English Language Learners  | Teacher Assessments          | District mid Year | FSA    |
|                       | Number/% Proficiency       | Fall                         | Winter            | Spring |
| Mathematics           | All Students               | baseline                     | Mid-Year          | FSA    |
|                       | Economically Disadvantaged | baseline                     | Mid-Year          | FSA    |
|                       | Students With Disabilities | baseline                     | Mid-Year          | FSA    |
|                       | English Language Learners  | Dist. Baseline               | Mid Year          | FSA    |

| <b>Grade 7</b>               |                             |                              |                               |               |
|------------------------------|-----------------------------|------------------------------|-------------------------------|---------------|
|                              | <b>Number/% Proficiency</b> | <b>Fall</b>                  | <b>Winter</b>                 | <b>Spring</b> |
| <b>English Language Arts</b> | All Students                | Achieve 3000                 | Mid Year                      | FSA           |
|                              | Economically Disadvantaged  | Springboard unit assessments | Mid Year                      | FSA           |
|                              | Students With Disabilities  | District Baseline            | Mid Year                      | FSA           |
|                              | English Language Learners   | Teacher Assessments          | Mid Year                      | FSA           |
|                              | <b>Number/% Proficiency</b> | <b>Fall</b>                  | <b>Winter</b>                 | <b>Spring</b> |
| <b>Mathematics</b>           | All Students                | District baseline            | District Mid Year             | FSA/EOC       |
|                              | Economically Disadvantaged  | District baseline            | District Mid Year             | FSA/EOC       |
|                              | Students With Disabilities  | District Baseline            | District Mid Year             | FSA/EOC       |
|                              | English Language Learners   | District Baseline            | District Mid Year             | FSA/EOC       |
|                              | <b>Number/% Proficiency</b> | <b>Fall</b>                  | <b>Winter</b>                 | <b>Spring</b> |
| <b>Civics</b>                | All Students                | District Baseline            | District Mid Year Assessments | EOC           |
|                              | Economically Disadvantaged  | District Baseline            | District Mid Year Assessment  | EOC           |
|                              | Students With Disabilities  | District Baseline            | District Mid Year Assessment  | EOC           |
|                              | English Language Learners   | District Baseline            | District Mid Year Assessment  | EOC           |

| Grade 8               |                            |                   |                               |          |
|-----------------------|----------------------------|-------------------|-------------------------------|----------|
|                       | Number/% Proficiency       | Fall              | Winter                        | Spring   |
| English Language Arts | All Students               | District Baseline | Springboard                   | FSA      |
|                       | Economically Disadvantaged | Achieve 300       | Mid Year                      | FSA      |
|                       | Students With Disabilities | Springboard       | Achieve 300                   | FSA      |
|                       | English Language Learners  | Teacher Ass       | Mid Year                      | FSA      |
|                       | Number/% Proficiency       | Fall              | Winter                        | Spring   |
| Mathematics           | All Students               | District Base     | District Mid Year Assessments | EOC/ FSA |
|                       | Economically Disadvantaged | District Base     | District Mid Year Assessments | EOC/FSA  |
|                       | Students With Disabilities | District Base     | District Mid Year Assessments | EOC/FSA  |
|                       | English Language Learners  | District Base     | District Mid Year Assessments | EOC/FSA  |
|                       | Number/% Proficiency       | Fall              | Winter                        | Spring   |
| Science               | All Students               | Formative 1       | Formative 2                   | FSA      |
|                       | Economically Disadvantaged | Formative 1       | Formative 2                   | FSA      |
|                       | Students With Disabilities | Formative 1       | Formative 2                   | FSA      |
|                       | English Language Learners  | Formative 1       | Formative 2                   | FSA      |

**Subgroup Data Review**

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD                                       | 10       | 19     | 14          | 13        | 27      | 28           | 13       | 26      |           |                   |                     |
| ELL                                       | 17       | 27     | 19          | 21        | 33      | 35           | 14       | 36      | 57        |                   |                     |
| BLK                                       | 33       | 35     | 19          | 28        | 39      | 36           | 30       | 52      | 62        |                   |                     |
| HSP                                       | 22       | 28     | 21          | 27        | 35      | 35           | 28       | 42      | 63        |                   |                     |
| MUL                                       | 43       | 42     |             | 46        | 53      |              | 50       | 64      |           |                   |                     |
| WHT                                       | 40       | 40     | 31          | 42        | 48      | 46           | 39       | 73      | 61        |                   |                     |
| FRL                                       | 25       | 30     | 22          | 27        | 37      | 35           | 30       | 46      | 59        |                   |                     |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD                                       | 19       | 39     | 33          | 19        | 37      | 33           | 14       | 28      |           |                   |                     |
| ELL                                       | 13       | 38     | 37          | 20        | 42      | 42           | 13       | 27      | 63        |                   |                     |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| ASN                                       | 82       | 64     |             | 91        | 91      |              |          |         |           |                   |                     |
| BLK                                       | 38       | 46     | 40          | 38        | 47      | 52           | 33       | 66      | 55        |                   |                     |
| HSP                                       | 31       | 42     | 37          | 36        | 46      | 45           | 33       | 48      | 75        |                   |                     |
| MUL                                       | 31       | 46     | 45          | 45        | 49      |              | 38       | 45      |           |                   |                     |
| WHT                                       | 48       | 56     | 53          | 46        | 55      | 56           | 51       | 69      | 70        |                   |                     |
| FRL                                       | 33       | 44     | 39          | 36        | 46      | 47           | 33       | 52      | 68        |                   |                     |

  

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD                                       | 17       | 38     | 32          | 17        | 42      | 35           | 16       | 23      |           |                   |                     |
| ELL                                       | 12       | 34     | 39          | 21        | 47      | 44           | 11       | 31      | 55        |                   |                     |
| ASN                                       | 81       | 69     |             | 88        | 63      |              |          |         |           |                   |                     |
| BLK                                       | 35       | 50     | 46          | 34        | 58      | 60           | 27       | 60      | 77        |                   |                     |
| HSP                                       | 31       | 46     | 40          | 36        | 54      | 46           | 32       | 45      | 77        |                   |                     |
| MUL                                       | 42       | 55     | 60          | 43        | 69      | 64           |          | 71      |           |                   |                     |
| WHT                                       | 48       | 60     | 63          | 51        | 55      | 50           | 48       | 66      | 72        |                   |                     |
| FRL                                       | 32       | 48     | 44          | 36        | 54      | 49           | 32       | 48      | 74        |                   |                     |

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index  |                 |
|---|-----------------|
| ESSA Category (TS&I or CS&I)  | [not available] |
| OVERALL Federal Index – All Students  | 37              |
| OVERALL Federal Index Below 41% All Students                                    | YES             |
| Total Number of Subgroups Missing the Target                                    | 5               |
| Progress of English Language Learners in Achieving English Language Proficiency | 46              |
| Total Points Earned for the Federal Index                                       | 370             |
| Total Components for the Federal Index  | 10              |
| Percent Tested  | 93%             |

**Subgroup Data**

**Students With Disabilities**

|   |     |
|---|-----|
| Federal Index - Students With Disabilities                                | 19  |
| Students With Disabilities Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2   |

| English Language Learners  |     |
|--|-----|
| Federal Index - English Language Learners                                      | 31  |
| English Language Learners Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       | 0   |
| Asian Students   |     |
| Federal Index - Asian Students   |     |
| Asian Students Subgroup Below 41% in the Current Year?                         | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  | 0   |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 37  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0   |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 35  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               | 0   |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   | 50  |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | NO  |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%            | 0   |
| Native American Students   |     |
| Federal Index - Native American Students                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%        | 0   |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students                                      |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?              | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%       | 0   |
| White Students   |     |
| Federal Index - White Students   | 47  |
| White Students Subgroup Below 41% in the Current Year?                         | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                  | 0   |



| Economically Disadvantaged Students  |     |
|--|-----|
| Federal Index - Economically Disadvantaged Students                                | 36  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |

## Analysis

### Data Analysis

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

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

All subgroups performed at 41% or higher with the exception of the ELL and ESE population.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In the ELA and Math bottom quartile, students with disabilities continue to score lower than the other sub groups. In addition to that group, the bottom quartile ESE students scored higher than their ELL counterparts for Math.

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

- A. The implementation of the MTSS/RTI framework which was done with fidelity. Student centered small group instruction along with the implementation of best teaching practices through data driven instruction guided through intense progress monitoring.
- B. Professional Development to ensure instructional personnel are given the personal tools to collaboratively plan student centered small group instruction. Also, teachers will plan for rigorous lessons that are reflective of standards to be learned. Teachers will utilize FSA and other data to plan rigorous lessons and assessments.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Algebra (7th and 8th Grade)  
Geometry

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

- A. Professional development,  
Coaching cycles  
Data chats with the Math coach  
Common Assessments  
Structured Data Based from all assessment PLC's which focused on how we were going to present the information.  
Data Wall
- B. Individual Tutoring. (Parents of low performing students were contacted.)

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

Reading strategies across all disciplines for example; "Teach like A Champion" Read and Say Something Math Strategies to include: Notice and Wonder, Sage - and- Scribe

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

How to plan for Small Group Instruction, Behavior Modification, Sage-and- Scribe, Notice and Wonder, Student Engagement workshops through Kagan etc.  
Poverty Simulation

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

RTI positions  
Mental Health Counselor  
School Counselors push in through select classroom to present lessons on behavior, study skills, and career planning.  
Continued Professional Development through out the summer months.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Professional Learning Communities**

The problem is low student performance on school-based and district and state assessments. This is due to lack of implementation of best practices, which would foster a productive and positive learning environment for students.

At Shields Middle School our goal is to foster an environment where teachers implement collaboration and instructional planning to promote teacher growth as evident through student achievement.

**Area of**

**Focus**

**Description**

**and Rationale:**

As we analyzed the areas of focus, we noted the following components:

1. Teacher turnover and lack of teacher retention. The overcrowding of the school makes class sizes unmanageable/many new teachers and/or for some teachers this is a career switch/some teachers continue to live in the world of straight lecture verses evolving to meet the students' needs/lack of differentiated instruction
2. Teachers are not taking advantage of professional development opportunities offered by the District and school-based trainings to improve best practices.
3. Many teachers lack of motivation to implement various engagement and instructional strategies. Many teachers do not know the relationship between the data and the differentiation of instruction to meet the needs of all students (Gifted/talented, ESE, ELL).

**Measureable Outcome:**

1. Common Assessment Data
2. Teacher Data Chats
3. FSA Data
4. Walkthrough Data
5. EET Teacher Evaluation System Data
6. Student and Teacher Attendance
7. Semester Exam Data

**Monitoring:**

Teachers will analyze common assessment data during PLCs in order to drive instruction and remediation.  
Coaches/SALs will facilitate data chats monthly or as needed based on data from assessments.  
Administration and team leaders will collaborate to monitor teacher and student attendance monthly or as trends develop.

**Person responsible for monitoring outcome:**

Deanna Fisher (deanna.fisher@hcps.net)

**Evidence-based Strategy:**

1. Utilization of Coaches, team leaders, resource teachers, and administration to empower and build teacher capacity
2. Provide professional development opportunities in order to promote teacher growth.
3. Functioning ILT
4. Various learning platforms that takes into account for RTI and showcases that students learn differently and their individual needs must be met.

**Rationale for Evidence-**

To promote academic growth, Shields Middle School will focus on:  

1. Fostering an environment
  - Welcoming

- Understanding
- Developing relationships
- School-wide PD
- collaborative planning
- safe environment (physically/emotionally)
- respect
- accepting and celebrating diversity
- incorporating engagement (discourse, student-centered)

2. Teacher growth

- professional development
- model classrooms
- growth mindset
- continuous reflection
- planning and goal setting
- avoiding generalizations (offer specific feedback)
- level of cultural competence

3. Collaboration

- growth over time
- progress monitoring (Beginning, Middle, End of Year) (Weekly/biweekly checkpoints)
- student awareness- goal setting, knowing where they are
- high expectations
- mini-conferences
- understanding the objectives and their purpose
- specific criteria
- differentiated

4. Student achievement

- purposeful and intentional planning
- goal oriented
- data driven
- standards focused
- teacher created common assessments
- knowing strengths/weaknesses
- vulnerability
- focus on ESSA subgroups

**based  
Strategy:**

**Action Steps to Implement**

Attendance Monitoring of both students and staff.

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

Monitoring of trends and data from observations and walkthroughs...

**Person Responsible** [no one identified]

Evaluation of data and trends and presentation to faculty while creating professional development to rectify areas of needs for teachers.

**Person Responsible** Cheryl Ferrell (cheryl.ferrell@hcps.net)

Ensuring community partnership and allowing parents to see the daily operations for a student in our setting along with providing assistance in goal for the parents while being advocates for their children.

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

Stem engagement in STEM elements

**Person Responsible** PaQuetta Thomas (paquetta.thomas@hcps.net)

Ensuring that ALL students are serviced according to their plan and that they are seen through the same lens of equity.

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

Restorative practices for students with behavioral issues...

**Person Responsible** [no one identified]

Small groups, academic advising, Second Step, Character Play Book, student services functions including 504's, CST's etc. Parent Involvement and creating a climate for work.

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

Monitoring of literacy trends, teacher coaching, and data coaching.

**Person Responsible** Millie Fleming (millie.fleming@hcps.net)

## #2. ESSA Subgroup specifically relating to English Language Learners

**Area of Focus Description and Rationale:** The FSA data from the previous year indicated that this subgroup perform lower than the other sub groups in the school.

**Measureable Outcome:** Student will perform at or above their counterparts on the state test scoring at least a 41%.

**Monitoring:**

1. Push-Ins and Pull -Outs of ELL students
2. Every 3rd nine weeks a check in sheet for all students on the list
3. Plc discussion of students

**Person responsible for monitoring outcome:** Liz Lopez (liz.lopez@hcps.net)

**Evidence-based Strategy:**

1. small group activities
2. differentiated activities/lessons
3. ESOL strategies

**Rationale for Evidence-based Strategy:**

- a. This will ensure that ELL students are being supported and served in their classes.
- b. This was used in conjunction with our available resources which includes personnel.

### Action Steps to Implement

*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:** This information was taken from the FSA data which indicated that this subgroup is performing below the 41 % in comparison to their peers.

**Measureable Outcome:** Students should be able to score above 41% with non-disabled peers.

1. ESE teachers will push-in to the classrooms to provide support and accommodations to teachers and students.

**Monitoring:** 2. ESE teachers will pull out students who need specialized instruction.  
3. Learning Strategies classes will be utilized among all three grade levels for remediation and progress monitoring.

**Person responsible for monitoring outcome:** Latoya Padgett (latoya.padgett@hcps.net)

**Evidence-based Strategy:** 1. Frameworks Instructional Model  
2. Small Group instruction  
3. ESY Services.  
4. Differentiated Instruction

**Rationale for Evidence-based Strategy:** 1. Frameworks uses aggressive monitoring to drive instruction.  
2. Small Group instruction will strengthen one on one teacher/student support.  
3. ESY services will target students who experience learning regression and help to eliminate the deficit.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Shields Middle School ranks very high in comparison to the state for violent and property incidents. Drug/ public order incidents are ranked in the middle of the scale. Overall, Shields Middle School ranked 450 out of 553 middle junior schools statewide. Shields is ranked 26th out of 46th Middle schools in the county.**

**The Problem solving Leadership Team will review behavior data each month. A data wall will be created to monitor grade level and individual student behaviors. Success coaches will implement restorative practice with identified students. The administrative staff will be reviewing tier three students. The PSLT team will create school wide expectations.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

A positive school climate is critically related to school success. For example, it can improve attendance, achievement, and retention and even rates of graduation, according to research. School climate has many aspects.

Engagement. Strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community.

Safety. Schools and school-related activities where students are safe from violence, bullying, harassment, and controlled-substance use.

Environment. Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.

Given the above, there will be several aspects to work through for a full completion of this idea. The school will have different personnel to assist with such as we have realized that this is a huge undertaking. Given that there is a new leadership structure, we will have to create incentives for both teachers and students.

High expectations will be established and communicated through PLC's and then through lesson implementation by the teachers.

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

All teachers will be responsible for creating and securing positive classroom culture by using research based methods to include aspects of Kagan strategies.

The principal will infuse rewards for teachers who have perfect attendance.

PTSA will join with the school to provide incentives for both teachers and students.

Outside agencies/and organizations to provide resources for the building population.

Activities to culture faculty to the site will be created by Ms. M. Brown-Joseph on going for the entire school year.

Eight Grade Committee to plan graduation and other grade level activities.

The Parent Engagement Liaison will coordinate and build a positive culture and climate in the school through family game night, and parent night.

### Part V: Budget

|   |          |   |              |                |     |         |
|---|----------|---|--------------|----------------|-----|---------|
| 1 | III.A.   | Areas of Focus: Instructional Practice: Professional Learning Communities |              |                |     | \$0.00  |
|   | Function | Object  | Budget Focus | Funding Source | FTE | 2021-22 |

|          |               |  |  |                 |        |               |
|----------|---------------|--|--|-----------------|--------|---------------|
|          | 1530          | 590-Other Materials and Supplies                                 | 0055 - Shields Middle School   | TSSSA           | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Money will be used to help with programs such as Business, Robotics, and other related STEM activities/programs.</i> |                 |        |               |
|          | 1530          | 500-Materials and Supplies                                       | 0055 - Shields Middle School   | TSSSA           | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: To supplement student uniforms for needy students.</i>   |                 |        |               |
|          | 1530          | 500-Materials and Supplies                                       | 0055 - Shields Middle School   | TSSSA           | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: For the SEL program</i>  |                 |        |               |
|          | 1530          | 500-Materials and Supplies                                       | 0055 - Shields Middle School   | TSSSA           | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: For Parent Night Activities/ Supplies</i>  |                 |        |               |
|          | 1530          | 500-Materials and Supplies                                       | 0055 - Shields Middle School   | TSSSA           | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Teachers need training on Kagan strategies for student engagement.</i>   |                 |        |               |
|          | 1530          | 100-Salaries   | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Teacher Assistants</i>   |                 |        |               |
|          | 1530          | 100-Salaries   | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Literacy coach</i>   |                 |        |               |
|          | 1530          | 100-Salaries   | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Parent Liaison</i>   |                 |        |               |
|          | 1530          | 100-Salaries   | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Literacy coach</i>   |                 |        |               |
|          | 1530          | 100-Salaries   | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Math Coach</i>   |                 |        |               |
|          | 1530          | 239-Other  | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Book Study</i>   |                 |        |               |
|          | 1530          | 590-Other Materials and Supplies                                 | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Purchase of computer carts etc.</i>  |                 |        |               |
|          | 1530          | 100-Salaries   | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: T Payroll for teachers</i>   |                 |        |               |
|          | 1530          | 690-Computer Software  | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: Payment for HP/ Microsoft License</i>  |                 |        |               |
|          | 1530          | 590-Other Materials and Supplies                                 | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: For use in ELA - Newsela subscription</i>  |                 |        |               |
|          | 1530          | 590-Other Materials and Supplies                                 | 0055 - Shields Middle School   | Title, I Part A | 2021.0 | \$0.00        |
|          |               |  | <i>Notes: NEAR POD</i>   |                 |        |               |
| <b>2</b> | <b>III.A.</b> | <b>Areas of Focus: ESSA Subgroup: English Language Learners</b>  |  |                 |        | <b>\$0.00</b> |
| <b>3</b> | <b>III.A.</b> | <b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b> |  |                 |        | <b>\$0.00</b> |



|  |                             |
|--|-----------------------------|
|  | <b>Total:</b> <b>\$0.00</b> |
|--|-----------------------------|