

Hillsborough County Public Schools

Martinez Middle School



2022-23 Schoolwide Improvement Plan

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Martinez Middle School

5601 W LUTZ LAKE FERN RD, Lutz, FL 33558

[no web address on file]

Demographics

Principal: Toby Johnson

Start Date for this Principal: 11/5/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (75%) 2018-19: A (77%) 2017-18: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Martinez Middle School

5601 W LUTZ LAKE FERN RD, Lutz, FL 33558

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

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

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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.

The faculty, staff, and community of Martinez Middle School will provide a safe and nurturing environment that encourages students to reach their maximum potential.

Provide the school's vision statement.

Bob Martinez Middle School will foster an environment where all students thrive academically, socially, and emotionally through the collective efficacy of community stakeholders, school personnel, and students.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Johnson, Toby	Principal	
Chahal, Skyler	SAC Member	
Choate, Lonnie	Assistant Principal	

Demographic Information

Principal start date

Tuesday 11/5/2019, Toby Johnson

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

7

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

15

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

1,161

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

8

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

6

Demographic Data

Early Warning Systems

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	35	29	44	0	0	0	0	108	
One or more suspensions	0	0	0	0	0	0	4	13	36	0	0	0	0	53	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	23	25	43	0	0	0	0	91	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	18	29	29	0	0	0	0	76	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	17	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 8/27/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	340	390	416	0	0	0	0	1146
Attendance below 90 percent	0	0	0	0	0	0	12	16	35	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	1	15	9	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	1	5	10	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	2	10	11	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	22	30	18	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	10	19	30	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	6	5	0	0	0	0	13

The number of students identified as retainees:

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

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	340	390	416	0	0	0	0	1146
Attendance below 90 percent	0	0	0	0	0	0	12	16	35	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	1	15	9	0	0	0	0	25
Course failure in ELA	0	0	0	0	0	0	1	5	10	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	2	10	11	0	0	0	0	23
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	22	30	18	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	10	19	30	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	2	6	5	0	0	0	0	13

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	76%	50%	50%				82%	51%	54%
ELA Learning Gains	61%						67%	52%	54%
ELA Lowest 25th Percentile	50%						59%	47%	47%
Math Achievement	83%	36%	36%				88%	55%	58%
Math Learning Gains	78%						75%	57%	57%
Math Lowest 25th Percentile	67%						66%	52%	51%
Science Achievement	72%	52%	53%				79%	47%	51%
Social Studies Achievement	89%	58%	58%				93%	67%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	83%	53%	30%	54%	29%
Cohort Comparison						
07	2022					
	2019	80%	54%	26%	52%	28%
Cohort Comparison		-83%				
08	2022					
	2019	82%	53%	29%	56%	26%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	84%	49%	35%	55%	29%
Cohort Comparison						
07	2022					
	2019	89%	62%	27%	54%	35%
Cohort Comparison		-84%				
08	2022					
	2019	68%	31%	37%	46%	22%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	78%	47%	31%	48%	30%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	91%	67%	24%	71%	20%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	63%	30%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	24	32	27	38	62	60	19	71			
ELL	46	49	43	63	70	59	38	77	92		
ASN	87	74	65	92	91	76	71	92	95		
BLK	60	50	46	67	68	69	50	93			
HSP	63	54	40	72	72	62	57	82	96		
MUL	82	70		89	80		90	90	93		
WHT	80	61	55	86	78	70	77	91	96		
FRL	57	49	43	66	67	59	56	82	90		
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	28	43	39	31	38	29	22	42			
ELL	51	58	45	54	48	47	47	62	86		
ASN	86	78	50	86	70	60	87	90	100		
BLK	68	58	43	65	51	27	54	57	92		
HSP	64	54	44	62	52	40	53	73	79		
MUL	82	60		78	69	40	67	89	89		
WHT	77	61	50	82	65	51	68	89	90		
FRL	64	53	48	60	50	38	48	73	75		
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	48	54	53	49	56	48	45	62	68		
ELL	50	57	56	57	68	56		88			
ASN	94	82		97	86		96	100	97		
BLK	77	68		83	75	50		100			
HSP	80	68	59	83	72	71	78	86	83		
MUL	79	61	58	83	76	40	73	100	86		
WHT	82	66	58	89	75	66	79	93	86		
FRL	72	63	54	79	65	60	73	87	83		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	739
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	77
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Schoolwide Reading Achievement

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

6th, 7th, and 8th grade ELA learning gains

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

Schoolwide focus on reading strategies, common planning

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

Schoolwide Math, Algebra 1 EOC, Geometry EOC

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

Common planning, math tutoring

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

Students Wanting Academic Greatness (SWAG) weekly tutoring for content area courses. Each subject area is assigned a day each week to host tutoring sessions at lunch.

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.

Content area PLCs, technology trainings, AVID strategies, schoolwide common reading language

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

SWAG tutoring, common planning, common assessments, demonstration classrooms, student incentives

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Implementing reading strategies across all content areas to increase schoolwide ELA proficiency and achievement.

Measurable Outcome:

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

Increase the percent of students who are proficient in reading in each grade level by implementing common reading strategies across all curriculums.

Monitoring:

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

Subject area PLC meeting notes, common assessment data, district progress-monitoring assessment data,

Person responsible for monitoring outcome:

Toby Johnson (toby.johnson@hcps.net)

Evidence-based Strategy:

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

AVID Reading Strategies, Professional Development focused on Reading in all content area classes, schoolwide common language for Reading, schoolwide tutoring

Rationale for Evidence-based Strategy:

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

The strategies used show high efficacy rates for student achievement and learning

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.

Schoolwide Common Language for Reading

Person Responsible

Toby Johnson (toby.johnson@hcps.net)

Schoolwide Professional Development

Person Responsible

Skyler Chahal (skyler.chahal@hcps.net)

PLC Meetings held twice a month for common planning, professional development, and data analysis

Person Responsible

Lonnie Choate (lonnie.choate@sdhc.k12.fl.us)

Progress monitoring and tutoring

Person Responsible

Layla Costanzo (layla.costanzo@sdhc.k12.fl.us)

Positive Culture & Environment

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

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

Martinez Middle School will continue to build and maintain a positive school culture and environment through various methods. All community stakeholders are invited to collaborate with faculty and staff through the school PTSA and SAC. Families and community members are invited to attend monthly SAC meetings to monitor and assess the effectiveness of the School Improvement Plan. These meetings will be utilized to strengthen the relationship between our school and the community in which it serves. The PTSA is very active and plays an integral role in educating our parents. We hold curriculum and informational sessions for parents at the school both in the mornings and in the evenings throughout the year. Our school communicates with families and the community through Canvas, various district approved social media platforms, and the parent link telephone service to disseminate information to students' homes.

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

PTSA and SAC- Increase parent and community involvement and collaboration

PSLT- Schoolwide progress monitoring

Lead Team- Collaboration between subject area and grade level teams to increase schoolwide student success

Student Services- Student success and support services