# Mulrennan Middle School



# 2022-23 Schoolwide Improvement Plan

## Table of Contents

# Mulrennan Middle School

### 4215 DURANT RD, Valrico, FL 33596

### [ no web address on file ]

## Demographics

## Principal: Tamara Brooks

Start Date for this Principal: 7/1/2021

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | No |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 51% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: A (63%)<br><br>2018-19: A (63%)<br><br>2017-18: A (64%) |
| **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.](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.

## Table of Contents

## Mulrennan Middle School

### 4215 DURANT RD, Valrico, FL 33596

### [ 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 | 51% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 54% |

## School Grades History

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

## School Board Approval

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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.**

To build positive relationships with our students, staff and community while providing a safe, caring and academically challenging environment.

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

To have a successful middle school experience by providing a place to excel.

### 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 |
|------|---------------|--------------------------------|
| Brooks, Tamara | Principal | The Principal serves as the instructional leader, engages stakeholders, and collaborates with others. |
| Burnett, Beverly | Assistant Principal | The Assistant Principal serves to support all functions of the school and the Principal as the instructional leader, engaging stakeholders, and collaborating with others. |
| Rodgers, Linda | Teacher, K-12 | 6th grade ELA teacher; Team Leader; SAC Chair |

### Demographic Information

**Principal start date**
Thursday 7/1/2021, Tamara Brooks

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
18

**Total number of teacher positions allocated to the school**
51

**Total number of students enrolled at the school**
1,160

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
12

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**
13

**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 | 410 | 399 | 375 | 0 | 0 | 0 | 0 | 1184 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 81 | 82 | 0 | 0 | 0 | 0 | 219 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 65 | 63 | 0 | 0 | 0 | 0 | 142 |
| 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 | 84 | 67 | 109 | 0 | 0 | 0 | 0 | 260 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 99 | 88 | 62 | 0 | 0 | 0 | 0 | 249 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 90 | 85 | 0 | 0 | 0 | 0 | 260 |

**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 | 4 | 22 | 21 | 0 | 0 | 0 | 0 | 47 |

**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 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 4 |

**Date this data was collected or last updated**
Wednesday 8/24/2022

**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 | 406 | 389 | 472 | 0 | 0 | 0 | 0 | 1267 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 86 | 81 | 95 | 0 | 0 | 0 | 0 | 262 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 12 | 18 | 0 | 0 | 0 | 0 | 41 |
| 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 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 55 | 57 | 0 | 0 | 0 | 0 | 167 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 62 | 60 | 0 | 0 | 0 | 0 | 171 |
| 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 | 8 | 6 | 11 | 0 | 0 | 0 | 0 | 25 |

**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 | 3 | 7 | 4 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 7 | 0 | 0 | 0 | 0 | 14 |

**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 | 406 | 389 | 472 | 0 | 0 | 0 | 0 | 1267 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 86 | 81 | 95 | 0 | 0 | 0 | 0 | 262 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 12 | 18 | 0 | 0 | 0 | 0 | 41 |
| 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 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 55 | 57 | 0 | 0 | 0 | 0 | 167 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 62 | 60 | 0 | 0 | 0 | 0 | 171 |
| 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 | 8 | 6 | 11 | 0 | 0 | 0 | 0 | 25 |

**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 | 3 | 7 | 4 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 7 | 0 | 0 | 0 | 0 | 14 |

## 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 | 57% | 50% | 50% | | | | 63% | 51% | 54% |
| ELA Learning Gains | 51% | | | | | | 56% | 52% | 54% |
| ELA Lowest 25th Percentile | 42% | | | | | | 42% | 47% | 47% |
| Math Achievement | 60% | 36% | 36% | | | | 70% | 55% | 58% |
| Math Learning Gains | 61% | | | | | | 66% | 57% | 57% |
| Math Lowest 25th Percentile | 61% | | | | | | 54% | 52% | 51% |
| Science Achievement | 55% | 52% | 53% | | | | 54% | 47% | 51% |
| Social Studies Achievement | 86% | 58% | 58% | | | | 81% | 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 | 64% | 53% | 11% | 54% | 10% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 64% | 54% | 10% | 52% | 12% |
| Cohort Comparison | | -64% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 57% | 53% | 4% | 56% | 1% |
| Cohort Comparison | | -64% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2022 | | | | | |
| | 2019 | 73% | 49% | 24% | 55% | 18% |
| Cohort Comparison | | | | | | |
| 07 | 2022 | | | | | |
| | 2019 | 70% | 62% | 8% | 54% | 16% |
| Cohort Comparison | | -73% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | 15% | 31% | -16% | 46% | -31% |
| Cohort Comparison | | -70% | | | | |

| 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 | 54% | 47% | 7% | 48% | 6% |
| 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 | 79% | 67% | 12% | 71% | 8% |
| 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 | 85% | 63% | 22% | 61% | 24% |
| 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 | 18 | 33 | 30 | 25 | 47 | 45 | 14 | 79 | 83 | | |
| ELL | 35 | 40 | 33 | 32 | 57 | 51 | 17 | 84 | 91 | | |
| ASN | 71 | 57 | | 77 | 84 | | 64 | 100 | | | |
| BLK | 41 | 45 | 51 | 41 | 63 | 53 | 32 | 79 | | | |
| HSP | 48 | 48 | 37 | 48 | 57 | 58 | 38 | 82 | 84 | | |
| MUL | 49 | 45 | 35 | 61 | 65 | 60 | 48 | 87 | 85 | | |
| WHT | 66 | 54 | 46 | 69 | 62 | 69 | 69 | 88 | 94 | | |
| FRL | 44 | 45 | 39 | 48 | 56 | 57 | 39 | 78 | 85 | | |
| 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 | 19 | 30 | 21 | 24 | 29 | 24 | 20 | 45 | 62 | | |
| ELL | 33 | 49 | 43 | 25 | 34 | 34 | 28 | 51 | 75 | | |
| ASN | 65 | 59 | | 50 | 50 | | 57 | | 73 | | |
| BLK | 49 | 45 | 28 | 36 | 28 | 14 | 32 | 48 | 60 | | |
| HSP | 52 | 46 | 37 | 47 | 43 | 30 | 45 | 66 | 72 | | |
| MUL | 58 | 48 | 31 | 57 | 36 | 38 | 55 | 70 | 82 | | |
| WHT | 67 | 55 | 32 | 65 | 50 | 46 | 60 | 82 | 82 | | |
| FRL | 51 | 47 | 33 | 44 | 39 | 34 | 41 | 61 | 69 | | |
| 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 | 34 | 34 | 23 | 45 | 41 | 12 | 46 | | | |
| ELL | 22 | 47 | 44 | 31 | 57 | 55 | 8 | 40 | | | |
| ASN | 81 | 55 | | 83 | 70 | | 58 | 80 | 90 | | |
| BLK | 51 | 53 | 49 | 50 | 59 | 57 | 42 | 73 | 70 | | |
| HSP | 56 | 56 | 47 | 63 | 64 | 51 | 52 | 73 | 85 | | |
| MUL | 60 | 54 | 33 | 69 | 75 | 71 | 46 | 76 | 75 | | |
| WHT | 69 | 57 | 39 | 76 | 66 | 52 | 60 | 87 | 87 | | |
| FRL | 51 | 50 | 41 | 55 | 58 | 51 | 45 | 70 | 75 | | |

## 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 | 61 |
| 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 | 42 |
| Total Points Earned for the Federal Index | 606 |
| 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 | 48 |
| 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 | 76 |
| 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 | 51 |
| 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 | 55 |
| 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 | 59 |
| 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 | 69 |
| 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 | 53 |
| 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?**

Our overall achievement, gain and bottom quartile scores improved in every area except ELA which decreased by 3%. The biggest growth was with our bottom quartile Math students (from 36% to 61% making gains).

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

7th grade math has the greatest need for improvement.

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

Students who were proficient in math in 6th grade are scheduled for advanced classes and do not take the 7th grade math test. Students who take regular 7th grade math require scaffolded instruction for mastery.

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

Students taking the Civics test made the most improvement (86% achievement).

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

Students who were proficient in ELA were scheduled into Civics classes; common assessments aligned with current standards were used with 2 out of 3 of our teachers.

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

Structured PLCs focused on BEST standards; differentiated support for students. Teachers will work collaboratively in their PLC's to ensure all lessons are standards- based and that specific targets have been identified. Student data will be disaggregated and student needs will be identified based on common assessment results data. All students will be included and teachers will progress monitor and differentiate instruction according to individual student needs.

**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.**

Monthly we will offer in-house professional development focused on differentiated learning strategies. Teachers will work collaboratively in their PLC's to ensure all lessons are standards- based and that specific targets have been identified. Student data will be disaggregated and student needs will be identified based on common assessment results data. All students will be included and teachers will progress monitor and differentiate instruction according to individual student needs.

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

Differentiation strategies will be supported by the AVID site team and administration. The AVID lead is available and will offer support.

**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 Professional Learning Communities** | |
|---|---|
| **Area of Focus Description and Rationale:** **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Teachers will engage in structured PLC's. This area of focus was identified as a need based on teacher input and FSA/EOC data results. |
| **Measurable Outcome:** **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The number of bottom quartile students making gains for<br>-ELA will increase from 42% to 50% or higher<br>-Math will increase from 61% to 65% or higher |
| **Monitoring:** **Describe how this Area of Focus will be monitored for the desired outcome.** | Teachers will work collaboratively in their PLC's to ensure all lessons are standards- based and that specific targets have been identified. Student data will be disaggregated and student needs will be identified based on common assessment results data. All students will be included and teachers will progress monitor and differentiate instruction according to individual student needs. |
| **Person responsible for monitoring outcome:** | Tamara Brooks (tamara.brooks@hcps.net) |
| **Evidence-based Strategy:** **Describe the evidence-based strategy being implemented for this Area of Focus.** | Structured PLC's |
| **Rationale for Evidence-based Strategy:** **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | Teachers will work collaboratively in their PLC's to ensure all lessons are standards- based and that specific targets have been identified. Student data will be disaggregated and student needs will be identified based on common assessment results data. All students will be included and teachers will progress monitor and differentiate instruction according to individual student needs. |

### 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.

PLCs will meet twice a month.
They will follow the Plan-Do-Check-Act cycle.
SALs will work with DRTs to provide easy to follow forms and protocols to guide teachers through the cycle.
Teachers will provide copies of their PLC logs to SAL and administration for review and feedback.

**Person Responsible**     Tamara Brooks (tamara.brooks@hcps.net)

## Positive Culture & Environment

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

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

Our school is in the first year of implementing a Positive Behavior Intervention System (PBIS) with fidelity. PBIS Strategies and incentives will be utilized.
Our school hold events in which parents and care-givers are encouraged to attend such as:
"Summer Bridge" for all incoming 6th graders
Open House for all students/families
Quarterly conference nights
PTSA Sponsored events
Relay for Life events
Band/Orchestra concerts
AVID Events
Grade level incentives (field trips, awards, honor roll celebrations)
All announcements posted to website/Canvas/Facebook. Parentlinks frequently made to all stakeholders.

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

PBIS Team- teachers who meet to review data, create processes, and monitor results.
Administration- set expectations, approve and delegate responsibilities.
Student Services Team- communicate with individual families as it relates to behavior, academic and mental health.
Teachers- set class and grade level expectations, communicate with stakeholders via Canvas or in-person.