

Hillsborough County Public Schools

Mulrennan Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

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 (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)	51%
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 (63%) 2018-19: A (63%) 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.

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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

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

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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
-ELA will increase from 42% to 50% or higher
-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.