Kathleen Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Kathleen Middle School

3627 KATHLEEN PNES, Lakeland, FL 33810

http://schools.polk-fl.net/kathleenmiddle

Demographics

Principal: Sheila Gregory

Start Date for this Principal: 7/22/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: C (51%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Polk 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

Kathleen Middle School

3627 KATHLEEN PNES, Lakeland, FL 33810

http://schools.polk-fl.net/kathleenmiddle

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	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

The mission of Kathleen Middle School, a community of diverse learners, is to ensure rigorous and relevant learning experiences that result in high achievement for our students.

Provide the school's vision statement.

At Kathleen Middle School, we strive to provide a secure learning environment for all students to prepare them for the competitive world in which we live. Each student will be empowered to lead and influence the ever-changing, diverse, global economy as a creative and critical thinker.

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
Gregory, Sheila	Principal	
Day, Bucky	Assistant Principal	scheduling, curriculum
Hill, William	Instructional Coach	Math
Lay, William	Assistant Principal	Discipline
Ingraham, Javae	Dean	Discipline
Oliver, Joshua	School Counselor	Scheduling, Counseling
Sahay, Shikha	Reading Coach	ELA
Scheloske, Amy	Assistant Principal	Discipline and facilities
Smith, Monique	Curriculum Resource Teacher	Title One, Math Interventionist
Webster, Yolanda	Curriculum Resource Teacher	Reading Interventionist

Demographic Information

Principal start date
Friday 7/22/2022, Sheila Gregory

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.*

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.*

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

829

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

15

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

16

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	314	245	270	0	0	0	0	829
Attendance below 90 percent	0	0	0	0	0	0	101	118	114	0	0	0	0	333
One or more suspensions	0	0	0	0	0	0	97	106	89	0	0	0	0	292
Course failure in ELA	0	0	0	0	0	0	0	11	32	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	0	8	31	0	0	0	0	39
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	108	112	119	0	0	0	0	339
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	143	130	132	0	0	0	0	405
Number of students with a substantial reading deficiency	0	0	0	0	0	0	140	143	148	0	0	0	0	431

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	137	155	152	0	0	0	0	444

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	7	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	3	2	5	0	0	0	0	10

Date this data was collected or last updated

Monday 7/25/2022

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	277	281	235	0	0	0	0	793
Attendance below 90 percent	0	0	0	0	0	0	79	98	73	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	89	96	73	0	0	0	0	258
Course failure in ELA	0	0	0	0	0	0	25	30	6	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	14	39	3	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	48	76	87	0	0	0	0	211
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	56	82	79	0	0	0	0	217
Number of students with a substantial reading deficiency	0	0	0	0	0	0	146	153	141	0	0	0	0	440

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	171	187	164	0	0	0	0	522

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	7	0	3	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	3	2	4	0	0	0	0	9

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	277	281	235	0	0	0	0	793
Attendance below 90 percent	0	0	0	0	0	0	79	98	73	0	0	0	0	250
One or more suspensions	0	0	0	0	0	0	89	96	73	0	0	0	0	258
Course failure in ELA	0	0	0	0	0	0	25	30	6	0	0	0	0	61
Course failure in Math	0	0	0	0	0	0	14	39	3	0	0	0	0	56
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	48	76	87	0	0	0	0	211
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	56	82	79	0	0	0	0	217
Number of students with a substantial reading deficiency	0	0	0	0	0	0	146	153	141	0	0	0	0	440

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	171	187	164	0	0	0	0	522

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	7	0	3	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	3	2	4	0	0	0	0	9

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	30%	40%	50%				39%	48%	54%
ELA Learning Gains	40%						51%	52%	54%
ELA Lowest 25th Percentile	40%						48%	48%	47%
Math Achievement	35%	34%	36%				42%	50%	58%
Math Learning Gains	49%						53%	50%	57%
Math Lowest 25th Percentile	54%						52%	48%	51%
Science Achievement	32%	40%	53%				41%	44%	51%
Social Studies Achievement	53%	49%	58%				67%	72%	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	37%	48%	-11%	54%	-17%
Cohort Comparison						
07	2022					
	2019	29%	42%	-13%	52%	-23%
Cohort Comparison		-37%				
08	2022					
	2019	45%	48%	-3%	56%	-11%
Cohort Comparison		-29%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	36%	47%	-11%	55%	-19%
Cohort Comparison						
07	2022					
	2019	38%	39%	-1%	54%	-16%
Cohort Comparison		-36%				
08	2022					
	2019	28%	35%	-7%	46%	-18%
Cohort Comparison		-38%				

				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	40%	41%	-1%	48%	-8%
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	64%	70%	-6%	71%	-7%

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	77%	50%	27%	61%	16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

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	14	30	27	20	39	40	20	33			
ELL	17	44	43	22	43	50	12	43	60		
BLK	22	38	35	23	44	63	17	46	45		
HSP	30	44	40	32	50	50	26	50	59		
MUL	27	36		29	45						
WHT	35	38	41	46	51	54	49	63	74		
FRL	29	40	40	32	46	51	29	52	59		
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	13	33	34	18	24	21	21	34			
ELL	24	38	35	26	34	41	30	41	62		
BLK	16	26	26	13	22	25	15	37	21		

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
HSP	27	35	31	29	29	32	28	42	74		
MUL	33	36		36	50						
WHT	39	43	40	41	32	24	36	53	62		
FRL	25	34	30	24	27	28	20	39	43		
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	22	43	41	27	47	42	20	52			
ELL	13	43	44	24	58	65	10	44			
BLK	31	47	48	30	50	47	35	68	69		
HSP	38	50	44	40	54	60	34	58	59		
MUL				20							
WHT	45	53	51	51	55	51	53	71	69		
FRL	34	47	44	37	51	49	38	65	63		

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)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
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	44
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	34
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	50
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	43
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 8th grade ELA decreased by 3% points and our 6th grade Math decreased by 5% points. Overall, though, our Math schoolwide increased 36% points which included our Algebra and Geometry. Our Science and Civics continue to increase proficiency, slowly.

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

Our greatest area schoolwide is our ELA area, based on FSA and STAR assessments.
Our 6th grade students with disabilities and ELL in math showed a significant decrease in STAR performance from beginning to end of year.
Of our 23 Multiracial students, only 5 were considered proficient on the FSA, 22%.

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

High staff turnover in the Math Department contributed to this decrease along with new teachers to the profession in the ELA Dept.
New actions will be to increase in class support to new and novice teachers in all core academics.
WICOR strategies will be consistently implemented in all areas.
More in class interventions using Interventionists for math and ELA.

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

Our greatest improvements were 8th grade math in all subgroups based on STAR.
Using FSA data, our greatest improvements were: 8th grade math, Algebra, Geometry and Civics EOC's. Our 6th grade showed the greatest improvement in ELA.

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

Our Math Department worked collaboratively with school and district coaches. Interventions were put into place more frequently.
ESOL teachers and ESE teachers pushed into core academic classes to provide more in class support.

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

PBIS to decrease discipline issues.
More small group instruction in Reading, ELA and Math using Interventionists and ESE/ELL support

After school tutoring
1:1 device for at home practice
More in class coaching and modeling by administration and academic coaches
Certified teachers for all 3 reading classes

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.

Learning ARC lesson development with tasks aligned to depth of benchmarks
AVID WICOR strategies
PBIS

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

Coaching cycles
Feedback practices
Coach and Administration collaborative planning
Monthly PLC's

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

:

#1. Positive Culture and Environment specifically relating to AVID	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	All students are held to high standards and are properly supported in academics. Culturally, relevant teaching practices that will help our teachers build authentic relationships, hold higher expectations, empower student voices, respect others and build assets. Based on our ESSA subgroups, AVID's curriculum incorporates a wide variety of strategies for ELL (20.4%) and SWD (21%) population to purposefully incorporate language acquisition and the utilization of academic language to develop literacy to ensure academic successes in all curriculum and prepare students for college and career readiness.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The students will increase their proficiency levels on STAR progress monitoring from beginning of the year to the last administration in the fall by 10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Weekly, calibrated observations conducted by administration using the CWT and Journeys. Weekly planning sessions using ARC strategies will be utilized by teachers, coaches and administration in all content areas. Student work samples will be calibrated by administration, teacher and coaches.
Person responsible for monitoring outcome:	Sheila Gregory (sheila.gregory@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	ARC will be the tool for unpacking and developing lessons that are aligned to the targeted benchmark with the task aligned. AVID WICOR strategies will be incorporated in all content areas when building lesson plans.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	WICOR stands for Writing, Inquiry, Collaboration, Organization & Reading. It is the foundation for high engagement teaching and learning. WICOR provides a learning model that faculty can use to guide students to comprehend materials and concepts, and articulate ideas, at increasingly complex levels (scaffolding) within developmental, general education and discipline-based curriculum.

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.

Semi-monthly Leadership team meetings to discuss the schoolwide implementation of WICOR and the monthly focus and professional development.

Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

Peer observations of WICOR strategies. Teachers will "advertise" their teaching of the strategy and teachers will sign up to observe during planning periods and/or during day with coverage being provided.

Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

#2. 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.**	Our ESSA subgroups are showing a continued area of need in instructional support for our economically disadvantaged students in Math and ELA; our students with disabilities and ELL's show a need in math, grades 6 and 7; our ELL students show a need in 8th grade ELA. FSA data shows a year to year decrease in ELA 7th grade and Math of 1% in both areas.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	State data will show a minimum of 2% proficiency increase for all grades and content areas as well as the number of students below the proficiency threshold will decrease by 8-10%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring using STAR and quarterlies offered by the district will be utilized to ensure students are mastering benchmarks being taught after collaborative planning strategies are implemented. Student work samples will be shared with coaches and administration to calibrate the depth of the alignment of benchmark/standard and task.
Person responsible for monitoring outcome:	Sheila Gregory (sheila.gregory@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Monitor students engaged in equivalent experiences aligned to state expectations using SWT. Engage teachers in standards-based protocol, schoolwide, using the Learning ARC Framework.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	TNTP's The Opportunity myth speaks to the relationship between academic success and ensuring students are able to engage n grade level stands-based expectations. It is imperative we monitor for alignment and plan for teacher understanding of the benchmarks and aligned tasks and assessments.

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.

Create calendar for leadership calibration walks.

Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

Standards Walkthrough Tool Monitoring training within first month of school

Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

Conduct calibration walks until team shows a 90-100% calibrated consistency with rationales.

Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

Share weekly CWT data with Leadership and provide coaching as need arises.

Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

Create Master Schedule with intentional collaborative planning.

Person Responsible	Bucky Day (bucky.day@polk-fl.net)

Planning with ARC Framework: assign and train facilitators

| **Person Responsible** | Sheila Gregory (sheila.gregory@polk-fl.net) |

Add planning results and samples to Leadership Team Agenda

| **Person Responsible** | Sheila Gregory (sheila.gregory@polk-fl.net) |

Conduct planning protocols weekly in content areas

| **Person Responsible** | Sheila Gregory (sheila.gregory@polk-fl.net) |

Correlate data between SWT findings and planned benchmarks using ARC.

| **Person Responsible** | Sheila Gregory (sheila.gregory@polk-fl.net) |

#3. Positive Culture and Environment specifically relating to student discipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2021-2022 school year we had a large increase in student discipline referrals. During the 2020-2021 school year we had a total of 1374. This past school year we saw an increase of 597 referrals with a total of 1971.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school is aiming to decrease our referral per student ratio as our number of students has increased.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This is monitored weekly in our School Based Leadership Team (SBLT) meetings each Friday morning. Also monthly it is required to send in our discipline data to the district. Each quarter we compare our discipline numbers to previous school years. We break down incidents by their types, race and gender.
Person responsible for monitoring outcome:	Amy Scheloske (amy.scheloske@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being	We have formed a PBIS committee. The committee members will continue to brainstorm student incentives ranging from short term to long term goals. Example of this will be our tardy party each month. We will also have a referral challenge for the grade level with the least amount of referrals. Teachers will nominate positive behaviors using a Positive Influencer Award Certificate and during the morning announcements they will be recognized weekly. Students and teachers will earn a Thumbs Up Trophy for exhibiting positive culture in the school. Teachers will nominate student of the month and will be recognized on our social media with a t-shirt and certificate. We plan on implementing

implemented for this Area of Focus.	student government in which students will be nominated by their peers to help make decisions on what incentives we use and student concerns.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	These actions listed above will help create a more positive culture on campus with student by in. With more student buy in we are hoping to have less discipline incidents resulting in students out of class.

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.

PBIS Committee meetings each month

Person Responsible	Javae Ingraham (javae.ingraham@polk-fl.net)

Discipline data pulled monthly/quarterly

Person Responsible	Amy Scheloske (amy.scheloske@polk-fl.net)

Tardy party pulled monthly

Person Responsible	William Lay (william.lay@polk-fl.net)

Positive influencer awards.

Person Responsible	Amy Scheloske (amy.scheloske@polk-fl.net)

Thumbs up awards

Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

Student government

Person Responsible	William Lay (william.lay@polk-fl.net)

Student of the month

Person Responsible	William Lay (william.lay@polk-fl.net)

#4. Positive Culture and Environment specifically relating to teacher retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the number of teachers who did not finish the 2021-22 school year and the number of teachers who transferred or resigned after the school year, we feel there needs to be more supports put into this area. A survey was done among teachers who are returning for the 2022-23 school year and the majority felt that the added stress of student discipline issues and COVID played a role in the exodus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	End of the year teacher retention will show a minimum of 10% increase in staff retention.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teacher Ambassador reports will be shared at Leadership meetings. Retention percentages will be reported at these meetings also.
Person responsible for monitoring outcome:	Sheila Gregory (sheila.gregory@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Teacher Engagement Ambassador Program will be used as a strategy to provide individualized support to new teachers as a school based extension of the district's Teacher Engagement initiative. The personalized support is content neutral in providing social and emotional support to reduce feelings of isolation that new teachers routinely report experiencing. A monthly Coffee Club will be held for any teachers who feels they need social and emotional support as we navigate the new year and new expectations.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	

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.

Elicit volunteer Ambassador to be trained by the district.

Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

Leadership Agenda will reflect the Ambassador report and data report.

Person Responsible	Sheila Gregory (sheila.gregory@polk-fl.net)

Calendar notices will be sent for weekly meetings.

Person Responsible   Bucky Day (bucky.day@polk-fl.net)

Beginning of the year survey will be sent to teachers to find what areas of culture they feel need to visited. From the survey, a monthly focus calendar will be created for staff to attend workshops to improve climate and culture and offer support for each other.

Person Responsible   William Lay (william.lay@polk-fl.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.

A positive school culture and environment reflects a supportive, cohesive and trusting environment where the conditions are met to meet the individual needs of all stakeholders. A culture is created and nurtured that values trust, respect and high expectations. We continuously consult our stakeholder groups (SAC, parent organizations, local churches, staff and students and staff) for input in formulating and editing our mission, vision, core values, goals and improvement initiatives.

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

Kathleen Middle actively recruits parents and community stakeholders throughout the year to serve on our SAC and PTSA boards. We also promote students to have a voice on both of these committees.
Social Media platforms, Facebook, Instagram and Twitter are also used as a means to promote and recruit for our school.
Our local business partners support and sponsor many of our academic and behavioral events/incentives.
Parent nights are scheduled throughout the year, sponsored by our different academic departments to promote what is happening at the school and class levels. Data Nights are embedded into these nights for more intimate conversations with parents regarding student achievement.