

Polk County Public Schools

Mulberry Middle School



2022-23 Schoolwide Improvement Plan

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Mulberry Middle School

500 DR MLK JR AVE SE, Mulberry, FL 33860

<http://schools.polk-fl.net/mms>

Demographics

Principal: Cynthia Cangelose

Start Date for this Principal: 7/12/2022

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 (45%) 2018-19: C (53%) 2017-18: B (56%)
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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>62%</p>

School Grades History

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

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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.

Mulberry Middle School is dedicated to providing an environment wherein all student acquire the knowledge, skills, and attitudes work cooperatively and succeed in a changing society.

Provide the school's vision statement.

“Every Mulberry Middle School Student will transition to high school ready to succeed as a proficient learner.”

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
Cangelose, Cynthia	Principal	
Miranda, Sarah	Assistant Principal	
	Assistant Principal	
Mitchell, Kathryn	Instructional Coach	
Goodrich, Cassandra	Instructional Coach	

Demographic Information

Principal start date

Tuesday 7/12/2022, Cynthia Cangelose

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.*

3

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.*

14

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,201

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

7

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

18

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	419	386	397	0	0	0	0	1202
Attendance below 90 percent	0	0	0	0	0	0	86	111	105	0	0	0	0	302
One or more suspensions	0	0	0	0	0	0	28	93	98	0	0	0	0	219
Course failure in ELA	0	0	0	0	0	0	33	39	32	0	0	0	0	104
Course failure in Math	0	0	0	0	0	0	28	7	20	0	0	0	0	55
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	104	93	107	0	0	0	0	304
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	120	99	123	0	0	0	0	342
Number of students with a substantial reading deficiency	0	0	0	0	0	0	215	206	203	0	0	0	0	624

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	223	235	201	0	0	0	0	659

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	6	1	8	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	3	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 9/8/2022

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	402	390	382	0	0	0	0	1174
Attendance below 90 percent	0	0	0	0	0	0	88	100	90	0	0	0	0	278
One or more suspensions	0	0	0	0	0	0	102	73	82	0	0	0	0	257
Course failure in ELA	0	0	0	0	0	0	33	39	31	0	0	0	0	103
Course failure in Math	0	0	0	0	0	0	28	7	20	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	86	101	77	0	0	0	0	264
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	100	130	85	0	0	0	0	315
Number of students with a substantial reading deficiency	0	0	0	0	0	0	220	231	198	0	0	0	0	649

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	220	231	198	0	0	0	0	649

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	12	0	34	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	5	3	10	0	0	0	0	18

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	402	390	382	0	0	0	0	1174
Attendance below 90 percent	0	0	0	0	0	0	88	100	90	0	0	0	0	278
One or more suspensions	0	0	0	0	0	0	102	73	82	0	0	0	0	257
Course failure in ELA	0	0	0	0	0	0	33	39	31	0	0	0	0	103
Course failure in Math	0	0	0	0	0	0	28	7	20	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	86	101	77	0	0	0	0	264
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	100	130	85	0	0	0	0	315
Number of students with a substantial reading deficiency	0	0	0	0	0	0	220	231	198	0	0	0	0	649

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	220	231	198	0	0	0	0	649

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	12	0	34	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	5	3	10	0	0	0	0	18

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	39%	40%	50%				48%	48%	54%
ELA Learning Gains	44%						52%	52%	54%
ELA Lowest 25th Percentile	35%						43%	48%	47%
Math Achievement	35%	34%	36%				54%	50%	58%
Math Learning Gains	45%						51%	50%	57%
Math Lowest 25th Percentile	46%						46%	48%	51%
Science Achievement	31%	40%	53%				41%	44%	51%
Social Studies Achievement	71%	49%	58%				75%	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	45%	48%	-3%	54%	-9%
Cohort Comparison						
07	2022					
	2019	44%	42%	2%	52%	-8%
Cohort Comparison		-45%				
08	2022					
	2019	51%	48%	3%	56%	-5%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	50%	47%	3%	55%	-5%
Cohort Comparison						
07	2022					
	2019	41%	39%	2%	54%	-13%
Cohort Comparison		-50%				
08	2022					
	2019	46%	35%	11%	46%	0%
Cohort Comparison		-41%				

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	38%	41%	-3%	48%	-10%
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	71%	70%	1%	71%	0%
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	84%	50%	34%	61%	23%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	53%	44%	57%	40%

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	11	28	24	15	35	39	11	39	21		
ELL	26	38	35	27	41	43	15	53	44		
BLK	37	48	38	23	43	45	32	58			
HSP	35	43	36	32	42	45	24	68	51		
MUL	55	56		38	32		40				
WHT	43	44	32	41	49	50	41	77	59		
FRL	31	41	34	30	42	43	20	66	38		

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	11	26	34	19	34	37	14	30			
ELL	25	36	35	23	37	46	9	46	45		
BLK	31	39	31	20	25	32	27	59	57		
HSP	36	37	29	32	34	45	26	61	53		
MUL	59	59		35	39						
WHT	46	46	52	45	36	42	53	76	52		
FRL	31	36	31	28	32	38	26	59	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	14	39	40	15	39	34	15	31			
ELL	19	39	42	30	41	37	10	41			
BLK	35	51	50	35	45	34	16	52			
HSP	43	50	41	50	49	43	34	72	58		
MUL	33	43		47	50						
WHT	57	55	45	62	54	60	54	82	68		
FRL	41	50	43	47	50	46	31	67	60		

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
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Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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	
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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	
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Federal Index - Black/African American Students	41
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	42
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	44
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	48
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

All grade levels proficiency declined in ELA, Math, and Science.
 SWD and Black students made progress towards proficiency.

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

6-8 proficiency in ELA, Math, and Science

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

Hired highly qualified veteran teachers in math department
Revamping intensive reading instruction using Corrective Reading
Revamping intensive math instruction using Math180
Acceleration points significantly lower

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

Math L25 Gains, Civics, and 6th ELA proficiency

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

Tracked and targeted L25 students, placed level 2 ELA students in reading, had teachers track and target students based on 9 cells.

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

Standards-based instruction using Learning Arc framework
Student tasks that are aligned with benchmarks
Measuring student mastery of benchmarks via formative assessments, tasks, and progress monitoring.
After school tutoring - Data monitoring
Before school teacher planning
Academic coaches (Math and Literacy) modeling using coaching cycle
Use of AR
Core content teachers have an academic library in classrooms
Saturday school tutoring
PBIS Implementation
Tier 3 students will be with reading endorsed teacher
Foundational skill and core blocking
Science and reading interventionists to work with small groups
Mainstreaming instruction via Schoology on student devices
Using technology to translate for ELL students

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.

PD will be provided on building assessments, analyzing student data, and using the assessment data to drive instruction.
PD will be provided to teachers on how to write student objectives from the benchmarks from a state lens.
Meaningful PLCs will be provided to teachers to address the learning arc framework and designing student tasks/assessments

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

Continuous improvement will be implemented through new foundational math and reading programs - Math180 and Corrective Reading
Observation of learning objectives with timely feedback using LWT
Coaching cycles with identified teachers
Administration present in PLCs and common collaborative planning

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 ELA

<p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>ELA has a continuous decline from the 18-19, 20-21, and 21-22 school years. Achievement - 48,40,39 Learning Gains - 52, 41, 44 ELA L25 Learning Gains - 43, 37, 35</p>
<p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>All ELA students will have a 1 scaled score increase in summative data scores. 44% of ELA students will achieve proficiency. 48% of ELA students will achieve learning gains.</p>
<p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>This Area of Focus will be monitored for the desired outcome through progress monitoring through the district assessments and school created formative assessments.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Sarah Miranda (sarah.miranda@polk-fl.net)</p>
<p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>Monitoring students' performance on tasks that are of the equivalent experience and aligned to the state's expectation utilizing the standard walkthrough tool (SWT). Utilizing the learning arc framework to plan for the state's benchmark instruction</p>
<p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p>	<p>Students need to experience on level work to achieve high level work. Preparing student tasks that align to this method will produce student outcomes that align to the state's benchmark expectations.</p>

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.

<p>Action Step #1 : Schedule training on the Learning Arc framework for academic coaches and interventionists.</p>	<p>Person Responsible Sarah Miranda (sarah.miranda@polk-fl.net)</p>
<p>Action Step #2: Schedule training on the Learning Arc framework for ELA and Reading teachers</p>	<p>Person Responsible Sarah Miranda (sarah.miranda@polk-fl.net)</p>
<p>Action Step #3: Calibration walks for administrators, coaches, and interventionists until 90% calibration rate.</p>	<p>Person Responsible Sarah Miranda (sarah.miranda@polk-fl.net)</p>
<p>Action Step #4: Reviewing ESSA subcategories falling below state expectations at all leadership meetings, which include Black, SWD, and ELL students.</p>	<p>Person Responsible Kathryn Mitchell (kathryn.mitchell@polk-fl.net)</p>
<p>Action Step #5: Monitoring student subgroup and how it correlates to planning for core instruction at a level 3.</p>	<p>Person Responsible Kathryn Mitchell (kathryn.mitchell@polk-fl.net)</p>
<p>Action Step #6: Master schedule that reflects intervention courses that target students performing below expectations.</p>	<p>Person Responsible Sarah Miranda (sarah.miranda@polk-fl.net)</p>

Action Step #7: Assigning an academic coach, interventionist, and/or administrator to all common planning's that are effectively trained on the Learning Arc framework.

Person Responsible Cynthia Cangelose (cynthia.cangelose@polk-fl.net)

Action Step #8: Master schedule that reflects common teacher planning by grade level in each subject area.

Person Responsible Sarah Miranda (sarah.miranda@polk-fl.net)

Action Step #9: Create a calendar of weekly PLCs and common planning

Person Responsible Sarah Miranda (sarah.miranda@polk-fl.net)

Action Step #10: Review student tasks created through the learning arc process at every leadership team meeting.

Person Responsible Cynthia Cangelose (cynthia.cangelose@polk-fl.net)

Action Step #11: Student school-wide use of AR to optimize students' literacy performance.

Person Responsible Sarah Miranda (sarah.miranda@polk-fl.net)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Staff Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed. Reports showed excessive unpaid absences of staff members that directly impacted student achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Decrease the overall staff member absences by 10% in the first semester.

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

Person responsible for monitoring outcome: [no one identified]

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

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.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to increasing 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.

Reviewing data on teacher retention from the 21-22 school year, it was determined that the teacher retention percentage for Mulberry Middle School was 62%.

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

The specific measurable outcome is to increase the 62% teacher retention rate to 75% retention for the 22-23 school year.

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

Consistent monitoring of school climate by analyzing data from feedback documentation collected from teachers.

Person responsible for monitoring outcome:

Sarah Miranda (sarah.miranda@polk-fl.net)

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

Poor teacher retention has been shown to concretely impact students in terms of scholastic performance.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

High turnover rates create constant flux, making it significantly more difficult to institute changes in education policies. Experienced teachers who are familiar with the needs of a school and its students are best poised to provide advice on how to meet those 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.

Action Step #1: The new teacher ambassador program allows an experienced master teacher to meet regularly with new teachers to build relationships with them, support them, and ensure they are receiving the assistance they need.

Person Responsible

Sarah Miranda (sarah.miranda@polk-fl.net)

Action Step #2: Use of the P.E.C. mentoring (Professional Education Certification) program, which gives the new teachers support and guidance from their mentor while working through their first year as a teacher.

Person Responsible

Sarah Miranda (sarah.miranda@polk-fl.net)

Action Step #3: Implementing quarterly meetings for new teachers with administrators to build relationships and identify/support their needs, while allowing them opportunities to ask questions and express concerns.

Person Responsible

Sarah Miranda (sarah.miranda@polk-fl.net)

Action Step #4: Choosing and presenting high needs professional development for new teachers that can be accessed during their work days by securing substitute teachers to cover their classes.

Person Responsible

Sarah Miranda (sarah.miranda@polk-fl.net)

Action Step #5: Optional morning meetings with new teachers to build comradery and collegiality within the school setting, led by an administrator and the new teacher ambassador.

Person Responsible Sarah Miranda (sarah.miranda@polk-fl.net)

Action Step #6: Professional learning opportunities for new teachers to become proficient with PBIS strategies and implementation in the classroom.

Person Responsible Sarah Miranda (sarah.miranda@polk-fl.net)

Action Step #7: Instructional coaches on campus will engage new teachers in coaching cycles to increase teacher effectiveness in areas determined to be a need for the teacher.

Person Responsible Sarah Miranda (sarah.miranda@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.

Mulberry Middle School actively utilizes the Positive Behavior Intervention System (PBIS) to create a positive school culture. The school-wide expectations (Ready, Respectful, Responsible) are displayed throughout the school and on the students' uniforms. The classroom expectations are aligned with PBIS standards and reflect the culture expected in the school. Our students, teachers, and community are involved in the creation of the expectations and in maintaining the positive school climate. We work closely with various stakeholders to secure resources and incentives to maintain a supportive and fulfilling environment for our students and staff. Mulberry Middle School is truly a community school, and we work closely with our local elementary and high schools to create continuity and consistency for our students, which also helps to build a positive culture in our schools.

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

Mulberry Middle actively recruits parents and community stakeholders through he year to serve on our SAC and PTSA boards. We promote events at our school through Mulberry community liaisons, social media, and through district media relations department. Throughout the year we have events for families focused on our extra curricular organizations through which parents and students can volunteer. We promote parent engagement in their children's academics through informational parent nights, parent conferences, and having an administration team with an open-door policy. We partner with local universities and organizations to provided experiences to our students. Our fine arts department works with community organizations to showcase our students learning through performances and shows at locations around the community.