

Polk County Public Schools

Mulberry Middle School



2015-16 School Improvement Plan

Mulberry Middle School

500 DR MLK JR AVE SE, Mulberry, FL 33860

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	54%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Middle School is a community school which welcomes community and students. A positive culture begins with the Principal and the Leadership Team combined with a rigorous curriculum and staff who begin building relationships before they enter as the Middle School Model. The Principal visits all feeder Elementary Schools to set the tone of school expectations and positive learning environment. 5th Grade Elementary Students, from each feeder school, visit the middle school on a field trip. During this trip they tour the campus and meet some of the middle school teachers. Sixth grade teachers also spend a week teaching at the elementary schools to provide a preview to the middle school curriculum. Parents attend Data nights in October and February with their student and teachers to receive current data and strategies to use at home. Regular parent and student conferences are before and after school at the parent or teacher's request. Student activities, including extracurricular activities, in which teachers and parents work together as coaches and sponsors take place throughout the school year. Mulberry Middle School has a rigorous College For Every Student program unique to the district which provides students from diverse backgrounds to embark on a successful college path with off campus trips, guest speakers, and opportunities to grow and achieve. School to home Migrant Liaisons are also on campus and at home available for both students, teachers and parents as a support system as our students transition and learn.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Mulberry Middle School is a safe school campus with perimeter fencing locked during school hours with one point of entry through the front office. The schools 95 security cameras insure school wide surveillance during and after regular school hours. Classroom doors are kept locked during the day. Students are on camera under watch on campus before, staff supervision during school hours, and until they leave campus daily. We have created a safe environment conducive to rigorous learning Mulberry Middle School maintains a No Bullying policy, and students take an active part both on the Positive behavior team as well as participating in ongoing bullying ad campaigns on the PNN Panther New Network, bullying videos, and posters. All students are encouraged to make good and mature choices. All students have sign a written agreement stating awareness of how to report bullying four ways on the school campus.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Common Culture scripts are read in every class several times throughout the year so that all students have a clear understanding of the expectations. These scripts include lessons on dress code, attendance and tardies, school wide rules, behavior expectations, severe weather procedures, and hard and soft lock down procedures.

Students also participate in Grade Level Meetings that clarify expectations, dress codes, PBS, consequences to breaking rules, and academic expectations. These meetings are held by administration and academic deans so that students learn the information in the classroom and again at the school wide level.

Each year, staff members receive a refresher training on PBS. New teachers are trained by the team and learn the program in detail. A PBS student team is also in place and trained like the adult team. Students meet and brainstorm what they feel the school concerns are and suggestions on how students would address the concerns.

Positive greeting days are scheduled with the PBS student team to promote a positive atmosphere and help students feel welcome as they enter the campus. Students and staff feel that the positive atmosphere and praise helps lower bullying across campus.

College for Every Student (CFES) provides opportunity for students to participate in service projects and learn College academic expectations. These students help with family nights, events on campus, and serving student groups.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Mulberry Middle School provides a support team of highly qualified staff members who are available for both student and parent academic and social-emotional needs. Highly trained Guidance counselors are available for individual student counseling and guidance services. A school Psychologist is also on staff as well as a contracted services itinerant therapist who works collaboratively with the Guidance and Leadership team on a case by case basis.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Schools Early Warning System is an informational program which is updated weekly and notifies the administrative team of students who have reached a critical point of potential failure from school. A student can be reported on the Early Warning System in the following areas: Students who fall below the required GPA of 2.0, students who are absent more than 10% per semester, students who are tardy more than 20% per semester, students who are over age, students who are in or out of school suspended 3 or more times per semester, and students who fail a core course which is reported quarterly.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	61	87	112	260
One or more suspensions	137	153	174	464
Course failure in ELA or Math	2	3	4	9
Level 1 on statewide assessment	0	0	0	
Level 1 on statewide assessment Math	0	0	0	
Course failure in Math	4	2	3	9

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	15	14	22	51

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Parents are contacted about their student by phone, email, mailings, teacher conferencing, guidance conferencing and mentoring on campus. Tutoring is offered before or after school, Saturday academy and a pull out intervention program in Math by the APC.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/60104>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school has built a partnership with the Mulberry Chamber of Commerce that has afforded the opportunity for local agencies to provide resources and support to the school. Some of the community partnerships include the Great American Teach In, Junior Achievement, College for Every Student (CFES), Science Technology Engineering and Math Careers (STEM), and community volunteers that participate in the student mentoring program. Girl scouts of America provide an education program on campus working with the girls in grades 6 - 8. FedEx will Continue it's program for the 2015-2016 school year that will provide an education component for students.

Mulberry Middle has implemented a Rosetta Stone class for non-English speaking parents to participate for free. Parents have the opportunity to attend classes two days a week on campus or online at home. The program will help build relations between the families and the school. Families will be able to better support the school and their student's achievement. Teachers are participating in Rosetta Stone Spanish version in order to better communicate with students and families.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Cangelose, Cynthia	Principal
Gonyea, Erin	Assistant Principal
Bracey, James	Assistant Principal
Lasseter, Matthew	Assistant Principal
Pickett, Kathy	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators, deans, coaches, team leaders, and department chairs compose our leadership team. Members meet and collaborate on data, observations, and curriculum schedules. Discussions center on improving instructional efforts of the classroom teacher. Input is received from academic teachers, behavior concerns from deans, and any student assistance from the school psychologist. All background information on students is taken into concern with current data when making decisions to benefit the learning outcome of the student.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

All team members use their expertise in collaboration with related professionals to guide curriculum, instruction, and assessment. Departments along with instructional coaches and administrators unpack Florida Core State Standards. Resources are outlined for staff members to utilize in order to be successful in assisting student in mastering the Florida Common Core Standards. Academic resources are maintained by the Assistance Principal of Curriculum and the Library Media Specialist. Assistance on managing classroom resources is provided by the Reading Coach and finance secretary. The finance secretary purchases classroom supplies for teachers and quickly fills orders when they are in need or more materials.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Julie Wells	Parent
Gary Pratt	Business/Community
Cherise Rose	Parent
Ellistine Smith	Parent
Felipa Nieves	Parent
Laurie Hurst	Parent
Michael Borders	Business/Community
Sheldon Katsoff	Business/Community
Steven Andrews	Business/Community
Cynthia Cangelose	Principal
Erin Gonyea	Education Support Employee
James Bracey	Education Support Employee
Matthew Lasseter	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council met on 9/8/2014 to approve the School Improvement Plan that was drafted during the 2014 - 2015 school year. A review of the School Improvement Plan took place on 5/11/2015 during the SAC meeting where members evaluated the success of the plan and started to draft the 2015 - 2016 plan. During the school year, the School Improvement plan is edited and revised based on current data and school trends to prepare for the following year.

Development of this school improvement plan

SAC members met on 3/15/2015 & 5/11/2015 to revise and edit the school improvement plan for the 2015 - 2016 school year. SAC members will meet on 9/14/2015 to review the 2015 - 2016 School Improvement Plan. Members will edit the SIP during the first meeting and provide suggestions for moving forward. The SAC committee will vote to approve the SIP as a live working document.

Preparation of the school's annual budget and plan

Administration, Title I Facilitator, and Finance Secretary meet to complete the budget workbook for Title I. This budget is reviewed by district personnel and approved for spending. SAC members provide suggestions on spending the parent involvement funds and vote to pass the spending of the budget. The school's annual budget and plan is prepared by the Administration team and Finance secretary.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

In 2014 - 2015, Mulberry Middle used School Improvement funds to implement a supplemental Reading technology program across all curricula - \$35,000; MyAccess Writing technology program was purchased and used school wide - \$15,000; Reading Coach - \$55,000; Title I Facilitator - \$35,000; Parent Involvement Para - \$20,000.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Cangelose, Cynthia	Principal
Sula, Scott	Teacher, K-12
Sullivan, Peggie	
Alldrige, Michelle	Teacher, K-12
booth, marilyn	Teacher, K-12
combs, gene	Instructional Coach
Anderson, Marcia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

All teachers are responsible for implementing listening, speaking, reading and writing in the classroom using researched based strategies. Content area teachers participate in content area reading professional development from which they implement reading and thinking strategies that help students access more complex text and participate in more rigorous tasks. Social Studies, Language Arts and reading teachers provide students with opportunities to access text and rigorous tasks at the independent and grade level using Achieve 3000, and the DBQ project. Language Arts and reading teachers continuously monitor student's independent reading using the Renaissance Accelerated Reading Program. Students are continuously encouraged to build word knowledge within and beyond instruction using contextual evidence and word structure.

The primary role of the library media program at Mulberry Middle is to promote literacy across the curriculum by providing access to materials, facilities & services. The library media specialist collaborates with teachers, teaches lessons, and helps locate print and online resources to help reinforce the curriculum. In addition to materials (books, DVDs, online resources, etc.) directly related to the Florida Standards Assessment, the library media center also provides resources that encourage reading, information inquiry and lifelong learning. Materials such as graphic novels, audio books and magazines are used to promote leisure reading. Book Bowl Club, the MMS Media Center website, Panther Book Review/Panther Points program, and activities such as Teen Biz & Accelerated Reader can promote learning beyond the school day.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Mulberry Middle staff members build positive working relationships among each other by participating in the school wide recognition program. School staff receive positive praise awards to pass out to other staff members each month. The praise awards recognize others for effective teaching, lending a hand, going above and beyond, etc. School administration draw 10 names a month to receive a free jeans

pass, and one lucky winner receives a \$10 gift card.

Teachers build positive working relationships during collaborative planning. Teachers are organized into planning groups based on their content area and grade level. They may also collaborate during teacher work days and before and after school.

Tuesday professional learning community meetings take place throughout the school year with administration and support staff. Teachers are able to collaborate with the content area teachers as well as their department team during the meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Regular meetings are set with new and veteran teachers by the Principal before the start of the school year. New teachers and veteran staff meet for mentoring throughout the year and share their progress with administration. Various groups and organizations affiliated with the school send referrals to the school and promote the school in the community. The school website is kept up to date and promotes the positive happenings on campus.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers are paired with a: team leader, department chair, or support staff member. New teachers are paired with veteran staff members that can collaborate effectively, have leadership experience and/or have mentored before, show effective teaching strategies in their own classroom, have a positive attitude and working relationship with the school. Mentor groups may meet weekly in the beginning to establish meeting guidelines and ensure the success of the new staff member. As the year progresses, meetings may decrease to every two weeks. Mentor groups will debrief with administration and support staff every nine weeks. If a concern arises, meeting with administration will be more frequent.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school follows the state and district guidelines on ensuring the Florida common core standards are being taught in the classroom. Materials are delivered to the school from the Polk County School District that have been approved by the Florida Department of Education. All supplemental materials and resources purchased at the school level are approved through the District Title I Federal Coordinators; follow the district purchasing policy; follow the PURE process; and/or approved through the the regional assistant superintendent.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Baseline data is gathered in August and September in English/Language Arts, Science, Math, Algebra, Geometry and Civics. Mid-Year data is collected and reviewed in December by Administrative and Support Staff. An action plan is put in place to analyze and develop a data plan through professional learning communities, team planning meetings, and staff development days. Post test results are reviewed in February and used to determine remedial programs before state

testing. Data is input into the district IDEAS program and monitored monthly at the school level. Teachers use the assessments assigned by the district to hold data chats across all content areas throughout the school year. Families may attend two parent evenings in October and February to analyze data with their child.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

After school Extended Learning Program in Algebra, Geometry, Reading, Math, and Language Arts. The program runs from October through March two days a week. Students are selected based on previous year state test data as well as baseline reports. Three groups are comprised of students falling below grade level standards, enrichment students that can show a level gain, and migrant students.

Strategy Rationale

By providing remediation to students below standards in the state assessed areas, as well as migrant students; the school is able to assist students in meeting mastery and/or making a learning gain. The selected groups of students are also the students needed to make the Annual Target Growth set by the district. Enrichment students are selected that can increase a level on state assessments and help the school increase in points for school grade calculation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cangelose, Cynthia , cynthia.cangelose@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Baseline data is collected to place students in appropriate extended learning groups as well as classroom benchmark assessments. Throughout the program, instructors assess students by skill to check for mastery or re-teaching. As students master skills, teachers change the curriculum to meet their new needs. Midyear data is collected and reviewed in December to adjust the program and attendance. New students may be invited and attending students may complete their program. At the end of the program an exit assessment is given by teachers to show progress. End of the year state test data is examined on all students that participated in the program to show effectiveness.

Strategy: Summer Program

Minutes added to school year:

Mulberry Middle School invites incoming 6th grade students to participate in a Summer Enrichment program targeting all students from the feeder elementary schools. 6th grade Reading teachers travel to the elementary schools the last week of school to preview Reading lessons with the 5th graders. Students are invited to attend a week long summer camp using our technology program, Teenbiz, participate in a novel book study, and tour the campus.

Strategy Rationale

By working with students ahead of time and allowing them to preview the Reading technology program and campus, the students have less first day jitters and have developed a routine for the expectations to success in Reading. Students are able to work in the program throughout Summer so that they do not experience a Summer drop.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

End of year test data is collected from the elementary schools to place students in the appropriate Reading classroom for 6th grade. Baseline, midyear, and post test scores are collected throughout the year to track the success of the Summer Enrichment program.

Strategy: Weekend Program

Minutes added to school year:

Saturday Extended Learning Program in Algebra, Geometry, Reading, Math, and Language Arts. The program runs from January through March on Saturday mornings. Students are selected based on previous year state test data as well as baseline and mid-year reports. Three groups are comprised of students falling below grade level standards, enrichment students that can show a level gain, and migrant students.

Strategy Rationale

By providing remediation to students below standards in the state assessed areas, as well as migrant students; the school is able to assist students in meeting mastery and/or making a learning gain. The selected groups of students are also the students needed to make the Annual Target Growth set by the district. Enrichment students are selected that can increase a level on state assessments and help the school increase in points for school grade calculation.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Baseline and Mid-year data is collected to place students in appropriate extended learning groups as well as classroom benchmark assessments. Throughout the program, instructors assess students by skill to check for mastery or re-teaching. As students master skills, teachers change the curriculum to meet their new needs. At the end of the program an exit assessment is given by teachers to show progress. End of the year state test data is examined on all students that participated in the program to show effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students participate in a transitions field trip in 8th grade as well as 5th grade. 8th grade students attend the local high school with their teachers and school staff to learn about requirements in high school. Students have the opportunity to listen to high school students share stories about their experiences in academics, extra curricular activities, scholarships, friends, etc. MMS students tour the campus and receive information on registering for high school classes.

5th grade students from all elementary feeder schools tour the middle school campus. During their tour, they meet 6th grade teachers that share expectations of a middle school student. Students also participate in a school meeting with administration so they can hear about the school expectations and programs happening in the school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

College for Every Student (CFES) provides opportunity for students to participate in service projects and learn College academic expectations. These students help with family nights, events on campus, and serving student groups. Speakers visit the school and share their experiences in college, how college has helped them earn the career(s) they are in, and how to be successful in college and careers.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students have the opportunity to enroll in Business Computer Education, Television Production, Robotics Technology and Agriculture.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students fill out an electives selection schedule at the end of each school year for the next year. Guidance counselors review their selection and do their best to provide each student an opportunity to participate in a career and technical education course during the year. The career and technical education classes support student achievement by integrating core content into their curriculum.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas. **1a**

G074491

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	64.0
FAA Writing Proficiency	63.0
FCAT 2.0 Science Proficiency	51.0
FSA Mathematics - Achievement	62.0

Resources Available to Support the Goal **2**

- Instructional Coaches
- District Regional Coaches
- Extended Learning Program
- Technology
- Title I Money
- District LEA staff
- Instructional Personnel
- Leadership Team
- Instructional Materials
- Academic Pull - Out
- Academic Deans
- School Advisory Council
- Master Schedule allowing for common planning
- ESOL Department
- Volunteers
- Professional Learning Community
- PD 360
- Saturday Academy
- Walk-throughs Data
- Baseline/mid-year Data
- Bi-lingual teachers
- Additional Instructional Para professional who will work with targeted students who need additional Intervention.
-

Targeted Barriers to Achieving the Goal **3**

- Effective Use of Planning Time
- Differentiated Instruction

Plan to Monitor Progress Toward G1. 8

Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas.

Person Responsible

Cynthia Cangelose

Schedule

Monthly, from 9/9/2015 to 6/9/2016

Evidence of Completion

End of Course Exam, FSA

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas. **1**

 G074491

G1.B1 Effective Use of Planning Time **2**

 B194526

G1.B1.S1 Provide vision and expectation for gradual release, provide PD opportunities (District/School/self-initiated pd360), model teachers, coaching process, observations and feedback **4**

 S206085

Strategy Rationale

Teachers will be provided the opportunity to participate in professional development at all levels with the adoption of Florida Common Core Standards and the phasing out of FCAT. The increased rigor required of the Florida Common Core Standards will be a shift in planning and collaboration for teachers.

Action Step 1 **5**

Ensuring that gradual release is being implemented in the classroom

Person Responsible

Cynthia Cangelose

Schedule

Biweekly, from 9/9/2015 to 6/9/2016

Evidence of Completion

Classroom walk through data, lesson plans

Action Step 2 5

Achieve 3000 Training

Person Responsible

Peggie Sullivan

Schedule

On 4/30/2016

Evidence of Completion

Classroom Walk through Data, Student samples and Data

Action Step 3 5

District Writing Training

Person Responsible

Peggie Sullivan

Schedule

On 4/30/2016

Evidence of Completion

Classroom Walk Through Data, Student work samples, Student Writing Data

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

Action Step 5 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PD occurred and is implemented in the classroom

Person Responsible

Cynthia Cangelose

Schedule

Biweekly, from 9/2/2015 to 6/10/2016

Evidence of Completion

Data: Walk through data, lesson plans. Criteria: 80% of teachers will implement the gradual release model and use it consistently

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

PD occurred and is implemented in the classroom

Person Responsible

Cynthia Cangelose

Schedule

Biweekly, from 9/2/2015 to 6/9/2016

Evidence of Completion

Data: Walk through data, lesson plans. Criteria: 80% of teachers will implement the gradual release model and use it consistently

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

PD/Implementation

Person Responsible

Cynthia Cangelose


Schedule

Monthly, from 9/10/2015 to 12/31/2015

Evidence of Completion

Progress monitoring - Discovery, FAIR, District Wide Writing, Broward County mini assessments

G1.B1.S3 Leadership and staff department chairs will be in place to monitor and guide PLC groups and planning time, teachers are more likely to plan effectively to engage students in rigorous tasks. 4

 S206087

Strategy Rationale

Model teachers will be placed in the content areas to assist teammates and work through professional learning communities.

Action Step 1 5

Hire a Math Interventionist who will work with Low students to close the learning gap and increase student achievement.

Person Responsible

Cynthia Cangelose

Schedule

Annually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Student Data, Student assessments, State assessments., teacher directed data.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom Walk throughs and observation along with teacher guided Lesson Plans

Person Responsible

Cynthia Cangelose

Schedule

On 6/4/2015

Evidence of Completion

Student Data will be collected along with ongoing monitoring and guidance by the reading Coach to insure fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Consistent Coaching, Lesson Plans, and Guidance from the Reading Coach will support implementation of the additional Intervention and instruction from Instructional para.

Person Responsible

Peggie Sullivan

Schedule

On 6/4/2015


Evidence of Completion

Student Data and student work samples along with Lesson Plans will be collected and closely monitored by the Reading Coach

G1.B13 Differentiated Instruction 2

 B194538

G1.B13.S1 Provide vision and expectation for gradual release, provide PD opportunities (District/School/self-initiated pd360), model teachers, coaching process, observations and feedback 4

 S206090

Strategy Rationale

Providing PD opportunities, modeling and coaching to teachers on differentiated instruction will increase the rigorous tasks planned for student learning. Observations and feedback of lessons will allow support staff and administration to address student engagement issues in the classroom.

Action Step 1 5

PD 360; Professional Development on Gradual Release

Person Responsible

Cynthia Cangelose

Schedule

Monthly, from 10/15/2015 to 12/18/2015

Evidence of Completion

Notification, Agenda, Sign In Sheets, Materials, Follow - Up, Evaluation

Action Step 2 5

Math Training and Professional Development on Gradual Release

Person Responsible

Cynthia Cangelose

Schedule

Monthly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Notification, Agenda, Sign In Sheets, materials, Lesson Plans, Follow Up-EOC Exam, Evaluation

Action Step 3 5

Science Training and Professional Development on Gradual Release

Person Responsible

Cynthia Cangelose

Schedule

Monthly, from 10/15/2015 to 4/29/2016

Evidence of Completion

Notification, Agenda, Sign In Sheets, Materials, Lesson Plans, Follow Up, Evaluation

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Classroom walkthroughs

Person Responsible

Cynthia Cangelose

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Lesson plans, walk through data, district assessment data

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Person Responsible

Michael Young

Schedule

Evidence of Completion

G1.B13.S2 Provide Teacher and staff training specific to differentiated instruction and scaffolding lessons with collaborative planning time built into training . 4

S206091

Strategy Rationale

Observations and feedback of lessons will allow support staff and administration to address student engagement issues in the classroom.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B13.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B13.S2 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Ensuring that gradual release is being implemented in the classroom	Cangelose, Cynthia	9/9/2015	Classroom walk through data, lesson plans	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Hire a Math Interventionist who will work with Low students to close the learning gap and increase student achievement.	Cangelose, Cynthia	8/24/2015	Student Data, Student assessments, State assessments., teacher directed data.	6/10/2016 annually
G1.B13.S1.A1	PD 360; Professional Development on Gradual Release	Cangelose, Cynthia	10/15/2015	Notification, Agenda, Sign In Sheets, Materials, Follow - Up, Evaluation	12/18/2015 monthly
G1.B13.S2.A1	[no content entered]			one-time	
G1.B1.S1.A2	Achieve 3000 Training	Sullivan, Peggie	12/2/2015	Classroom Walk through Data, Student samples and Data	4/30/2016 one-time
G1.B13.S1.A2	Math Training and Professional Development on Gradual Release	Cangelose, Cynthia	9/30/2015	Notification, Agenda, Sign In Sheets, materials, Lesson Plans, Follow Up-EOC Exam, Evaluation	4/29/2016 monthly
G1.B1.S1.A3	District Writing Training	Sullivan, Peggie	11/10/2015	Classroom Walk Through Data, Student work samples, Student Writing Data	4/30/2016 one-time
G1.B13.S1.A3	Science Training and Professional Development on Gradual Release	Cangelose, Cynthia	10/15/2015	Notification, Agenda, Sigh In Sheets, Materials, Lesson Plans, Follow Up, Evaluation	4/29/2016 monthly
G1.B1.S1.A4	[no content entered]			one-time	
G1.B1.S1.A5	[no content entered]			one-time	
G1.MA1	Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas.	Cangelose, Cynthia	9/9/2015	End of Course Exam, FSA	6/9/2016 monthly
G1.B1.S1.MA1	PD/Implementation	Cangelose, Cynthia	9/10/2015	Progress monitoring - Discovery, FAIR, District Wide Writing, Broward County mini assessments	12/31/2015 monthly
G1.B1.S1.MA1	PD occurred and is implemented in the classroom	Cangelose, Cynthia	9/2/2015	Data: Walk through data, lesson plans. Criteria: 80% of teachers will implement the gradual release model and use it consistently	6/10/2016 biweekly
G1.B1.S1.MA3	PD occurred and is implemented in the classroom	Cangelose, Cynthia	9/2/2015	Data: Walk through data, lesson plans. Criteria: 80% of teachers will implement the gradual release model and use it consistently	6/9/2016 biweekly
G1.B13.S1.MA1	[no content entered]	Young, Michael		one-time	
G1.B13.S1.MA1	Classroom walkthroughs	Cangelose, Cynthia	9/15/2015	Lesson plans, walk through data, district assessment data	6/10/2016 monthly
G1.B13.S2.MA1	[no content entered]			one-time	
G1.B13.S2.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	Consistent Coaching, Lesson Plans, and Guidance from the Reading Coach will support implementation of the additional Intervention and instruction from Instructional para.	Sullivan, Peggie	2/5/2015	Student Data and student work samples along with Lesson Plans will be collected and closely monitored by the Reading Coach	6/4/2015 one-time
G1.B1.S3.MA1	Classroom Walk throughs and observation along with teacher guided Lesson Plans	Cangelose, Cynthia	2/12/2015	Student Data will be collected along with ongoing monitoring and guidance by the reading Coach to insure fidelity.	6/4/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas.

G1.B1 Effective Use of Planning Time

G1.B1.S1 Provide vision and expectation for gradual release, provide PD opportunities (District/School/self-initiated pd360), model teachers, coaching process, observations and feedback

PD Opportunity 1

Ensuring that gradual release is being implemented in the classroom

Facilitator

Cynthia Cangelose, Erin Gonyea, Jim Bracey, Matthew Lasseter, Peggie Sullivan

Participants

Language Arts, Social Studies, Reading

Schedule

Biweekly, from 9/9/2015 to 6/9/2016

PD Opportunity 2

Achieve 3000 Training

Facilitator

Achieve 3000 Trainer

Participants

Reading and ELA Teachers

Schedule

On 4/30/2016

PD Opportunity 3

District Writing Training

Facilitator

Diane Plowden, District Writing Trainer

Participants

Classroom Teachers, Reading, ELA

Schedule

On 4/30/2016

G1.B13 Differentiated Instruction

G1.B13.S1 Provide vision and expectation for gradual release, provide PD opportunities (District/School/self-initiated pd360), model teachers, coaching process, observations and feedback

PD Opportunity 1

PD 360; Professional Development on Gradual Release

Facilitator

Cynthia Cangelose, Peggy Sullivan

Participants

All Teachers

Schedule

Monthly, from 10/15/2015 to 12/18/2015

PD Opportunity 2

Math Training and Professional Development on Gradual Release

Facilitator

Heather Keiffer

Participants

Math Teachers

Schedule

Monthly, from 9/30/2015 to 4/29/2016

PD Opportunity 3

Science Training and Professional Development on Gradual Release

Facilitator

District Curriculum, Marilyn Booth

Participants

Science Department Teachers

Schedule

Monthly, from 10/15/2015 to 4/29/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	Ensuring that gradual release is being implemented in the classroom				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$0.00
2	G1.B1.S1.A2	Achieve 3000 Training				\$0.00
3	G1.B1.S1.A3	District Writing Training				\$0.00
4	G1.B1.S1.A4					\$0.00
5	G1.B1.S1.A5					\$0.00
6	G1.B1.S3.A1	Hire a Math Interventionist who will work with Low students to close the learning gap and increase student achievement.				\$0.00
7	G1.B13.S1.A1	PD 360; Professional Development on Gradual Release				\$0.00
8	G1.B13.S1.A2	Math Training and Professional Development on Gradual Release				\$0.00
9	G1.B13.S1.A3	Science Training and Professional Development on Gradual Release				\$0.00
10	G1.B13.S2.A1					\$0.00
					Total:	\$0.00