Mulberry Middle School

2017-18 Schoolwide Improvement Plan

Mulberry Middle School

500 DR MLK JR AVE SE, Mulberry, FL 33860

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

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 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Mulberry Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Mulberry Middle School serves a diverse population of students. An emphasis on relationship building begins with a core message to teachers: get to know your students. Initial family contact is made at a school-wide orientation, and a follow up during open house in the fall. The administration encourages all staff to spend the initial days of school learning about students' interests and backgrounds. Teachers are encouraged to make early-year phone calls to welcome parents, set a positive tone, and establish a working relationship. Mulberry Middle School's migrant student population is served through a migrant liaison who provides not only academic supports, but also brings community resources to migrant families. Each month, school-wide newsletters are distributed to promote Title I Family Involvement events on campus, as well as through our on-campus Title I Parent University. Each spring, Mulberry Middle School hosts a Family Night for students entering sixth grade in the fall. Parents and students are given an overview of school programs, campus tours, and are encouraged to spend time exploring our many elective options.

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

A common culture of respect is met through implementation of Common Culture Scripts read in all classrooms during the first week of school and after all extended breaks. All students hear the same message regarding campus security procedures, student safety, and expectations. All students participate in bullying lessons annually. Administrators meet with each grade level at the beginning of each semester to reinforce expectations, discuss the reporting of bullying, and promote positive behavior. Mulberry Middle School is a gold-level Positive Behavior Supports model school. Through staff efforts in promoting PBS, Mulberry Middle School benefits from a culture of safety and respect for all learners.

c. 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.

Mulberry Middle School teachers are trained in CHAMPs as a classroom behavior management plan. All teachers are expected to post and promote CHAMPs daily. PBS is supported and implemented school-wide. Teachers receive training annually on procedures, strategies, interventions, and

expectations. The PBS focus is on teaching and modeling expected behaviors rather than on punishment to change behaviors. Teachers are expected to use progressive discipline, including interventions to include conferences with students and parent communication prior to writing a discipline referral. Classroom interventions are documented on a behavior tracking form.

d. 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 to meet the social-emotional needs of students. Guidance counselors, school psychologist, social worker, and mental health counselors are on site to provide interventions for students in need. The administrative team works to recruit, and have trained, community members to serve as mentors for at-risk students. Migrant students are supported through our migrant liaison. During the academic day, select at-risk students participate in Why Try, which provides social-emotional and academic supports. Smile Pack is a weekly program that provides backpacks of food for economically-disadvantaged students. Staff are trained to recognize potential signs of social-emotional issues among students, and know the proper channels to follow to get services for students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	88	99	108	0	0	0	0	295
One or more suspensions	0	0	0	0	0	0	77	62	80	0	0	0	0	219
Course failure in ELA or Math	0	0	0	0	0	0	11	6	4	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	213	213	273	0	0	0	0	699

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	103	84	113	0	0	0	0	300

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

Mulberry Middle School promotes high levels of parent contact. Teachers are required to contact parents when a student's grade falls below C. Students document their grades in their agendas weekly. Progress reports are sent home at 2 week intervals. A reading interventionist provides push-in services and targeted interventions to assist struggling learners with low achievement levels on FSA ELA exams. A math coach provides professional development and supports to math teachers. Tutoring facilitated by certified teachers is available to all students before and after school. Partnership with Paxon and the National Guard provides after school academic and social supports to students. ELL supports are provided on a push-in basis by a certified ESOL teacher and a dedicated ESOL paraprofessional. Migrant students are supported through the migrant education program. A school social worker meets weekly with the attendance secretary to and contacts parents of chronically absent students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. 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.

Mulberry Middle School's administrators are engaged in the community through membership in the Kiwanis Club and Chamber of Commerce. Through these efforts, we have formed relationships with city leaders and a local church to provide volunteer services to our school and students. Student mentors have been recruited, funds have been raised to pay for college field trips, Fellowship of Christian Athletes has recruited guest speakers. As the former J.R.E. Lee School, community members who attended the original campus have an annual event on campus to share their history with incoming sixth grade students. This event promotes the many successful individuals who have graduated from Mulberry Schools and serves to inspire students of all backgrounds. Mulberry Middle School staff participate in community events to keep our school visible and open to all. Each year funds are raised by our participation in the community's Relay for Life event. Our chorus and band students perform at civic functions throughout the year.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Cangelose, Cynthia	Principal
Gonyea, Erin	Assistant Principal
Bracey, James	Assistant Principal
Lasseter, Matthew	Assistant Principal
Sullivan, Peggie	Administrative Support
Williams, Amanda	Other
Merriam, Jazmin	Dean

b. Duties

1. 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 lesson planning, professional learning, and data analysis. Administrators are responsible for sharing the mission and vision of the school. This is done through consistent communications and an common message that learning is the school's main focus. Teacher evaluations are done by administrators. Academic coaches and content experts share the responsibility of facilitating collaborative planning and professional learning. Administrators meet weekly to discuss school-wide academic and behavioral issues. The academic leadership team meets weekly to review classroom data, lesson plans, and instructional interventions. Academic coaches work with teachers to improve classroom practices.

2. 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.

Student data is used to determine the correct placement of staff to insure that all students' academic needs are met. Using the annual unit allocations, courses are selected and matched to teachers based upon certification and ability levels, and a master schedule built. Instructional resources and curriculum are selected using the district's PURE process. Mulberry Middle School follows district protocol for the spending of Title I funds. The school has one academic coach who takes responsibility as the liaison between the school and the Title I office.
The School Advisory Council meets monthly and approves all spending of lottery funds. Meetings are advertised via email to all SAC members and dates of all meetings are posted at the beginning of the school year. All financial decisions are approved by the principal and transactions prepared and submitted by the financial secretary under the principal's supervision.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Carrie Austin	Parent
Kimberly Birmingham	Teacher
Felipa Nieves	Parent
Cynthia Cangelose	Principal
James Bracey	Education Support Employee
Celsa Nieves	Parent
Julie Taylor	Parent
Juana Nievez	Parent
Luis Holstein	Business/Community
Jessica Cruz	Business/Community
Melinda Fernandez	Business/Community
Gene Combs	Education Support Employee
Karina Zarxoza	Education Support Employee
Michael Borders	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council met on 9/12/2016 to approve the School Improvement Plan that was drafted during the 2015 - 2016 school year. A review of the School Improvement Plan took place on 5/11/2016 during the SAC meeting where members evaluated the success of the plan and started to draft the 2016 - 2017 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.

b. Development of this school improvement plan

The first draft of the 1718 SIP will be presented to the SAC in September 2017.

c. 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.

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

School improvement funds for 2016-2017 provided a Math Coach ($55,000), Reading Interventionist ($55,000), a Family Involvement Paraprofessional ($20,000). Technology funds were used to purchase two iPad carts, including 62 iPads ($20,000). Funds were used to purchase school supplies for student use ($4,000). Professional development costs totaled $4,000.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Cangelose, Cynthia	Principal
Sullivan, Peggie	Administrative Support
Williams, Amanda	Teacher, K-12
Gonyea, Erin	Instructional Coach
Lasseter, Matthew	Assistant Principal
Roy, Pam	Instructional Media
Titak, Sarah	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 STAR Literacy. 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.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers work within multiple sub-groups at Mulberry Middle School. Students are assigned to teams of teachers. These teams of four core content teacher meet monthly to discuss their shared students and work on student success plans. Teachers have a common planning time with all other teachers within

their subject area. Weekly collaborative planning is an expectation. During these planning periods, teachers work together to unpack standards, develop common assessments, plan for instruction, and discuss data collected from multiple sources. During bi-monthly Professional Learning Communities, teachers work with their subject-area peers, facilitated by an administrator or academic coach, to learn about best practices and analyze students' learning progress.

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

The principal participated in teacher recruitment efforts at a state university. The assistant principal of curriculum actively reviews the district's Recruitment and Hiring System to find qualified applicants for teaching positions. Interviews are completed by a team comprised of administrators, academic coaches, and teacher-leaders. Open communication is kept with the certification department to ensure all candidates are highly-qualified and in-field. The school-base administrators monitor non-HQ, non-CQ staff to be sure they remain in compliance with their plans. An I3 mentor is housed on our campus to provide mentoring to early-career teachers. First-year teachers will meet with administrators monthly as a group to discuss experiences and best practices.

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

Early-career teachers are paired with mentors who teach within the same subject area who are highly effective. The rationale behind this is to provide supports for teaching common content as well as sharing best practices for instruction and classroom management. Select teachers are paired with a district-appointed I3 mentor. This program is facilitated through the Department of Professional Development and uses a professionally designed plan for mentoring new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Mulberry Middle School uses district curriculum maps, which are aligned to state standards, for all content areas. Collaborative planning sessions include the process of unpacking the standards and teachers reaching consensus on the meaning, content limits, understanding the full intent of the standard. Plans are submitted to the assistant principal of curriculum weekly. Standards are posted in each classroom so that students have a visible reminder of their purpose for learning. The district's teacher evaluation system includes a rating for communication of the standard throughout the lesson. This is monitored by administrators during classroom observations.

b. Instructional Strategies

1. 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.

During teacher pre-planning week, a guided data analysis of state test data is completed by all teachers. As part of the collaborative planning session, teachers should research and discuss effective strategies for differentiation to include in the lesson plan. Teachers use MTSS to monitor classroom pacing and create flex groups for Tier 2 and 3 interventions. Assessments are designed to

evaluate learning in manner that mirrors FSA question styles. These assessments are common across a grade/subject area to minimize variables and provide consistent, reliable data. Examples of differentiated instruction include alternate assignments that align to multiple intelligences, learning styles, and interests. All learning includes opportunities for group and individual practice. Opportunities to demonstrate mastery of a standard should align to the action verbs in the standard and students may be given the opportunity to demonstrate mastery through writing, discussion, constructivism, or other means.

2. 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: 2,500

After school Extended Learning Program in Algebra, Geometry, Reading, Math, and Language Arts. The program runs from October through March two days a week. Sessions are open to all students and groups are flexible upon students' specific needs. In general, previous year state test data as well as current formative assessment data are used to target students.

Strategy Rationale

By focusing our extended learning opportunities on state-tested areas, students are concentrating efforts on their greatest area of need resulting in increased levels of proficiency and increased learning gains on state assessments.

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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Incoming 6th grade students visit our campus during the spring of their 5th grade year. At these meetings, students hear from administrators and guidance counselors and receive an overview of the upcoming experience as a 6th grade student. Students receive a guided tour of our campus and visit elective classes. This visit culminates in students receiving their elective selection forms. During this week, a Family Night is held for the parents of upcoming grade 6 students. Students and parents get an overview of "a day in the life of a 6th grader" and get to participate in an elective-course preview. The majority of grade 8 students attend Mulberry Middle School. These students take a field trip to visit the high school campus in late fall each year. We also invite representatives from the Central Florida Aerospace Academy and Summerlin Academy to our campus to provide an informational session for interested students.

b. College and Career Readiness

1. 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. CFES students visit two college campuses per year. Students visiting the University of Florida participate in a STEM learning lab activity.
Mulberry Middle School is beginning its first year as an AVID campus. AVID prepares average students for the rigors of honors and advanced-placement courses while teaching and promoting college readiness skills. As a part of our AVID focus, at least 5 common areas on campus are dedicated to college promotion and awareness.

2. 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. Grade 8 students may earn high school credit in Agriculture, Business Ed, Digital Video Production, and robotics. Industry certification options include ICT, IC3, Adobe Photoshop, Microsoft Office and Digital Tools.

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

All students participate in a section of Career Planning through a social studies course during their middle school articulation. Our career and technical education elective programs offer comprehensive, three-year articulation through the various subject areas. To be proficient in CTE, students must be able to read, write, and communicate effectively. Reading of informational text and technical writing are pervasive in CTE courses.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Mulberry middle school successfully increased proficiency levels in Math and ELA, as well has had increased percentages of learning gains in Math and ELA on 2017 FSA results. Data analysis revealed a high number of students in Achievement Level 2 who are have not made gains in two years.

B. 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"Â? 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.

The academic leadership team and School Advisory Council agree that the root cause of this problem is a lack of teacher awareness of MTSS and strategic implementation of high-yield strategies.

C. Strategic Goals

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.　　Mulberry Middle School will increase proficiency level by 6% on the State Science Assessment for grade 8 students.

G2.　　Mulberry Middle School will increase the percentage of students within Achievement Level 2 who make learning gains on FSA ELA and Math assessments by 6%.

Strategic Goals Detail

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

G1. Mulberry Middle School will increase proficiency level by 6% on the State Science Assessment for grade 8 students. 1a

🔍 G097803

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	41.0

Targeted Barriers to Achieving the Goal 3

- Low retention rate of grade 6 and 7 content assessed in grade 8.

- Grade 8 teachers not implementing standards-based formative assessment on a regular basis.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers to provide after-hours Science camp to reteach and reinforce previously taught content

- Technology to allow instant access to formative assessment data (Smart Response, Socrative, LSI)

Plan to Monitor Progress Toward G1. 8

Student assessment data

Person Responsible
James Bracey

Schedule
Weekly, from 9/12/2017 to 4/6/2018

Evidence of Completion
Students should demonstrate mastery of taught content through assessments

G2. Mulberry Middle School will increase the percentage of students within Achievement Level 2 who make learning gains on FSA ELA and Math assessments by 6%. 1a

🔍 G097804

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	6.0
Math Gains	6.0

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of understanding of MTSS and differentiated instruction.

- Lack of cognitive complexity in courses with level 2 students

- Lack of content area literacy activities.

- Teachers not trained in AVID high-effect size strategies

- Level 2 student need additional instructional time for remediation and academic supports

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-wide, year-long professional development focus on MTSS

- Focused use of resource teachers in collaborative planning sessions to facilitate development of DI plans in ELA and Math courses

- Community volunteers to provide mentoring to targeted students

- Teachers to provide after-hours tutoring and academic supports

- Teachers to provide after-hours tutoring and academic supports

Plan to Monitor Progress Toward G2. 8

Student baseline, formative, and summative standards-based assessment

Person Responsible

Cynthia Cangelose

Schedule

Monthly, from 8/15/2017 to 5/22/2018

Evidence of Completion

Data demonstrating growth and/or mastery of standards by level 2 students in ELA and Math

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. Mulberry Middle School will increase proficiency level by 6% on the State Science Assessment for grade 8 students. 1

🔑 G097803

G1.B1 Low retention rate of grade 6 and 7 content assessed in grade 8. 2

🔑 B262965

G1.B1.S1 A once per week, after-hours science camp to instruct grade 8 students on annually assessed standards taught in grades 6 and 7. All grade 8 students may attend. Students who cannot demonstrate mastery during spiral review in class will be recommended for camp. 4

🔑 S278431

Strategy Rationale

Students are tested in grade 8. Too much time has elapsed for students to retain information learned in earlier grades

Action Step 1 5

After-hours science camp

Person Responsible

James Bracey

Schedule

Weekly, from 9/5/2017 to 4/6/2018

Evidence of Completion

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

Lesson plan review; observations

Person Responsible

James Bracey

Schedule

Weekly, from 9/5/2017 to 4/6/2018

Evidence of Completion

APC will review lesson plans for science camp. Administrators on duty will observe the camp sessions.

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

Student assessment data

Person Responsible

James Bracey

Schedule

Weekly, from 9/5/2017 to 4/6/2018

Evidence of Completion

Students will be assessed on content taught in camp. Assessment scores should reflect mastery of content.

G1.B2 Grade 8 teachers not implementing standards-based formative assessment on a regular basis. 2

🔑 B262966

G1.B2.S1 Teachers will implement formal formative assessment of current standards being taught, and will review formative assessment data, weekly to allow for quick remediation. 4

🔑 S278432

Strategy Rationale

Ongoing formative assessment provides timely data to teachers and provides opportunities for Tier 2 interventions before the lesson is completed.

Action Step 1 5

Weekly formative assessment and data analysis

Person Responsible

James Bracey

Schedule

Weekly, from 8/18/2017 to 5/25/2018

Evidence of Completion

Classroom observations, presentation of data at PLC and collaborative planning

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators will look for evidence of formative assessment during classroom observations

Person Responsible

Cynthia Cangelose

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Student work samples, lesson plans, data chats

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Data reviews during PLC

Person Responsible

James Bracey

Schedule

Biweekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Teachers will bring assessment data to share and discuss at PLC sessions with administration

G2. Mulberry Middle School will increase the percentage of students within Achievement Level 2 who make learning gains on FSA ELA and Math assessments by 6%. `1`

🔑 G097804

G2.B1 Teachers' lack of understanding of MTSS and differentiated instruction. `2`

🔑 B262967

G2.B1.S1 PLC's will focus on MTSS and include discussion and sharing of best practices (AVID strategies of CORNELL Note-taking and WICOR) as well as data analysis to evaluate efficacy of interventions. `4`

🔑 S278433

Strategy Rationale

Through effective MTSS, DI, and AVID implementation ELA and Math courses, the percentage of level 2 students making learning gains will increase. AVID implementation of CORNELL Notes and WICOR in all content areas support reading development across the curriculum.

Action Step 1 `5`

MTSS training through PLC's

Person Responsible

James Bracey

Schedule

Biweekly, from 8/3/2017 to 5/15/2018

Evidence of Completion

Staff sign-in at PLC's

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Classroom observations

Person Responsible

Cynthia Cangelose

Schedule

On 5/25/2018

Evidence of Completion

Documentation of observed MTSS by administrators during classroom observations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Data analysis in PLC

Person Responsible

Cynthia Cangelose

Schedule

Monthly, from 8/15/2017 to 5/15/2018

Evidence of Completion

Sharing, review and analysis of student assessment data in PLC to measure growth/ mastery of level 2 students.

G2.B1.S2 Resource teachers will facilitate collaborative planning sessions. APC will monitor documentation of DI in lesson plans. Administrators will monitor implementation of MTSS and DI through classroom observations. 4

🔑 S278434

Strategy Rationale

Fidelity of implementation requires leadership during the planning stages and monitoring, with feedback, to measure success.

Action Step 1 5

Collaborative planning

Person Responsible

James Bracey

Schedule

Weekly, from 8/3/2017 to 5/22/2018

Evidence of Completion

Lesson plans submitted weekly that include DI/MTSS interventions

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson plans reviewed weekly; Classroom observation;

Person Responsible

James Bracey

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation of observed interventions during classroom visits by administrators; APC review of lesson plans weekly

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Ongoing assessment

Person Responsible

James Bracey

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Regular analysis of student ongoing assessment data to track learning progress of Level 2 students. Evidence will include demonstrations of growth and/or mastery of standards on formative and summative classroom assessments.

G2.B1.S3 PD for math teachers on 3 Act instructional delivery model. `4`

🔑 S278435

Strategy Rationale

Use of research-based strategies improve knowledge acquisition for all students

Action Step 1 `5`

PD on 3 Act instructional model

Person Responsible

Clare Bernier

Schedule

On 9/7/2017

Evidence of Completion

Teacher attendee sign in sheets and agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Administrator will be present at PD session

Person Responsible

Cynthia Cangelose

Schedule

On 9/7/2017

Evidence of Completion

Administrator Observation

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Teachers will meet with district math coach immediately following PD for collaborative planning and implementation planning

Person Responsible

Clare Bernier

Schedule

On 9/7/2017

Evidence of Completion

Lesson plans and trainer's feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

District math coach will schedule classroom observations to monitor implementation.

Person Responsible

Clare Bernier

Schedule

On 9/29/2017

Evidence of Completion

Feedback from district math coach.

G2.B1.S4 PLC for English Language Arts teachers on data-driven differentiation and small-group instruction. 4

🔑 S278436

Strategy Rationale

ELA teachers are not using small-group instruction. This PLC provided them the training needed to begin implementation.

Action Step 1 5

PLC on small-group instruction for ELA teachers

Person Responsible

James Bracey

Schedule

On 9/20/2017

Evidence of Completion

Sign in sheets and observed participation

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Administrators participation in PLC; Lesson plan reviews; Observations

Person Responsible

Cynthia Cangelose

Schedule

Weekly, from 9/20/2017 to 5/25/2018

Evidence of Completion

Weekly review of lesson plans; observations of small-group instruction in classrooms

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Assessment data

> #### Person Responsible
>
> James Bracey
>
> #### Schedule
>
> Monthly, from 10/6/2017 to 5/25/2018
>
> #### *Evidence of Completion*
>
> Multiple forms of student data to be shared and analyzed in PLC and collaborative planning.

G2.B1.S5 Achieve3000 training for Reading teachers `4`

🔑 S278437

> #### Strategy Rationale
>
> Using Achieve3000 to its fullest capability will provide teachers with better data and intervention opportunities

Action Step 1 `5`

Achieve3000 Training

> #### Person Responsible
>
> James Bracey
>
> #### Schedule
>
> On 10/5/2017
>
> #### *Evidence of Completion*
>
> Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Adminstrator and literacy coach presence at traning

Person Responsible

Sarah Titak

Schedule

On 10/5/2017

Evidence of Completion

Sign in sheet

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Classroom observations

Person Responsible

Cynthia Cangelose

Schedule

Weekly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Teacher observations, student work samples, student assessment data

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Classroom observations

Person Responsible

Cynthia Cangelose

Schedule

Weekly, from 10/9/2017 to 5/25/2018

Evidence of Completion

Teacher observations, student work samples, student assessment data

G2.B1.S6 Book study on Marzano Center "The Essentials for Standards-Driven Classrooms" 4

🔑 S278438

Strategy Rationale

Using research-based, high-effect strategies to plan for instruction will yield student learning gains.

Action Step 1 5

Book Study

Person Responsible

James Bracey

Schedule

Every 3 Weeks, from 1/9/2018 to 4/27/2018

Evidence of Completion

Sign in sheets; reflective summaries

Plan to Monitor Fidelity of Implementation of G2.B1.S6 6

Learning targets and Proficiency Scales

Person Responsible

James Bracey

Schedule

Every 3 Weeks, from 1/9/2018 to 4/27/2018

Evidence of Completion

Teachers will submit Learning Targets and Proficiency Scales to APC

Plan to Monitor Effectiveness of Implementation of G2.B1.S6 `7`

Classroom observations and lesson plan reviews

Person Responsible

James Bracey

Schedule

Weekly, from 1/16/2018 to 5/25/2018

Evidence of Completion

Administrators will look for evidence of the use of learning targets and proficiency scales during classroom observations and in lesson plans.

G2.B2 Lack of cognitive complexity in courses with level 2 students `2`

🔍 B262968

G2.B2.S1 Observed classroom instruction, instructional plans, and assessments will reflect the cognitive complexity of the standard. `4`

🔍 S278439

Strategy Rationale

Instruction and assessment at the proper cognitive level of all standards ensures students are mastering the standards at the same level which will be assessed by FSA.

Action Step 1 `5`

Ongoing training and support on of use of Test Item Specs to plan for proper levels of cognitive complexity

Person Responsible

James Bracey

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson plans that reflect full intent of the standard

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Lesson plan review; classroom observations

Person Responsible

James Bracey

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans will be reviewed weekly by the APC; classroom observations by administrators with focus on standards-based instruction

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Data analysis

Person Responsible

Cynthia Cangelose

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student formative and summative standards-based assessment data will reflect growth/ mastery by level 2 students

G2.B2.S2 Community volunteers to provide mentoring and academic tutoring support to targeted students and families to build capacity for complex academic tasks. `4`

🔑 S278440

Strategy Rationale

The ability to engage families in the academic tasks in which students participate in school increases student interest and engagement in academic courses.

> Action Step(s) Missing for Goal #2, Barrier #2, Strategy #2
> Complete one or more action steps for this Strategy or de-select it

G2.B2.S3 Acquire substitutes to allow new or struggling teachers to observe model teachers during instructional periods, and collaborative debriefing/planning sessions. 4

🔑 S278441

Strategy Rationale

Model teachers will use high effect-size strategies for new or struggling teachers to increase their professional capacity.

Action Step 1 5

Acquire subs to cover classes of new/struggling teachers

Person Responsible

James Bracey

Schedule

On 10/31/2017

Evidence of Completion

Observing teachers will have "look fors" and be required to document their experiences.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Review of observing teachers lesson plans and instruction to be sure learned strategies are implemented.

Person Responsible

James Bracey

Schedule

On 10/31/2017

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Monitor ongoing assessment scores and formative assessment scores for student growth

Person Responsible

James Bracey

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Student test score data

G2.B2.S4 Display poster-sized FSA writing rubrics in all ELA classes as a visual prompt for students `4`
🔧 S278442

Strategy Rationale

Meeting the needs of visual learners will increase learning opportunities.

Action Step 1 `5`

Create posters of the state writing rubric for ELA classrooms

Person Responsible

Sarah Titak

Schedule

On 10/3/2017

Evidence of Completion

Posters

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Visual check for posters displayed in ELA classrooms

Person Responsible

Cynthia Cangelose

Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Observe posters displayed in room and teachers referencing the posted rubric during writing instruction.

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Ongoing writing progress monitoring

Person Responsible

James Bracey

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Evaluation of student writing samples that demonstrate improvment

G2.B3 Lack of content area literacy activities. 2

🔑 B262969

G2.B3.S1 Resource teachers to provide content area reading and literacy support 4

🔑 S278443

Strategy Rationale

Effective literacy practices in all content areas will promote reading comprehension among students consistently throughout the day.

Action Step 1 5

Resource teachers to provide reading and literacy support to content area teachers through collaborative planning

Person Responsible

Cynthia Cangelose

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom observations

Person Responsible

Cynthia Cangelose

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Literacy strategies embedded in instruction observed by administrators during classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Data analysis

Person Responsible

James Bracey

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student work samples and assessment data reflecting reading comprehension growth in content areas

G2.B4 Teachers not trained in AVID high-effect size strategies [2]

🔑 B262970

G2.B4.S1 AVID high-effect size strategies of CORNELL Note taking and WICOR are in place for year one of AVID implementation. Not all core teachers have been AVID trained. [4]

🔑 S278444

Strategy Rationale

Training core content teachers and administrators on AVID strategies provides uniform instruction for students that is founded in research that results in learning gains. AVID structures are proven to increase levels of college-readiness among secondary students.

Action Step 1 [5]

Send one teacher from each core content area , the AVID elective teacher, and school leadership to AVID training in Orlando, FL

Person Responsible

Cynthia Cangelose

Schedule

On 12/9/2017

Evidence of Completion

Participants will fully implement AVID strategies developed at training in their classrooms.

Action Step 2 [5]

AVID trained teachers will meet as part of the AVID site team to share best practices and evaluate the program implementation

Person Responsible

James Bracey

Schedule

Monthly, from 8/24/2017 to 5/24/2018

Evidence of Completion

AVID site team meeting agendas and sign in sheets

Action Step 3 `5`

Train one additional administrator to serve as AVID site coordinator

Person Responsible

James Bracey

Schedule

On 11/3/2017

Evidence of Completion

Debriefing with participant after return from training.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Lesson plan review and classroom observations

Person Responsible

Cynthia Cangelose

Schedule

Weekly, from 12/11/2017 to 5/24/2018

Evidence of Completion

Lesson plans include use of AVID strategies; AVID strategies observed in practice.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Ongoing assessment data

Person Responsible

James Bracey

Schedule

Monthly, from 12/11/2017 to 5/24/2018

Evidence of Completion

Increased scores on ongoing assessment data by students of teachers who participated in AVID training

G2.B5 Level 2 student need additional instructional time for remediation and academic supports [2]

🔑 B262971

G2.B5.S1 Level 2 students are not on grade level and require additional time with teachers for remediation. [4]

🔑 S278445

Strategy Rationale

Class time during school hours is primarily focused on grade-level material. After-hours tutoring allows more time for remediation and support.

Action Step 1 [5]

After-hours tutoring and academic camps

Person Responsible

James Bracey

Schedule

Weekly, from 9/5/2017 to 4/6/2018

Evidence of Completion

Student attendance and participation in tutoring and/or camps

Plan to Monitor Fidelity of Implementation of G2.B5.S1 [6]

Lesson plans and observations

Person Responsible

James Bracey

Schedule

Weekly, from 9/5/2017 to 4/6/2018

Evidence of Completion

Student attendance; remediation plans; classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Ongoing assessment data

Person Responsible

James Bracey

Schedule

Weekly, from 9/5/2017 to 4/6/2018

Evidence of Completion

Increased performance on ongoing assessments in content area courses by participating students.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S3.MA1 M405096	Teachers will meet with district math coach immediately following PD for collaborative planning and...	Bernier, Clare	9/7/2017	Lesson plans and trainer's feedback	9/7/2017 one-time
G2.B1.S3.MA1 M405098	Administrator will be present at PD session	Cangelose, Cynthia	9/7/2017	Administrator Observation	9/7/2017 one-time
G2.B1.S3.A1 A375071	PD on 3 Act instructional model	Bernier, Clare	9/7/2017	Teacher attendee sign in sheets and agenda	9/7/2017 one-time
G2.B1.S4.A1 A375072	PLC on small-group instruction for ELA teachers	Bracey, James	9/20/2017	Sign in sheets and observed participation	9/20/2017 one-time
G2.B1.S3.MA3 M405097	District math coach will schedule classroom observations to monitor implementation.	Bernier, Clare	9/11/2017	Feedback from district math coach.	9/29/2017 one-time
G2.B2.S4.A1 A375077	Create posters of the state writing rubric for ELA classrooms	Titak, Sarah	10/3/2017	Posters	10/3/2017 one-time
G2.B1.S5.MA1 M405103	Adminstrator and literacy coach presence at tranining	Titak, Sarah	10/5/2017	Sign in sheet	10/5/2017 one-time
G2.B1.S5.A1 A375073	Achieve3000 Training	Bracey, James	10/5/2017	Sign in sheets	10/5/2017 one-time
G2.B2.S3.MA1 M405109	Review of observing teachers lesson plans and instruction to be sure learned strategies are...	Bracey, James	9/11/2017	Lesson plans and classroom observations	10/31/2017 one-time
G2.B2.S3.A1 A375076	Acquire subs to cover classes of new/struggling teachers	Bracey, James	9/4/2017	Observing teachers will have "look fors" and be required to document their experiences.	10/31/2017 one-time
G2.B4.S1.A3 A375081	Train one additional administrator to serve as AVID site coordinator	Bracey, James	11/2/2017	Debriefing with participant after return from training.	11/3/2017 one-time
G2.B4.S1.A1 A375079	Send one teacher from each core content area , the AVID elective teacher, and school leadership to...	Cangelose, Cynthia	12/7/2017	Participants will fully implement AVID strategies developed at training in their classrooms.	12/9/2017 one-time
G1.MA1 M405091	Student assessment data	Bracey, James	9/12/2017	Students should demonstrate mastery of taught content through assessments	4/6/2018 weekly
G1.B1.S1.MA1 M405087	Student assessment data	Bracey, James	9/5/2017	Students will be assessed on content taught in camp. Assessment scores should reflect mastery of content.	4/6/2018 weekly
G1.B1.S1.MA1 M405088	Lesson plan review; observations	Bracey, James	9/5/2017	APC will review lesson plans for science camp. Administrators on duty will observe the camp sessions.	4/6/2018 weekly
G1.B1.S1.A1 A375067	After-hours science camp	Bracey, James	9/5/2017		4/6/2018 weekly
G2.B5.S1.MA1 M405116	Ongoing assessment data	Bracey, James	9/5/2017	Increased performance on ongoing assessments in content area courses by participating students.	4/6/2018 weekly
G2.B5.S1.MA1 M405117	Lesson plans and observations	Bracey, James	9/5/2017	Student attendance; remediation plans; classroom observations	4/6/2018 weekly
G2.B5.S1.A1 A375082	After-hours tutoring and academic camps	Bracey, James	9/5/2017	Student attendance and participation in tutoring and/or camps	4/6/2018 weekly
G2.B1.S6.MA1 M405105	Learning targets and Proficiency Scales	Bracey, James	1/9/2018	Teachers will submit Learning Targets and Proficiency Scales to APC	4/27/2018 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S6.A1 A375074	Book Study	Bracey, James	1/9/2018	Sign in sheets; reflective summaries	4/27/2018 every-3-weeks
G2.B1.S1.MA1 M405092	Data analysis in PLC	Cangelose, Cynthia	8/15/2017	Sharing, review and analysis of student assessment data in PLC to measure growth/mastery of level 2 students.	5/15/2018 monthly
G2.B1.S1.A1 A375069	MTSS training through PLC's	Bracey, James	8/3/2017	Staff sign-in at PLC's	5/15/2018 biweekly
G2.MA1 M405118	Student baseline, formative, and summative standards-based assessment	Cangelose, Cynthia	8/15/2017	Data demonstrating growth and/or mastery of standards by level 2 students in ELA and Math	5/22/2018 monthly
G2.B1.S2.A1 A375070	Collaborative planning	Bracey, James	8/3/2017	Lesson plans submitted weekly that include DI/MTSS interventions	5/22/2018 weekly
G2.B4.S1.MA1 M405114	Ongoing assessment data	Bracey, James	12/11/2017	Increased scores on ongoing assessment data by students of teachers who participated in AVID training	5/24/2018 monthly
G2.B4.S1.MA1 M405115	Lesson plan review and classroom observations	Cangelose, Cynthia	12/11/2017	Lesson plans include use of AVID strategies; AVID strategies observed in practice.	5/24/2018 weekly
G2.B4.S1.A2 A375080	AVID trained teachers will meet as part of the AVID site team to share best practices and evaluate...	Bracey, James	8/24/2017	AVID site team meeting agendas and sign in sheets	5/24/2018 monthly
G1.B2.S1.MA1 M405089	Data reviews during PLC	Bracey, James	9/5/2017	Teachers will bring assessment data to share and discuss at PLC sessions with administration	5/25/2018 biweekly
G1.B2.S1.MA1 M405090	Administrators will look for evidence of formative assessment during classroom observations	Cangelose, Cynthia	8/21/2017	Student work samples, lesson plans, data chats	5/25/2018 weekly
G1.B2.S1.A1 A375068	Weekly formative assessment and data analysis	Bracey, James	8/18/2017	Classroom observations, presentation of data at PLC and collaborative planning	5/25/2018 weekly
G2.B1.S1.MA1 M405093	Classroom observations	Cangelose, Cynthia	8/15/2017	Documentation of observed MTSS by administrators during classroom observations.	5/25/2018 one-time
G2.B2.S1.MA1 M405106	Data analysis	Cangelose, Cynthia	8/10/2017	Student formative and summative standards-based assessment data will reflect growth/mastery by level 2 students	5/25/2018 weekly
G2.B2.S1.MA1 M405107	Lesson plan review; classroom observations	Bracey, James	8/14/2017	Lesson plans will be reviewed weekly by the APC; classroom observations by administrators with focus on standards-based instruction	5/25/2018 weekly
G2.B2.S1.A1 A375075	Ongoing training and support on of use of Test Item Specs to plan for proper levels of cognitive...	Bracey, James	8/3/2017	Lesson plans that reflect full intent of the standard	5/25/2018 monthly
G2.B3.S1.MA1 M405112	Data analysis	Bracey, James	8/14/2017	Student work samples and assessment data reflecting reading comprehension growth in content areas	5/25/2018 monthly
G2.B3.S1.MA1 M405113	Classroom observations	Cangelose, Cynthia	8/14/2017	Literacy strategies embedded in instruction observed by administrators during classroom observations	5/25/2018 weekly
G2.B3.S1.A1 A375078	Resource teachers to provide reading and literacy support to content area teachers through...	Cangelose, Cynthia	8/3/2017	Lesson plans	5/25/2018 weekly
G2.B1.S2.MA1 M405094	Ongoing assessment	Bracey, James	8/10/2017	Regular analysis of student ongoing assessment data to track learning progress of Level 2 students. Evidence will include demonstrations of growth and/or mastery of standards on	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				formative and summative classroom assessments.	
G2.B1.S2.MA1 M405095	Lesson plans reviewed weekly; Classroom observation;	Bracey, James	8/10/2017	Documentation of observed interventions during classroom visits by administrators; APC review of lesson plans weekly	5/25/2018 weekly
G2.B1.S4.MA1 M405099	Assessment data	Bracey, James	10/6/2017	Multiple forms of student data to be shared and analyzed in PLC and collaborative planning.	5/25/2018 monthly
G2.B1.S4.MA1 M405100	Administrators participation in PLC; Lesson plan reviews; Observations	Cangelose, Cynthia	9/20/2017	Weekly review of lesson plans; observations of small-group instruction in classrooms	5/25/2018 weekly
G2.B2.S4.MA1 M405110	Ongoing writing progress monitoring	Bracey, James	10/23/2017	Evaluation of student writing samples that demonstrate improvment	5/25/2018 monthly
G2.B2.S4.MA1 M405111	Visual check for posters displayed in ELA classrooms	Cangelose, Cynthia	10/23/2017	Observe posters displayed in room and teachers referencing the posted rubric during writing instruction.	5/25/2018 weekly
G2.B1.S5.MA1 M405101	Classroom observations	Cangelose, Cynthia	10/9/2017	Teacher observations, student work samples, student assessment data	5/25/2018 weekly
G2.B1.S5.MA1 M405102	Classroom observations	Cangelose, Cynthia	10/9/2017	Teacher observations, student work samples, student assessment data	5/25/2018 weekly
G2.B1.S6.MA1 M405104	Classroom observations and lesson plan reviews	Bracey, James	1/16/2018	Administrators will look for evidence of the use of learning targets and proficiency scales during classroom observations and in lesson plans.	5/25/2018 weekly
G2.B2.S3.MA1 M405108	Monitor ongoing assessment scores and formative assessment scores for student growth	Bracey, James	9/4/2017	Student test score data	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. Mulberry Middle School will increase proficiency level by 6% on the State Science Assessment for grade 8 students.

G1.B2 Grade 8 teachers not implementing standards-based formative assessment on a regular basis.

G1.B2.S1 Teachers will implement formal formative assessment of current standards being taught, and will review formative assessment data, weekly to allow for quick remediation.

PD Opportunity 1

Weekly formative assessment and data analysis

Facilitator

James Bracey

Participants

Science Teachers

Schedule

Weekly, from 8/18/2017 to 5/25/2018

G2. Mulberry Middle School will increase the percentage of students within Achievement Level 2 who make learning gains on FSA ELA and Math assessments by 6%.

G2.B1 Teachers' lack of understanding of MTSS and differentiated instruction.

G2.B1.S1 PLC's will focus on MTSS and include discussion and sharing of best practices (AVID strategies of CORNELL Note-taking and WICOR) as well as data analysis to evaluate efficacy of interventions.

PD Opportunity 1

MTSS training through PLC's

Facilitator

FLDOE MTSS Resources

Participants

Mulberry Middle School Teachers

Schedule

Biweekly, from 8/3/2017 to 5/15/2018

G2.B1.S3 PD for math teachers on 3 Act instructional delivery model.

PD Opportunity 1

PD on 3 Act instructional model

Facilitator

Clare Bernier

Participants

MMS Math teachers

Schedule

On 9/7/2017

G2.B1.S4 PLC for English Language Arts teachers on data-driven differentiation and small-group instruction.

PD Opportunity 1

PLC on small-group instruction for ELA teachers

Facilitator

Mieke Valk

Participants

MMS ELA teachers

Schedule

On 9/20/2017

G2.B1.S5 Achieve3000 training for Reading teachers

PD Opportunity 1

Achieve3000 Training

Facilitator

Achieve3000

Participants

MMS Reading teachers

Schedule

On 10/5/2017

G2.B1.S6 Book study on Marzano Center "The Essentials for Standards-Driven Classrooms"

PD Opportunity 1

Book Study

Facilitator

James Bracey

Participants

All MMS Teachers

Schedule

Every 3 Weeks, from 1/9/2018 to 4/27/2018

G2.B4 Teachers not trained in AVID high-effect size strategies

G2.B4.S1 AVID high-effect size strategies of CORNELL Note taking and WICOR are in place for year one of AVID implementation. Not all core teachers have been AVID trained.

PD Opportunity 1

Send one teacher from each core content area , the AVID elective teacher, and school leadership to AVID training in Orlando, FL

Facilitator

AVID

Participants

AVID teachers and administrators

Schedule

On 12/9/2017

PD Opportunity 2

Train one additional administrator to serve as AVID site coordinator

Facilitator

AVID

Participants

AVID school administrators

Schedule

On 11/3/2017

VI. Technical Assistance Items

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

G2. Mulberry Middle School will increase the percentage of students within Achievement Level 2 who make learning gains on FSA ELA and Math assessments by 6%.

G2.B2 Lack of cognitive complexity in courses with level 2 students

G2.B2.S1 Observed classroom instruction, instructional plans, and assessments will reflect the cognitive complexity of the standard.

TA Opportunity 1

Ongoing training and support on of use of Test Item Specs to plan for proper levels of cognitive complexity

Facilitator

FLDOE Test Item Specs

Participants

Mulberry Middle School Teachers

Schedule

Monthly, from 8/3/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	After-hours science camp				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	1161 - Mulberry Middle School	Title, I Part A	2.0	$2,000.00
	5900	510-Supplies	1161 - Mulberry Middle School	Title, I Part A		$500.00
2	G1.B2.S1.A1	Weekly formative assessment and data analysis				$0.00
3	G2.B1.S1.A1	MTSS training through PLC's				$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1161 - Mulberry Middle School	Title, I Part A		$25,000.00
			Notes: Substitutes for teachers to attend in and out of house PD to increase student learning gains.			
	3376	730-Dues and Fees	1161 - Mulberry Middle School	Title, I Part A		$5,000.00
			Notes: Fees for external PD			

4	G2.B1.S2.A1	Collaborative planning				$0.00
5	G2.B1.S3.A1	PD on 3 Act instructional model				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1161 - Mulberry Middle School	Title, I Part A		$1,000.00
6	G2.B1.S4.A1	PLC on small-group instruction for ELA teachers				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1161 - Mulberry Middle School	Title, I Part A		$500.00
			Notes: 12 subs for 1/2 day.			
7	G2.B1.S5.A1	Achieve3000 Training				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1161 - Mulberry Middle School	Title, I Part A		$500.00
8	G2.B1.S6.A1	Book Study				$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	1161 - Mulberry Middle School	Title, I Part A		$1,700.00
			Notes: 80 Copies of "The Essentials for Standards-Driven Classrooms"			
9	G2.B2.S1.A1	Ongoing training and support on of use of Test Item Specs to plan for proper levels of cognitive complexity				$0.00
10	G2.B2.S3.A1	Acquire subs to cover classes of new/struggling teachers				$0.00
11	G2.B2.S4.A1	Create posters of the state writing rubric for ELA classrooms				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	1161 - Mulberry Middle School	Title, I Part A		$250.00
12	G2.B3.S1.A1	Resource teachers to provide reading and literacy support to content area teachers through collaborative planning				$165,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	130-Other Certified Instructional Personnel	1161 - Mulberry Middle School	Title, I Part A	3.0	$165,000.00
			Notes: Salaries of instructional coaches and interventionist.			
13	G2.B4.S1.A1	Send one teacher from each core content area , the AVID elective teacher, and school leadership to AVID training in Orlando, FL				$7,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	730-Dues and Fees	1161 - Mulberry Middle School	Title, I Part D	4.0	$7,000.00
14	G2.B4.S1.A2	AVID trained teachers will meet as part of the AVID site team to share best practices and evaluate the program implementation				$0.00
15	G2.B4.S1.A3	Train one additional administrator to serve as AVID site coordinator				$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	110-Administrators	1161 - Mulberry Middle School	Title, I Part A		$750.00
16	G2.B5.S1.A1	After-hours tutoring and academic camps				$4,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	100-Salaries	1161 - Mulberry Middle School	Title, I Part A	4.0	$4,000.00
	5900	510-Supplies	1161 - Mulberry Middle School	Title, I Part A		$300.00
					Total:	$213,500.00