

Polk County Public Schools

Mulberry Middle School



2018-19 Schoolwide Improvement Plan

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Mulberry Middle School

500 DR MLK JR AVE SE, Mulberry, FL 33860

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	C*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Cangelose, Cynthia	Principal
Bracey, James	Assistant Principal
Sullivan, Peggie	Administrative Support
Williams, Amanda	Other
Merriam, Jazmin	Dean
Vincent, Angela	Assistant Principal
Titak, Sarah	Instructional Coach
combs, gene	Instructional Coach
Sligh, Joel	Other
Bellows, Steven	School Counselor

Duties

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

Cynthia Cangelose, Principal: Management and oversight of all aspects of school improvement.
James Bracey, Assistant Principal: Administrator in charge of curriculum and instruction, oversight of professional development, management of instructional coaches and guidance counselors.
Angela Vincent, Assistant Principal II: leads planning sessions with content-area teams, facilitates professional development, review lesson plans, classroom observations
Peggie Sullivan, Testing Coordinator: Facilitates professional development; works with teachers on curriculum/instructional alignment to tested standards.
Amanda Williams, Reading Interventionist: Facilitates co-planning with intensive reading teachers, models best-practices in reading instruction; facilitates professional development on reading strategies for content teachers.
Jazmin Merriam, Dean of Students: CHAMPS model teacher, develops staff in meaningful and effective classroom management plans to keep classroom cultures learning-focused.
Gene Combs, Math Coach: facilitates co-planning with math teachers; leads professional-

development; serves as liaison between staff and district teaching and learning department.
Sara Titak, Literacy Coach: facilitates co-planning with ELA teachers; leads professional-development; serves as liaison between staff and district teaching and learning department.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	106	117	121	0	0	0	0	344	
One or more suspensions	0	0	0	0	0	0	98	108	90	0	0	0	0	296	
Course failure in ELA or Math	0	0	0	0	0	0	8	4	2	0	0	0	0	14	
Level 1 on statewide assessment	0	0	0	0	0	0	144	145	119	0	0	0	0	408	

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	41	44	63	0	0	0	0	148	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	6	2	2	0	0	0	0	10	
Retained Students: Previous Year(s)	0	0	0	0	0	0	60	67	73	0	0	0	0	200	

Date this data was collected

Tuesday 6/26/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning gains among Level 2 students on FSA Math are lower than students at other achievement levels. This has occurred for two consecutive years, with gains among Level 2 students decreasing from 47% in 2017 to 43% in 2018.

Which data component showed the greatest decline from prior year?

Learning gains among Level 2 students on the FSA Math exam dropped from 47% to 43%.

Which data component had the biggest gap when compared to the state average?

The largest component gap between state average and Mulberry Middle School is proficiency rate on the Grade 8 State Science Assessment. State average is 50%. Mulberry Middle is 40%.

Which data component showed the most improvement? Is this a trend?

Learning gains for the lowest 25% of student on the FSA ELA increased 11%. This is not a trend. This component had a 6% from 2016 to 2017.

Describe the actions or changes that led to the improvement in this area.

Actions that led to this improvement included push-in services by our Reading Interventionist; ongoing data tracking for these students; use of Achieve 3000 and STAR Reading resources; and increased small-group instruction in the English Language Arts classes.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	47%	46%	53%	43%	48%	52%
ELA Learning Gains	52%	47%	54%	52%	51%	53%
ELA Lowest 25th Percentile	55%	42%	47%	50%	46%	45%
Math Achievement	50%	49%	58%	42%	47%	55%
Math Learning Gains	53%	51%	57%	52%	49%	55%
Math Lowest 25th Percentile	52%	51%	51%	48%	45%	47%
Science Achievement	40%	47%	52%	35%	44%	50%
Social Studies Achievement	94%	86%	72%	64%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	106 (88)	117 (99)	121 (108)	344 (295)
One or more suspensions	98 (77)	108 (62)	90 (80)	296 (219)
Course failure in ELA or Math	8 (11)	4 (6)	2 (4)	14 (21)
Level 1 on statewide assessment	144 (213)	145 (213)	119 (273)	408 (699)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	47%	41%	6%	52%	-5%
	2017	43%	45%	-2%	52%	-9%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	42%	42%	0%	51%	-9%
	2017	45%	45%	0%	52%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		-1%				
08	2018	47%	49%	-2%	58%	-11%
	2017	43%	46%	-3%	55%	-12%
Same Grade Comparison		4%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	41%	40%	1%	52%	-11%
	2017	43%	39%	4%	51%	-8%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	46%	40%	6%	54%	-8%
	2017	43%	40%	3%	53%	-10%
Same Grade Comparison		3%				
Cohort Comparison		3%				
08	2018	39%	34%	5%	45%	-6%
	2017	45%	36%	9%	46%	-1%
Same Grade Comparison		-6%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	38%	42%	-4%	50%	-12%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	90%	84%	6%	71%	19%
2017	70%	62%	8%	69%	1%
Compare		20%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	85%	60%	25%	62%	23%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017	100%	43%	57%	60%	40%
Compare		-15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	97%	41%	56%	56%	41%
2017	100%	34%	66%	53%	47%
Compare		-3%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	41	46	16	46	49	16				
ELL	23	50	61	28	44	39	7		27		
BLK	38	46	52	34	51	51	25	90	54		
HSP	41	53	63	45	51	47	31	97	48		
MUL	52	46		50	48		70				
WHT	56	53	44	57	55	60	50	93	67		
FRL	43	50	55	45	52	52	38	94	51		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	39	41	20	50	46	5	42			
ELL	24	37	32	29	49	51	11	51	8		
ASN	50	56		69	87		50				
BLK	31	32	26	33	51	30	20	69			
HSP	39	49	39	43	55	50	27	64	41		
MUL	47	67		70	68		57	100	45		
WHT	53	60	54	57	65	55	41	77	63		
FRL	40	50	43	44	58	51	27	70	51		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Students who scored Achievement Level 2 on the FSA ELA exam and did not make learning gains
Rationale	Increasing learning gains among level 2 students leads to increased proficiency rates, thus having a great impact on our school trade. Transitioning students to high school proficient in English Language Arts is a part of our school's vision.
Intended Outcome	Increase learning gains among level 2 students on the FSA ELA exam from 36% to 41%.
Point Person	Cynthia Cangelose (cynthia.cangelose@polk-fl.net)
Action Step	
Description	<p>Improve the quality of collaborative planning with ELA and Reading teachers to ensure alignment of LSI components (use of learning targets, success criteria, cognitive complexity, depth of standard, and student-centered work); Provide professional development for ELA and Reading teachers on effective use of STAR and Achieve 3000 data and resources; Begin school-wide implementation of AVID WICOR strategies. Each quarter, AVID Site Team members will focus on one WICOR strategy and share with staff. Model classrooms will be promoted and advertised for "drop-in" days for other teachers to observe. Discussion of WICOR strategies will occur in collaborative planning processes. All Level 2 students within 10 scale points of making learning gains and proficiency will be mentored by a leadership team member. All Level 2 students will be invited to participate in after-school extended learning two days weekly for 60 minutes per day from October through April. ELL students will be invited to participate in extended learning for reading/ ELA support two days weekly from October through April. This support will be for 90 minutes per day with a certified ESOL instructor.</p>
Person Responsible	James Bracey (james.bracey@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>Effectiveness of these implementation strategies will be monitored as follows:</p> <ol style="list-style-type: none"> 1. Student work samples will be reviewed weekly in collaborative planning to ensure effectiveness of Tier 1 instruction and Tier 2 interventions. 2. Ongoing assessment data (STAR and Achieve) will be analyzed by teachers and the leadership team. 3. Qualitative student data will be gathered during classwork walkthroughs to be sure students understand learning targets and can make connections between targets and tasks. 4. Data will be tracked by the leadership in aggregate to present to staff in PLC. 5. Effectiveness of teacher peer observations and drop-in days will be monitored through administrative observations and debriefing sessions. 6. Mentoring of Level 2 students will be monitored through documented qualitative and quantitative data collected by the mentor during each weekly one-on-one mentoring session. This data will also be posted in the PLC room for use by teachers and staff development issues.
Person Responsible	James Bracey (james.bracey@polk-fl.net)

Activity #2	
Title	Students who scored Achievement Level 2 on the FSA Math exam and did not make learning gains.
Rationale	Increasing learning gains among level 2 students leads to increased proficiency rates, thus having a great impact on our school trade. Transitioning students to high school proficient in Math is a part of our school's vision.
Intended Outcome	Increase learning gains among level 2 students on the FSA ELA exam from 42% to 48%.
Point Person	Cynthia Cangelose (cynthia.cangelose@polk-fl.net)
Action Step	
Description	Improve the quality of collaborative planning with Math teachers to ensure alignment of LSI components (use of learning targets, success criteria, cognitive complexity, depth of standard, and student-centered work); Provide professional development for Math on effective use of STAR and Imagine Math data and resources; Begin school-wide implementation of AVID WICOR strategies. Each quarter, AVID Site Team members will focus on one WICOR strategy and share with staff. Model classrooms will be promoted and advertised for "drop-in" days for other teachers to observe. Discussion of WICOR strategies will occur in collaborative planning processes. Students in the bottom half of achievement Level 2 will be scheduled in intensive math and use the Imagine Math platform. All Level 2 students within 10 scale points of making learning gains and proficiency will be mentored by a leadership team member. All Level 2 students will be invited to participate in after-school extended learning two day weekly for 60 minutes per day from October through April.
Person Responsible	James Bracey (james.bracey@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Effectiveness of these implementation strategies will be monitored as follows: 1. Student work samples will be reviewed weekly in collaborative planning to ensure effectiveness of Tier 1 instruction and Tier 2 interventions. 2. Ongoing assessment data (STAR and Imagine Math) will be analyzed by teachers and the leadership team. 3. Qualitative student data will be gathered during classwork walkthroughs to be sure students understand learning targets and can make connections between targets and tasks. 4. Data will be tracked by the leadership in aggregate to present to staff in PLC. 5. Effectiveness of teacher peer observations and drop-in days will be monitored through administrative observations and debriefing sessions. 6. Mentoring of Level 2 students will be monitored through documented qualitative and quantitative data collected by the mentor during each weekly one-on-one mentoring session. This data will also be posted in the PLC room for use by teachers and staff development issues.
Person Responsible	James Bracey (james.bracey@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Mulberry Middle actively recruits parents and community stakeholders throughout the year to serve on our SAC and PTSA boards. We promote events at our school through a Mulberry community liaison, social media, and through the district media relations department. Throughout the year we have events for families focused on our numerous extracurricular organizations through which parents and students can volunteer. We promote parent engagement in their children's academics through data nights, parent conferences, and having an administration team with an open-door policy. We partner with local universities and organizations to provide experiences to our students. Colleges assemble in our cafeteria for an annual science night that engages our upcoming 5th grade students and families. Our fine arts department works with community leaders to showcase our students' learning through performances at public parks and local universities.

PFEP Link

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

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. 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. We implement PBIS and CHAMPS.

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. Students in AVID and CFES visit college campuses. Grade 8 students attend the WE3 expo to research career academies.

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. Title III funds are used to provide extended learning for ELL students. Title I funds are allocated to provide math and literacy coaches for support and professional development in those content areas. Title I fund are allocated for a reading interventionist to provide support to our lowest 25% of students in ELA.

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 second 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.

Mulberry Middle School students participate in City Government week, a program provided on campus by the city of Mulberry to make connections between Civics content and application.

Part V: Budget

Total:	\$229,950.00
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