

Polk County Public Schools

Mulberry Middle School



2019-20 Schoolwide Improvement Plan

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Mulberry Middle School

500 DR MLK JR AVE SE, Mulberry, FL 33860

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

Demographics

Principal: Cynthia Cangelose

Start Date for this Principal: 7/30/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (56%) 2016-17: C (52%) 2015-16: C (50%) 2014-15: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Cangelose, Cynthia	Principal	
Sullivan, Peggie	Administrative Support	
Williams, Amanda	Other	
Merriam, Jazmin	Dean	
Vincent, Angela	Assistant Principal	
combs, gene	Instructional Coach	
Sligh, Joel	Other	
Bellows, Steven	School Counselor	
Miranda, Sarah	Assistant Principal	
Fisher, David	Dean	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	423	374	411	0	0	0	0	1208
Attendance below 90 percent	0	0	0	0	0	0	35	49	47	0	0	0	0	131
One or more suspensions	0	0	0	0	0	0	17	39	19	0	0	0	0	75
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	171	111	144	0	0	0	0	426

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	53	26	0	0	0	0	108

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	89	40	58	0	0	0	0	187
Students retained two or more times	0	0	0	0	0	0	3	4	6	0	0	0	0	13

FTE units allocated to school (total number of teacher units)

42

Date this data was collected or last updated

Tuesday 10/8/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	41	44	63	0	0	0	0	148

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	41	44	63	0	0	0	0	148

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	48%	48%	54%	45%	48%	52%
ELA Learning Gains	52%	52%	54%	53%	51%	54%
ELA Lowest 25th Percentile	43%	48%	47%	44%	43%	44%
Math Achievement	54%	50%	58%	50%	47%	56%
Math Learning Gains	51%	50%	57%	60%	50%	57%
Math Lowest 25th Percentile	46%	48%	51%	50%	46%	50%
Science Achievement	41%	44%	51%	35%	44%	50%
Social Studies Achievement	75%	72%	72%	72%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	423 (0)	374 (0)	411 (0)	1208 (0)
Attendance below 90 percent	35 (106)	49 (117)	47 (121)	131 (344)
One or more suspensions	17 (98)	39 (108)	19 (90)	75 (296)
Course failure in ELA or Math	0 (8)	0 (4)	0 (2)	0 (14)
Level 1 on statewide assessment	171 (144)	111 (145)	144 (119)	426 (408)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	45%	48%	-3%	54%	-9%
	2018	47%	41%	6%	52%	-5%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	44%	42%	2%	52%	-8%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	42%	42%	0%	51%	-9%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
08	2019	51%	48%	3%	56%	-5%
	2018	47%	49%	-2%	58%	-11%
Same Grade Comparison		4%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	50%	47%	3%	55%	-5%
	2018	41%	40%	1%	52%	-11%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	41%	39%	2%	54%	-13%
	2018	46%	40%	6%	54%	-8%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
08	2019	46%	35%	11%	46%	0%
	2018	39%	34%	5%	45%	-6%
Same Grade Comparison		7%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	38%	41%	-3%	48%	-10%
	2018	38%	42%	-4%	50%	-12%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	70%	1%	71%	0%
2018	90%	84%	6%	71%	19%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-19%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	50%	34%	61%	23%
2018	85%	60%	25%	62%	23%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	97%	53%	44%	57%	40%
2018	97%	41%	56%	56%	41%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	39	40	15	39	34	15	31			
ELL	19	39	42	30	41	37	10	41			
BLK	35	51	50	35	45	34	16	52			
HSP	43	50	41	50	49	43	34	72	58		
MUL	33	43		47	50						
WHT	57	55	45	62	54	60	54	82	68		
FRL	41	50	43	47	50	46	31	67	60		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Student with disabilities had a 14% ELA, 15% Math, and 15% Science proficiency in 2019 and were the lowest performing subgroup. This has occurred for 2 consecutive years with students performing about at 13% ELA, 16% Math, and 16% Science proficiency in 2018.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Civics student scores showed the greatest decline of proficiency with a proficiency rate of 90% in 2018 and 71% in 2019. In 2019 only advanced students were placed in Civics courses, whereas in 2018 all 8th grade students that did not take it as an advanced 7th grader were placed in Civics.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

7th grade math proficiency had the largest gap when compared to the state average at 41%. The state average was 54%.

Which data component showed the most improvement? What new actions did your school take in this area?

8th grade ELA showed the most improvement through progress monitoring with a 9% gain to 51% proficiency in 2019. AR was a huge initiative as well as targeted students for intervention and small groups as well as Saturday Academy for targeted students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The two potential areas of concern regarding the Early Warning Systems report are student attendance and the amount of level 1 students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with Disabilities Subgroup
2. ESOL subgroup
3. Black Subgroup
4. Math Proficiency
5. Accelerated Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Under performing Subgroup Proficiency
Rationale	Students with disabilities are not demonstrating proficiency. Increasing learning gains among level 1 and 2 students leads to increased proficiency rates, thus having a greater impact. Transitioning students to high school proficient in English Language Arts and Math are a part of our school's vision.
State the measurable outcome the school plans to achieve	Increase learning gains among students with disabilities on the FSA ELA exam from 13% to 19% and FSA Math exam from 15% to 21%., Increase the proficiency on the FSA ELA exam in the black subgroup from 35% - 41% and the ELL subgroup from 19% to 25%
Person responsible for monitoring outcome	Cynthia Cangelose (cynthia.cangelose@polk-fl.net)
Evidence-based Strategy	Improve the quality of collaborative planning with ESE inclusion and intensive math 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. Provide PD on Imagine Math data. Model classrooms will be promoted. Discussion of WICOR strategies will occur in collaborative planning processes. All students with disabilities will be mentored by a leadership team member and will be placed in a critical thinking class with an ESE inclusion teacher to support student learning and work on AVID strategies. Students in these subgroups will be targeted and invited to participate in after-school extended learning two days weekly for 60 minutes per day from October through April.
Rationale for Evidence-based Strategy	Students previously enrolled in AVID classes have shown to make gains and proficiency. Intensive classes which are assigned to all level 1 and most level 2 students support the deficiency of grade level work.
Action Step	
Description	<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 inclusion 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 students with disabilities will be monitored through documented qualitative and quantitative data collected by the mentor during each monthly one-on-one mentoring session. This data will also be posted in the PLC room for use by teachers and staff development issues. 7. Support personnel including: Reading Interventionist, Math Coach, Literacy Coach, and Student Success Coach will provide support to both students and teachers where data

indicates the highest area of need.

8. Collaborative planning will be prioritized and facilitated by administration and Academic Coaches. Additional planning time will be given to language arts teachers and covered by substitutes for calibrated grading.

9. Instructional technology including lightspeed, smartboards, and Ipads will be utilized within the majority of classrooms.

10. Classroom libraries will be available for all core content area classes as well as a media center with content related materials and choice reading novels for student reading practice, fluency, and reading endurance.

**Person
Responsible**

David Fisher (david.fisher@polk-fl.net)

#2	
Title	Math Proficiency
Rationale	Algebra are advanced students and should have a higher proficiency rate. The greatest gap and decrease in proficiency was 7th grade math at 41%, with the largest gap when compared to the state average at 54%.
State the measurable outcome the school plans to achieve	Increase learning proficiency on the FSA math exam from the current proficiency rates of 6th grade - 50%, 7th grade - 41%, 8th grade - 46% by 6%.
Person responsible for monitoring outcome	Sarah Miranda (sarah.miranda@polk-fl.net)
Evidence-based Strategy	Improve high quality collaborative planning. Use data work samples to create remediation plans, small groups, and peer partners. Ensure alignment of LSI components are being utilized correctly. Level 3 students in Algebra will be placed in a research classes with their Algebra teacher for additional support. Students will be invited to participate n after-school extended learning two days weekly for 60 minutes per day October through April.
Rationale for Evidence-based Strategy	Students previously enrolled in CFES and AVID classes have shown to make gains and proficiency. Intensive classes which are assigned to all level 1 and most level 2 students support the deficiency of grade level work.
Action Step	
Description	<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 inclusion 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 students with disabilities will be monitored through documented qualitative and quantitative data collected by the mentor during each monthly one-on-one mentoring session. This data will also be posted in the PLC room for use by teachers and staff development issues. 7. Support personnel including the Math Coach and Student Success Coach will provide support to both students and teachers where data indicates the highest area of need. 8. Collaborative planning will be prioritized and facilitated by administration and Academic Coaches. 9. Instructional technology including lightspeed, smartboards, and I pads will be utilized within the majority of classrooms. 10. Classroom libraries will be available for all core content area classes as well as a media center with content related materials and choice reading novels for student reading practice, fluency, and reading endurance.

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

#3	
Title	Level 2 ELA Proficiency and Gains
Rationale	Increasing learning gains among level 2 students leads to increased proficiency rates, thus having a great impact on our school grade. Transitioning students to high school proficient in English Language Arts is a part of our school's vision. Our current data illustrates that 29% of students are performing at a level 2, and increasing their proficiency would improve the school's overall performance.

State the measurable outcome the school plans to achieve	Increase learning gains among level 2 students and move 6% of these students to a level 3 in proficiency.
Person responsible for monitoring outcome	Sarah Miranda (sarah.miranda@polk-fl.net)
Evidence-based Strategy	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; Implement and support on-going school-wide AVID WICOR strategies. Each quarter, AVID Site Team members will focus on one WICOR strategy and share with staff. 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.
Rationale for Evidence-based Strategy	Students previously enrolled in AVID classes have shown to make gains and proficiency. Intensive classes which are assigned to all level 1 and most level 2 students support the deficiency of grade level work.

Action Step

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 walk through 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 including the use of the Grade Cam. 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
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- quantitative data collected by the mentor monthly one-on-one mentoring session. This data will also be posted in the PLC room for use by teachers and staff development issues.
7. Support personnel including: Reading Interventionist, Literacy Coach, and Student Success Coach will provide support to both students and teachers where data indicates the highest area of need.
 8. Collaborative planning will be prioritized and facilitated by administration and Academic Coaches. Additional planning time will be given to language arts teachers and covered by substitutes for calibrated grading.
 9. Instructional technology including lightspeed, smartboards, and I pads will be utilized within the majority of classrooms.
 10. Classroom libraries will be available for all core content area classes as well as a media center with content related materials and choice reading novels for student reading practice, fluency, and reading endurance.
 11. Field trips to give students background knowledge, high school and college readiness preparation will be provided for student in CFES, AVID, and current 8th graders.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

n/a

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 Schoolwide Improvement Plan 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. Please see the attached Parent and Family Engagement Plan for full details on the listed events.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Under performing Subgroup Proficiency	\$0.00
2	III.A.	Areas of Focus: Math Proficiency	\$0.00
3	III.A.	Areas of Focus: Level 2 ELA Proficiency and Gains	\$0.00
Total:			\$0.00