Mulberry Middle School

2020-21 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: 7/1/2014

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.](http://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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

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

Demographic Information

Principal start date
Tuesday 7/1/2014, Cynthia Cangelose

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
18

Total number of teacher positions allocated to the school
72

Demographic Data

2020-21 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
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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]().	

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	413	415	403	0	0	0	0	1231
Attendance below 90 percent	0	0	0	0	0	0	46	44	50	0	0	0	0	140
One or more suspensions	0	0	0	0	0	0	92	109	92	0	0	0	0	293
Course failure in ELA	0	0	0	0	0	0	7	2	3	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	2	0	3	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	109	77	107	0	0	0	0	293
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	131	87	101	0	0	0	0	319

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	174	124	129	0	0	0	0	427

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	4	3	11	0	0	0	0	18

Date this data was collected or last updated

Tuesday 6/9/2020

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	
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	
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

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	
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	
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

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**	
	(0)	(0)	(0)	0 (0)

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	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%
	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%
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			

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
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%	1
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 2019 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?

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. 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. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Students with disabilities, English Language Learners, and Black student subgroups 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.
Measurable Outcome:	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:	Sarah Miranda (sarah.miranda@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 Steps to Implement

Student work samples will be reviewed in collaborative planning to ensure effectiveness of Tier 1 instruction and Tier 2 interventions. If there is an instructional deficiency found a coaching cycle will be initiated by the academic coach assigned to that department. Performance data will continue to be tracked during weekly collaborative planning where the academic coach and administrator are present.

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

Ongoing assessment data (STAR and Achieve) will be analyzed monthly by inclusion teachers and the leadership team during PLC. The assessment data will utilized for specific student push-in support offered by both the inclusion teachers, ESOL teachers, and interventionists.

Person Responsible Joel Sligh (joel.sligh@polk-fl.net)

Qualitative student data will be gathered during classwork walkthroughs to be sure students understand learning targets and can make connections between targets and tasks.

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

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 inclusion and core teachers to target specific student areas of need within small group remediation.

Person Responsible Joel Sligh (joel.sligh@polk-fl.net)

Support personnel including: Reading Interventionist, Science Interventionist, Math Coach, and Literacy Coach will provide support to both students and teachers where data indicates the highest area of need.This will include identifying students for remediation, enrichment, and misconceptions. This support will also include identifying students that need further academic support in after school tutoring and Academic Saturday Camps. Extended learning materials such as consumables and teacher planning time will be utilized to support this academic intervention. The interventionists will monitor weekly formative data to create small group remediation within the core content areas. The academic coaches will monitor weekly formative data to give support and resources to teachers to further meet the needs of students not making proficiency on weekly learning targets.

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

Instructional technology including lightspeed, smartboards, and iPads will be utilized within the majoirty of classrooms.

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

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)

Teachers and Academic Coaches will provide after school and Saturday tutoring. This will be assigned to those students identified by data as in need of additional support starting in September using current data both FSA 2 year back and current weekly formative data. This will occur weekly through April of this academic year.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and 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%.
Measurable Outcome:	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 in 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 Steps to Implement

Student work samples will be reviewed weekly in collaborative planning to ensure effectiveness of Tier 1 instruction and Tier 2 interventions. If there is an instructional deficiency found a coaching cycle will be initiated by the academic coach assigned to that department. Performance data will continue to be tracked during weekly collaborative planning where the academic coach and administrator are present.

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

Ongoing assessment data (STAR and Achieve) will be analyzed by inclusion teachers and the leadership team during PLC. The assessment data will utilized for specific student push-in support offered by both the inclusion teachers, ESOL teachers, and interventionists.

Person Responsible gene combs (gene.gombs@polk-fl.net)

Qualitative student data will be gathered during classwork walkthroughs to be sure students understand learning targets and can make connections between targets and tasks.

Person Responsible gene combs (gene.gombs@polk-fl.net)

Support personnel including the Math Coach will provide support to both students and teachers where data indicates the highest area of need. This will include identifying students for remediation, enrichment, and misconceptions. This support will also include identifying students that need further academic support in after school tutoring and Academic Saturday Camps. The math coach will monitor weekly formative data to help create small group remediation within the core content areas. The math coach will monitor weekly formative data to give support and resources to teachers to further meet the needs of students not making proficiency on weekly learning targets.

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

Collaborative planning will be prioritized and facilitated by administration and Academic Coaches.

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

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

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

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)

Collaborative planning will be prioritized and facilitated by administration and Academic Coaches.

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

Teachers and Academic Coaches will provide after school and Saturday tutoring will be assigned to those students identified by data as in need of additional support. This will be assigned to those students identified by data as in need of additional support starting in September using current data both FSA 2 year back and current weekly formative data. This will occur weekly through April of this academic year.

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

Students scoring a level 1 on their 2018-19 FSA Math Test will be assigned to an Intensive math class which will serve as one of the student's electives. This course will identify student areas of need with math and have small group formations that are monitored by the classroom teacher weekly for rotations and progress. This class will also serve as a preview to the core content for students to gain background knowledge and additional access to the content to better be prepared when the core area starts those standards.

Person Responsible gene combs (gene.gombs@polk-fl.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and 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.
Measurable Outcome:	Increase learning gains among level 2 students and move 6% of these students to a level 3 in proficiency.
Person responsible for monitoring outcome:	Cynthia Cangelose (cynthia.cangelose@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 Steps to Implement

Student work samples will be reviewed weekly in collaborative planning to ensure effectiveness of Tier 1 instruction and Tier 2 interventions. If there is an instructional deficiency found a coaching cycle will be initiated by the academic coach assigned to that department. Performance data will continue to be tracked during weekly collaborative planning where the academic coach and administrator are present.

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

Ongoing assessment data (STAR and Achieve) will be analyzed by teachers and the leadership team during collaborative planning. The assessment data will utilized for specific student push-in support offered by both the inclusion teachers, ESOL teachers, and interventionists.

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

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. Administrators and select staff will undergo LSI training and conference to better align the content with the LSI guidelines to further support depth of knowledge in the standards and learning targets.

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

Support personnel including: Reading Interventionist and Literacy Coach will provide support to both students and teachers where data indicates the highest area of need. This will include identifying students for remediation, enrichment, and misconceptions. This support will also include identifying students that need further academic support in after school tutoring and Academic Saturday Camps. The reading interventionist will monitor weekly formative data to create small group remediation within the core content areas. The literacy coach will monitor weekly formative data to give support and resources to teachers to further meet the needs of students not making proficiency on weekly learning targets.

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

Collaborative planning and professional development 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.

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

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

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

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)

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

Teachers and Academic Coaches will provide after school and Saturday tutoring will be assigned to those students identified by data as in need of additional support. This will be assigned to those students identified by data as in need of additional support starting in September using current data both FSA 2 year back and current weekly formative data. This will occur weekly through April of this academic year.

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

Students scoring a level 1 or low level 2 on their 2018-19 FSA ELA Test will be assigned to an Intensive Reading class which will serve as one of the student's electives. This course will identify student areas of need with reading and language arts and have small group formations that are monitored by the classroom teacher weekly for rotations and progress.

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

Students scoring a level 1 on their 2018-19 FSA ELA Test will be assigned to an Intensive Reading class which will serve as one of the student's electives. This course will identify student areas of need with Reading and Language Arts and have small group formations that are monitored by the classroom teacher weekly for rotations and progress. This class will also serve as a preview to the core content for students to gain background knowledge and additional access to the content to better be prepared when the core area starts those standards.

Person Responsible   [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Course placement of accelerated students based on 2018-19 data will be utilized to maximize the capacity of student learning and growth. Teachers identified to be successful within their classroom data will have accelerated classes assigned to them.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00

2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00