Mulberry Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 7/1/2015

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

School Board Approval

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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.

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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	Position Title	Job Duties and Responsibilities
Cangelose, Cynthia	Principal	
Miranda, Sarah	Assistant Principal	
Barr, Jeffrey	Assistant Principal	
Mitchell, Kathryn	Reading Coach	
Sullivan, Peggie	Other	

Demographic Information

Principal start date
Wednesday 7/1/2015, 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
71

Total number of students enrolled at the school
1,201

Identify the number of instructional staff who left the school during the 2020-21 school year.
22

Identify the number of instructional staff who joined the school during the 2021-22 school year.
17

Demographic Data

Early Warning Systems

2021-22

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	402	390	382	0	0	0	0	1174
Attendance below 90 percent	0	0	0	0	0	0	88	100	90	0	0	0	0	278
One or more suspensions	0	0	0	0	0	0	102	73	82	0	0	0	0	257
Course failure in ELA	0	0	0	0	0	0	33	39	31	0	0	0	0	103
Course failure in Math	0	0	0	0	0	0	28	7	20	0	0	0	0	55
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	86	101	77	0	0	0	0	264
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	100	130	85	0	0	0	0	315
Number of students with a substantial reading deficiency	0	0	0	0	0	0	220	231	198	0	0	0	0	649

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	220	231	198	0	0	0	0	649

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	12	0	34	0	0	0	0	46
Students retained two or more times	0	0	0	0	0	0	5	3	10	0	0	0	0	18

Date this data was collected or last updated
Thursday 7/22/2021

2020-21 - 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	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

2020-21 - 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	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	11	0	34	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	0	4	3	11	0	0	0	0	18

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	48%	54%	47%	46%	53%
ELA Learning Gains				52%	52%	54%	52%	47%	54%
ELA Lowest 25th Percentile				43%	48%	47%	55%	42%	47%
Math Achievement				54%	50%	58%	50%	49%	58%
Math Learning Gains				51%	50%	57%	53%	51%	57%
Math Lowest 25th Percentile				46%	48%	51%	52%	51%	51%
Science Achievement				41%	44%	51%	40%	47%	52%
Social Studies Achievement				75%	72%	72%	94%	86%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	45%	48%	-3%	54%	-9%
Cohort Comparison						
07	2021					
	2019	44%	42%	2%	52%	-8%
Cohort Comparison		-45%				
08	2021					
	2019	51%	48%	3%	56%	-5%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	50%	47%	3%	55%	-5%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	39%	2%	54%	-13%
Cohort Comparison		-50%				
08	2021					
	2019	46%	35%	11%	46%	0%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	38%	41%	-3%	48%	-10%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	70%	1%	71%	0%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	50%	34%	61%	23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	53%	44%	57%	40%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR DATA

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	45	43
	Economically Disadvantaged	33	37	34
	Students With Disabilities	6	12	11
	English Language Learners	14	19	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	38	34
	Economically Disadvantaged	38	32	29
	Students With Disabilities	11	10	15
	English Language Learners	32	22	26

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	36	31
	Economically Disadvantaged	29	25	19
	Students With Disabilities	12	9	4
	English Language Learners	15	9	8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32	43	45
	Economically Disadvantaged	27	35	39
	Students With Disabilities	15	32	31
	English Language Learners	27	31	34
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63	52	67
	Economically Disadvantaged	56	42	63
	Students With Disabilities	39	28	36
	English Language Learners	69	57	73

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	41	43
	Economically Disadvantaged	37	32	34
	Students With Disabilities	15	15	21
	English Language Learners	13	12	22
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	58	59
	Economically Disadvantaged	34	52	54
	Students With Disabilities	14	27	19
	English Language Learners	32	36	44
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	50	50
	Economically Disadvantaged	60	37	39
	Students With Disabilities	32	11	18
	English Language Learners	68	59	59

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	11	26	34	19	34	37	14	30			
ELL	25	36	35	23	37	46	9	46	45		
BLK	31	39	31	20	25	32	27	59	57		
HSP	36	37	29	32	34	45	26	61	53		
MUL	59	59		35	39						
WHT	46	46	52	45	36	42	53	76	52		
FRL	31	36	31	28	32	38	26	59	43		
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			

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	23
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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

English Language Learners	
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	36
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	48
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	50
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

- 7th grade reading scores as they consistently dropped through progress monitoring in all subgroups and overall
- Winter proficiency dropped off in reading in all grade levels
- Students with disabilities made a steady increase throughout the school year in math in all grade levels

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

- 7th grade reading
- 6th grade students with disabilities in math
-7th grade students with disabilities, english language learners, and economically disadvantaged students in reading - overall 7th grade reading

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

- Highly qualified reading teachers that are committed to their students and school
- Students needing reading intervention to be on campus learning
- Reading within all content areas
- Proper student grouping and rotations to meet the students needs

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

- 6th and 8th grade ELL students in Reading
- 7th and 8th grade math overall including economically disadvantaged, students with disabilities, and English Language Learners
- Civics

What were the contributing factors to this improvement? What new actions did your school take in this area?

- Consistent use of weekly formative data in math that led to action plan for students
- Strong, experienced teacher leading the Civics planning and instruction
- ESOL teacher monitoring the WIDA assessments and results to target student areas of need

What strategies will need to be implemented in order to accelerate learning?

? Reading strategies in all content areas
? Certified reading teacher for all tier 3 students
? Scheduling consistency
? Data Monitoring with Action Plan Results
? Increase usage of AR
? Increase rewarding AR
? PBIS steadily utilized to maximize instructional time
? After school tutoring
? Saturday Camp tutoring
? Academic Coaches Modeling and Providing Teacher Feedback
? Small groups formed based on data
? Interventionist in classrooms working with student identified daily
? LEA in Inclusion classrooms weekly to provide support for teachers and students
? School Counselors monitoring grades and setting up parent conferences when grades are below a
C level

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Monthly PLC's to include:
Purposeful Weekly Formative Assessments, Review, and Utilizing Results
ESOL & ESE Teaching and Learning Strategies
PBIS & Classroom Interventions
Reading within your Content
Purposeful Grouping/Teaming

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Coaching cycles for teachers identified
Timely Feedback and Re-observation
Administration lead collaborative planning
Monthly PLC's
Science Interventionist
ESOL teachers assigned to students in Language Arts and Math courses

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Our ESSA report indicates a continued area of need in instructional supports for three subgroups student with disabilities, English Language Learners (ELL), and African American students in the area of ELA across all grade levels. The STAR data for our students with disabilities indicates that in 6th grade student scores reflected a modest increase from 6% to 11%. In 7th grade, the proficiency declined from 12% to 4%. And in 8th grade, the students showed an increase in proficiency from 15% to 21%. Our ELL student data collected from STAR illustrates similar data trends, where 6th grade had moderate gains of 7% throughout the year. The 7th grade cohort declined in achievement level from 7% in the spring. And the 8th grade proficiency increased 9%. Our most recent FSA data shows that African American achievement rates in ELA are at 35% and remains an area of focus for improvement.
Measurable Outcome:	In the 2021-2022 school year, the overarching goal for our students with disabilities is to increase the proficiency rate to 20% across all grade levels. The goal for our ELL students is to increase the achievement rate to 25% across all grade levels. The goal for our African American subgroup is to increase their FSA results from 35% to 45% in ELA.
Monitoring:	The monitoring of our students with disabilities
Person responsible for monitoring outcome:	Cynthia Cangelose (cynthia.cangelose@polk-fl.net)
Evidence-based Strategy:	The evidence based strategy that will be implemented to meet the needs of this goal are: content area reading, teaming, and small group push-in interventions.
Rationale for Evidence-based Strategy:	These strategies were executed with fidelity in the 8th grade cohort and demonstrated growth from 15% to 21% over the course of the year.

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 and during bi-weekly leadership team meetings. The assessment data will be utilized for specific student push-in support offered by both the inclusion teachers, ESOL teachers, and interventionists, and LEA.

Person Responsible	Cynthia Cangelose (cynthia.cangelose@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 and literacy coach 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   Cynthia Cangelose (cynthia.cangelose@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. This will be assigned to those students identified by data as in need of additional support starting in September. Academic tutoring will occur bi-weekly with selected math teachers through April of the 2021-22 school year funded through Title I monies.

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

Students scoring a level 1 or low level 2 on their 2020-21 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)

Raising achievement in students with disabilities will be accomplished through a multifaceted approach to ensure they make adequate progress. The students will receive daily individualized instruction that meets the needs of their IEP, and have weekly grouped sessions with our reading interventionist and or literacy coach.

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

The LEA and the administrative team will actively monitor the data of students quarterly and weekly assessments to address areas of need regarding their achievement and learning gains in the area of ELA.

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

The school counselors will be monitoring grades monthly for students. Students with disabilities that fall behind academically will be assigned to a learning strategies course if identified as struggling.

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

Intentional scheduling of groups of English language learners will be made in both Language Arts and Math where an ESOL teacher will be assigned to co-teach. The ESOL teacher will also have 2 sheltered language arts classes to provide additional support to the LY students.

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

The LEA will spend 30% of their week within the inclusion, resources, and Access Points classrooms to provide assistance to both the teachers and the students.

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

The migrant liaison will organize after school tutoring for our migrant and ESOL students that will include English language learning and academic based instruction as well as bussing home afterward.

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

The usage of school-wide PBIS will be implemented with fidelity for the entire school year. This will include trainings on classroom management, reward systems, expectations, and school procedures.

Person Responsible Jeffrey Barr (jeffrey.barr@polk-fl.net)

ISS will be a discipline intervention utilized to support students on our Early Warning System to keep them academically on task when needing to be removed from the classroom.

Person Responsible Jeffrey Barr (jeffrey.barr@polk-fl.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	The math achievement rate for the school in 2019 was at 54%, the STAR data collected in the 2020-21 school year that is comparable illustrates a continued need for focus in the areas of math achievement. The 8th grade cohort had a 59% achievement rate, 7th had a 45% achievement rate, and 6th grade had a 34% achievement rate. As only one of these grade levels met or exceeded the data from 2019, it remains an area of continued focus and renewed interventions with our faculty to increase instructional capacity and supports.
Measurable Outcome:	In 2019 the FSA data showed a 4% achievement rate gain in math. Analysis of the 2020-21 school year STAR data shows that many of our remaining cohorts are in need of further interventions in math to increase their achievement scores in math. In the 2021-22 school year, the goal is to raise our overall campus achievement scores in math to 60% across all grade levels.
Monitoring:	Monitoring this goal will occur at various intervals to ensure the greatest amount of supports are employed to achieve success. Initially, the math teachers will collaborate with the math coach and administrative team to develop assessments that mirror the FSA. These assessments will occur weekly, and the data will be examined by the math team during the weekly collaborative planning sessions to monitor the gains of our students. Additionally a weekly leadership team meeting will be geared towards an analysis of the student data trends and discussion of any changes that need to be made to the approaches in classroom instruction.
Person responsible for monitoring outcome:	Cynthia Cangelose (cynthia.cangelose@polk-fl.net)
Evidence-based Strategy:	The evidence based strategy that will be implemented to meet the needs of this goal are the implementation of OLA assessment review, calibrated lesson study through collaborative planning, and the reintroduction of teaming strategies.
Rationale for Evidence-based Strategy:	The rationale for this strategy is that our students need to be exposed to more high-quality assessment items and collaboration amongst our faculty can best achieve this goal of developing these materials that will lead to greater outcomes for our students. Further, planning with a math coach will add greater oversight to instructional sequence and lessons designed to achieve greater student success.

Action Steps to Implement

Student work samples will be reviewed weekly in math 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 math coach. Performance data will continue to be tracked during weekly collaborative planning where the math coach and administrator are present.

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

Ongoing assessment data (STAR, formative assessments, OLA) will be analyzed by math teachers, ESE teachers, and the leadership team during common planning. The assessment data will be utilized for specific student interventions and supports provided by the instructional staff, ESOL teachers, and the math coach.

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

Qualitative student data will be gathered during classroom walkthroughs to ensure students are able to identify the learning targets and make connections to the tasks they area completing during instructional time.

Person Responsible   Cynthia Cangelose (cynthia.cangelose@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   Sarah Miranda (sarah.miranda@polk-fl.net)

Collaborative planning will be focused on the school's overarching goal and emphasize increasing instructional capacity and supports needed as data is collected through work samples, observation, and assessment results.

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

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

Person Responsible   Jeffrey Barr (jeffrey.barr@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. Academic tutoring will occur bi-weekly with selected math teachers through April of the 2021-22 school year funded through Title I monies.

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

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our current data shows that an estimated 29% of our students are performing at a level 2 on the FSA ELA. Increasing reading proficiency in level 2 students would lead to an increase in overall student performance. Level 2 students are traditionally our gap students and may not be identified as students in need. As a result, these students may not receive some of the extra interventions or support that they could benefit from. Therefore, an emphasis on supporting these students would be a beneficial area of focus.
Measurable Outcome:	Increase school year 2021-22 learning gains among level 2 students in ELA by 9% to achieve at a level 3.
Monitoring:	Monitoring this goal will occur at various intervals to ensure the greatest amount of supports are employed to achieve success. Initially, the ELA and reading teachers will collaborate with the literacy coach and administrative team to develop assessments that mirror the FSA. These assessments will occur weekly, and the data will be examined by the ELA/Reading team during the weekly collaborative planning sessions to monitor the gains of our students. Additionally a weekly leadership team meeting will be geared towards an analysis of the student data trends and discussion of any changes that need to be made to the approaches in classroom instruction.
Person responsible for monitoring outcome:	Cynthia Cangelose (cynthia.cangelose@polk-fl.net)
Evidence-based Strategy:	The evidence based strategies that will be implemented to meet the needs of this goal are the administration of weekly OLA assessments and data review, weekly Achieve3000 data collection, quarterly STAR assessments and data collection, calibrated lesson studies through collaborative planning, and the reintroduction of teaming strategies.
Rationale for Evidence-based Strategy:	The rationale for this strategy is that our students need to be exposed to more high-quality assessment items and collaboration amongst our faculty can best achieve this goal of developing these materials that will lead to greater outcomes for our students. Further, collaborative planning with the reading interventionist and reading coach will add greater focus on the Level 2 students' overall needs and enable teachers to better provide support and interventions for this specific group of students.

Action Steps to Implement

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 the ELA teachers and inclusion teachers, ESOL teachers, literacy coach and reading interventionist.

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

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, Achieve and OLA) 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   Jeffrey Barr (jeffrey.barr@polk-fl.net)

Support personnel, including the 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 Level 2 students for remediation, enrichment, and misconceptions. This support will also include identifying those 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)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

#1 - Drug/Public Order Incidents
#2 - Out Of School Suspensions

The SAVE program will be implemented by the school deputy which covers drug diversion.
We will offer a parent night for dug diversion hosted by our Mark Wilcox center.
Monitoring of areas will be assigned to support staff and checked for fidelity by the APA.
PBIS structures to support classroom management will be in place as well as work detail and ISS as an intervention prior to OSS.

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.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

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