

Polk County Public Schools

RCMA MULBERRY COMMUNITY ACADEMY



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 4
 - D. Demographic Data 5
 - E. Early Warning Systems 6
- II. Needs Assessment/Data Review 9
 - A. ESSA School, District, State Comparison 10
 - B. ESSA School-Level Data Review 11
 - C. ESSA Subgroup Data Review 12
 - D. Accountability Components by Subgroup 14
 - E. Grade Level Data Review 15
- III. Planning for Improvement 16
- IV. Positive Culture and Environment 19
- V. Title I Requirements (optional) 22
- VI. ATSI, TSI and CSI Resource Review 28
- VII. Budget to Support Areas of Focus 29

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The school's mission is to create an environment where students can thrive and achieve their dreams, regardless of background.

Provide the school's vision statement

RCMA will be recognized as a national role model in preparing rural low-income children for leadership in an increasingly diverse and complex world.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dani Higgins

Position Title

Principal

Job Duties and Responsibilities

Responsible for the operational and instructional program of the school

Leadership Team Member #2

Employee's Name

Blanca Flores

Position Title

School Counselor

Job Duties and Responsibilities

Provides counseling support to students and families; coordinates testing and accommodations; facilitates community and parent engagement

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team sets the area of focus on the school improvement plan and meet on an ongoing basis to review data, set goals and make adjustments to current programming. Each member has an important piece of the plan which they are responsible to implement throughout the school year. Teachers and staff help develop the school improvement plan by giving their input on the areas of focus. Once input is given, we move forward with implementing the plan for the year. The School Advisory Council will be given the opportunity to review the School Improvement Plan throughout the school year. SAC parents are given the data to review and to approve during a fall SAC meeting. Once approved, we provide to all parents.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The SIP will be monitored throughout the school year during leadership team meetings. We will discuss the plan and make adjustments as needed. The team members will be able to bring in their data points to discuss and evaluate. Our teacher and staff professional development days will support the implementation of our school improvement plan. Teachers will meet with the principal and network coaches in PLCs to assess student progress toward standards.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-2
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	100.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50	50	57	45	45	53		47	56
ELA Grade 3 Achievement **	50	50	58	44	44	53			
ELA Learning Gains	56	56	60						
ELA Learning Gains Lowest 25%	59	59	57						
Math Achievement *	54	54	62	49	49	59		42	50
Math Learning Gains	58	58	62						
Math Learning Gains Lowest 25%	53	53	52						
Science Achievement *	51	51	57	41	41	54		49	59
Social Studies Achievement *								56	64
Graduation Rate								39	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	74	58	61	54	54	59			

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	74%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	74
Total Components for the FPPI	1
Percent Tested	
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
74%						

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	74%	No		
Hispanic Students	74%	No		
Economically Disadvantaged Students	74%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
No ESSA data found for this school and year				

No ESSA data found for this school and year

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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No ESSA data found for this school and year

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students													74%
English Language Learners													74%
Hispanic Students													74%
Economically Disadvantaged Students													74%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

We were a new school in the 23-24 school year with grades K-1 so we did not have a comparison year. During the school year, we saw the most gains in kindergarten reading with 58% of our students scoring at benchmark in English by the end of the year and 74% of our students scoring at benchmark in Spanish reading by the end of the year.

Lowest Performance

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

1st grade reading showed the lowest performance according to our end-of-year STAR data. Students were new to the school in 1st grade and had largely been identified as in need of additional support during kindergarten. In addition, they had not had the benefit of Spanish literacy instruction in kindergarten.

Greatest Decline

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

N/A

Greatest Gap

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.

1st grade reading had the greatest gap, although full state data is not available for this test. We were not able to work with the students in kindergarten in English and Spanish.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our primary areas of concern are 1st grade attendance and 1st grade reading.

Highest Priorities

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

1. Improving reading outcomes our students moving to 2nd grade.
2. Improving attendance for the most at-risk students moving to 2nd grade.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The primary focus area is improving reading proficiency among 2nd-grade students. Reading is a foundational skill that significantly influences a child's academic success across all subjects. When students struggle with reading, they often experience difficulties in understanding math word problems, following science instructions, and interpreting historical texts. This lack of proficiency can lead to decreased motivation, lower self-esteem, and, ultimately, a wider achievement gap as students progress through their education. By prioritizing reading proficiency, we aim to enhance overall student engagement and performance in school.

We identified reading proficiency by analyzing prior year data. During the review of 1st-grade reading scores, we found that more than half of students were not reading at benchmark (58%). This indicated a pressing need for targeted interventions to support these students. Additionally, formative assessments throughout the year revealed that many students struggled with basic phonics, comprehension, and fluency skills.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

55% of Mulberry Community Academy's 2nd grade students will score at or above benchmark on the EOY STAR Reading assessment.

92% of Mulberry Community Academy's 2nd grade students will meet or exceed their growth goal for the EOY STAR Reading assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monthly STAR Reading progress monitoring: This progress monitoring will assist teachers in

providing early intervention to students in their areas of need.

Person responsible for monitoring outcome

Dani Higgins

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Tier 1 Grade-Level Reading Instruction

Person Monitoring:

Dani Higgins

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will implement the Amplify Reading Curriculum daily. The principal will monitor based on lesson plans and classroom observations to improve implementation.

Action Step #2

Tier 1 Grade-Level Reading Instruction Professional Learning

Person Monitoring:

Dani Higgins

By When/Frequency:

February/Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will receive ongoing curriculum-based professional learning to support effective implementation. Teachers will receive two days of onsite coaching from Amplify and attend four virtual training sessions related to curriculum routines and planning. The principal will monitor this professional learning through classroom observations.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The area of focus is improving attendance specifically for 2nd-grade students who had poor attendance during 1st grade. Consistent school attendance is essential for students to fully engage with the curriculum and develop crucial foundational skills in literacy and numeracy, which are critical at this stage of their education. Poor attendance in 1st grade can significantly hinder a child's learning progress in 2nd grade. Students who miss school frequently often struggle with developing basic reading and math skills, leading to gaps in knowledge that can affect their overall academic performance. The identification of attendance improvement for 2nd graders who had poor attendance in 1st grade was based on a thorough review of prior year data.

It was noted that students with poor attendance in 1st grade often displayed lower proficiency levels in reading and math assessments, confirming the link between attendance and academic achievement. By focusing on improving attendance for these 2nd-grade students, we aim to implement strategies such as increased family engagement, attendance incentives, and support programs to address barriers to regular school attendance. This initiative will help foster a more consistent learning environment and ultimately improve student outcomes.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

2nd grade students will average 95% daily attendance.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The office manager will work with the school counselor to monitor daily attendance and make phone calls when students are out. They will work with parents to solve problems that impact attendance.

Person responsible for monitoring outcome

Dani Higgins

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Daily Phone Calls to Absent Students

Person Monitoring:

Cristina Crispin

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monitor ongoing attendance to see if it improves based on daily phone calls.

Action Step #2

Attendance Meetings

Person Monitoring:

Blanca Flores

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school counselor and office manager will meet with parents of students who miss more than three days of school per month to talk about the importance of attendance and develop a plan for attendance. If the data does not demonstrate improvement, the parent will meet with the school counselor and principal.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The school improvement plan and schoolwide program plan will be made available on our website: <https://rcma.org/center/rcma-mulberry-charter-school/>

It will also be in a binder in the front office. Parents will be made aware of it being on the web site and in the office through our text messaging service. We will make sure to have this notice made in English and Spanish. We will also share the SIP and SWP and our progress during SAC Meetings. The Charter School Subcommittee that meets quarterly by Zoom includes RCMA Board members, local business partners and volunteers, will have access to it and be given time to ask questions at each meeting.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Strong relationships with the families and community we serve are central to Mulberry Community Academy's mission to serve low-income rural children, particularly those from farm-working families. In addition, to a mostly bilingual staff hired from the community, MCA is led by a long-time community educator whose mission has been to ensure the progress of students with similar backgrounds to the

ones we serve today.

We employ multiple strategies to ensure timely, meaningful communication with parents and the community:

1. Regular Communication:

The school plans to maintain regular, transparent communication with parents and families through multiple channels, including social media (Facebook), emails, phone calls, and the school’s website. This ensures that parents are always informed about their child’s progress, school events, and important updates.

2. Parent-Teacher Conferences:

Scheduled parent-teacher conferences throughout the year provide opportunities for parents to meet with teachers to discuss their child’s academic progress and behavior. These meetings help foster a strong relationship between the school and families and allow for personalized support and feedback.

3. Family Engagement Activities:

The school will organize family engagement activities, including parent workshops, family celebrations, and cultural events, that encourage parents and families to actively participate in their child’s education.

4. Community Partnerships:

Building partnerships with local community organizations, businesses, and stakeholders is essential to the school’s mission. These partnerships can provide additional resources, mentorship opportunities, and support services that benefit both the students and the broader school community.

5. Feedback and Surveys:

The school will regularly seek feedback from parents and families through surveys and open forums. This feedback is crucial for understanding their needs, addressing concerns, and improving school practices to better support student success.

7. Accessible Information and Support:

The school will ensure that all communication is accessible to non-English speaking families and those with special needs by providing translation services and easy-to-understand materials. School staff make regular visits to the children’s communities to ensure that all parents receive important information.

<https://rcma.org/center/rcma-mulberry-charter-school/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

While a new school serving K-2 students, Mulberry is proud of its dual language Spanish-English curriculum that provides opportunities for enrichment and acceleration. We do not have a school grade yet, but because of the population we serve, a primary focus for us will be ensuring students master early literacy and numeracy skills in both English and Spanish. The goal is to ensure all students are reading proficiently by the end of third grade and have a strong foundation in mathematics.

We will employ multiple strategies to strengthen our academic program:

1. Ensure rigorous, standards-aligned grade level instruction occurs in all classrooms using state-approved curriculum materials.
2. Provide "What I need" instruction for all students in reading and math each day during small groups.
3. Employ paraprofessionals in K-2 classrooms to support student learning and address needs.
3. Supports students learning English with a bilingual ESOL Teacher and for Spanish-speaking students, bilingual staff
4. Provide extended learning opportunities afterschool and during the summer, prioritizing students with the greatest academic need
5. Provide professional learning to teachers in the areas of literacy and math instruction.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Title 1 funds support our paraprofessional staff and afterschool programs. We also provide nutritious meals and snacks through our National School Lunch Program. We qualify students for School Readiness to support our before and afterschool programs.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

The school ensures counseling and school-based mental health services by employing a full time, certified school counselor to support students and families. She works with individuals and small groups of students to support social skill development.

Teachers will also work with students to develop resilience and other important life skills using an online program Navigate 360 in each class.

We also connect students with community health clinics and other resources to ensure that their basic needs are met.

Our afterschool program includes opportunities for students to develop beyond academics with programs like chess, soccer, and boy scouts and girl scouts.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

Our students are young but we are already promoting postsecondary opportunities with field trips to community service organizations like the police and fire station. We participate in the Great American Teach-In to highlight job opportunities. We also have visits from college students from the Mulberry Community to talk about their experiences after they graduated from high school.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

The principal and school counselor will work together to build a schoolwide tiered model to address behavior modeled on the same principles as our academic MTSS system.

Tier 1: Universal expectations for behavior: The school staff will teach and practice universal expectations for behavior using Be Glad behavior principles (1. Be Respectful; 2. Make good decisions; 3. Solve problems). All teachers will reinforce these expectations during daily morning meetings and throughout the school day. Teachers and staff will provide positive incentives for meeting those expectations including a token economy with the Mulberry Market and incentive activities for students. We will also work to develop students' social skills so that they understand the importance of these expectations.

Tier 2: The principal, counselor, ESE resource teacher, and classroom teachers will work together with families to provide additional supports to those students who need early intervention or more specific behavioral reinforcements. The team will develop behavioral support plans based on observed and data-supported needs. Each behavioral support plan will include specific strategies and goals to address identified behavioral challenges. As appropriate, the school counselor will work with small groups of students on specific skills like peer interactions and problem-solving.

Tier 3: When necessary, the principal, counselor, and ESE resource teacher will work together with families to develop individualized, intensive supports for students with significant challenges. These may require additional outside resources including behavioral therapy.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Professional learning includes a combination of outside professional development, professional learning communities, and coaching.

1. Literacy Instruction using Amplify dual language curriculum: Teachers will participate in 2 coaching days with Amplify bilingual trainers focused on the implementation of the curriculum. They will also participate in four professional development sessions aimed at strengthening their ability to use the curriculum to improve instruction based on data from academic assessments.

2. RCMA Charter Network Trainings: RCMA's three charter schools come together to focus on collaborative planning, literacy instruction, and instruction for neurodivergent students.

3. Be Glad Language Acquisition Training: To strengthen dual language instruction and support for English language learners, instructional staff complete the 40-hour training in language acquisition instructional strategies.

3. Monthly PLCs: Grade level teams meet with the principal to review academic data and make plans for instruction including reteaching and small group interventions.

4: Weekly coaching: Teachers receive weekly math and reading instruction coaching from RCMA network staff

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

We are working to partner effectively with RCMA daycare centers to be able to transition students from their PreK programs into our kindergarten classrooms.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00