

Polk County Public Schools

Mulberry Senior High School



2017-18 Schoolwide Improvement Plan

Mulberry Senior High School

4TH CIRCLE NE, Mulberry, FL 33860

<http://mhs.polk-fl.net>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Mulberry Senior High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mulberry High School is committed to preparing all students to become productive members of society through rigorous and relevant instruction.

b. Provide the school's vision statement.

Students at Mulberry High School will be exposed to rigorous instruction that promotes inquiry and allows for application of concepts and mastery of curriculum.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The Mulberry Community is unique in the sense that its three elementary schools feed into one middle school, which in turn feeds into one high school. Therefore, students are already like "family" when they arrive at the high school level. Once at Mulberry High School, a sense of family, pride and tradition is promoted through activities such as pep rallies, athletics, clubs, assemblies and other programs. Through all of these events teachers and staff alike have the opportunity to promote the culture and to build relationships in the process.

Increased stakeholder involvement is a focus. This is specifically done through:

- i. Parent involvement activities
- ii. Club Day and other student-focused activities
- iii. Hiring highly qualified faculty/staff who will also advise clubs, coach athletics, and attend community events
- iv. Re-branding Mulberry High School

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Mulberry High School creates, promotes and maintains a safe environment for all students. This is accomplished by setting high expectations for behavior. Positive Behavior Support through strategic procedures and guidelines are the focus as opposed to negative rules and consequences. Inclusion and respect for others is represented through the culture of the school in that one possesses a sense of pride in belonging to the school family. The school takes time to promote each student as an individual and as a winner...a winner of something. When one focuses on the positive aspects of being a winner...one has little time to feel insecure or unsafe. This detail of the school culture aligns with the theme, "Winning is a team effort," and the often refrained verse, "Winners are we, Mulberry!"

Mulberry High School has protocols in place that help to ensure the safety of all stakeholders while on campus. This includes:

- i. Requiring all visitors to check in through the main office using the Fast Pass system to get a visitor's pass.
- ii. Training CFES Scholars and Student Ambassadors as student leaders and spokespersons to provide campus tours and/or escorting as needed.
- iii. Requiring all classroom doors to be locked during operating hours
- iv. Implementing school-wide discipline interventions followed in the classroom before writing and

office disciplinary referral

v. Incorporating fast, firm, and fair progressive discipline through assigned administrators

vi. Monitoring duties implemented before school and teachers at doorways and hallways to help move students along during and after school, during which students are also required to be off campus or with an adult within five minutes after afternoon dismissal

vii. Teaching required lessons school-wide related to bullying and internet safety

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At Mulberry High School, school-wide systems are in place that aid in minimizing distractions to keep students engaged, including scripts provided for teachers to read every period the first week of school to review school-wide expectations. A focus is to use progressive discipline and ensuring parental notification.

The following procedures are in place to maximize instruction and to minimize distractions:

i. Bell-to-Bell instruction is promoted through bell starters and distributive summarizing as noted during administrative planning, coaching and monitoring

ii. Teachers provide multiple steps in the classroom to redirect inappropriate behavior before writing office disciplinary referrals, along with providing appropriate classroom discipline actions as necessary

iii. A semi-lockdown occurs each day at the end of the day to ensure that no one is out of class for any reason 15 minutes before dismissal time

iv. Activity bell schedules are in place on days in which a scheduled activity is planned, this ensures that all classes have time to meet and have time for direct instruction.

v. At the beginning of the school year and throughout as necessary, Anti-Bullying, Crisis Intervention and Student Code of Conduct expectations are provided for students, faculty and staff

vi. Students are taught the school-wide expectations to be Ready, Respectful, and Responsible

v. PBIS is implemented school-wide

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Mulberry High School meets the social-emotional needs of all students through multiple levels of support.

Individual and group counseling is available to all students. Support is provided by three on-site school counselors, an itinerant school psychologist, and an itinerant school social worker. A contract mental health therapist also counsels students if this service is included on an Individual Education Plan or 504 Plan.

Mentoring services are also available for students. Mentoring is provided for seniors. Seniors at-risk of not graduating were identified during the summer and initial parent contact was made. These seniors meet monthly with the Principal and/or Assistant Principal of Curriculum. Intermittent meetings may also be held with a success coach, school counselor, or teacher to provide support. For all students, mentoring support is also available through district-approved volunteers who serve as community mentors. These mentors meet with students on a regular basis to discuss academic or behavioral issues. ELL peer mentoring is also available for non-English speaking students.

Students in all grade levels with attendance issues are conferenced by the administrator responsible for attendance and referred to the school social worker as needed. Home visits are made when necessary, and families are provided information for outside resources.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Student absences are identified through the Genesis program. Attendance warning reports are generated bi-weekly which indicate students who have been absent both five (5) and ten (10) days (unexcused) and also the triggers for when those warnings have been sent previously. Warning letters are generated and mailed and the School Messenger system is utilized to call/email parents/guardians with the same information contained in the letters. Five (5) day warnings are informational in nature while ten (10) day warnings instruct the parent/guardian to contact the school to discuss student attendance and possible consequences.

Other systems in place include:

- i. Students receiving disciplinary referrals have their demographic information pulled by the Dean of Students. The Dean discusses with the student possible issues relating to attendance, grade point average, grades, and graduation requirements. When necessary, this information is shared with the parent/guardian by phone and a copy of the Notice of Disciplinary Action is mailed, along with the parent copy of the Disciplinary Referral, to the home.
- ii. Student progress is checked in the guidance department during various contacts with the School Counselors, Dean, Testing Coordinator, Success Coach and Administrators. School counselors conduct formal senior and junior conferences and have plans to incorporate sophomore conferences.
- iii. District school social workers are informed when attendance indicators are triggered. They make contact with parents/guardians during the course of their investigations.
- iv. Behavior and attendance contracts are utilized to aide in student/parent accountability.
- v. Alternative programs within district's Multiple Pathways Department may be suggested as alternatives for students with age or credit deficits that are unlikely or impossible to overcome.
- vi. Polk Virtual School and Florida Virtual School programs are suggested to aide students in credit recovery and grade improvement.

Individual and group counseling is available to support the social-emotional needs of all students at Mulberry High School. Services are provided by three on-site school counselors, an itinerant school psychologist, and an itinerant school social worker. A contract mental health therapist also serves students, according to needs included on Individual Education Plans or 504 Plans.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	16	16	14	9	55	
One or more suspensions	0	0	0	0	0	0	0	0	0	5	2	2	1	10	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	0	0	0	2	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	97	96	78	37	308	
One or more year overaged	0	0	0	0	0	0	0	0	0	75	60	53	37	225	
One or more reentions	0	0	0	0	0	0	0	0	0	85	64	63	37	249	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	6	2	2	1	11

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Parents of students who are identified by the academic warning system due to attendance issues are sent letters and/or receive phone calls from the Assistant Principal of Administration. Students with academic concerns also meet with their assigned school counselor and student success coach to identify causes and develop strategies to improve academic performance and/or explore multiple pathways. Tutoring is offered to students who are in need of additional assistance outside of the classroom. Mentoring services are also available for students by school staff member and community volunteers. Critical seniors meet monthly with administration to discuss resources and tutoring opportunities.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/432431>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Mulberry High School reaches out to community stakeholders to gain support and resources necessary to increase student achievement. Partnerships are sustained through:

- Keeping the community informed of campus activities through use of the school marquee/City Hall marquee/Mulberry Library marquee announcements, phone calls and invitations to events.
- Keeping the community aware of our needs to ensure they know what supports we need
- Attending The Greater Mulberry Chamber of Commerce meetings and other local assemblies
- Recognizing partners through appreciation activities and/or written recognition
- Holding regularly scheduled School Advisory Council meetings for stakeholders to be made aware of campus updates, accomplishments, and needs
- Providing for booster club activities, ie. Band, Athletics
- Maintaining social media and school website updates regularly

Individual organizations also collaborate with community stakeholders:

The successful JROTC program provides students opportunities to give back to the community by

performing community service projects with the Boys and Girls Clubs, the American Legion/VFW, Little League Softball and the Lakeland Yacht Club. Many of these efforts produce scholarship opportunities for students.

Another of the many successful organizations is Key Club. MHS Key Club works hand-in-hand with the Kiwanis Club of Mulberry, Florida By-Products, Inc., Catholic Charities of Central Florida, SPCA, Boys and Girls Club of Mulberry, SunTrust Banks and other community merchants to provide community service opportunities for the students involved. In the performance of this service, this student-led organization encourages students to demonstrate and develop leadership skills, caring for others, inclusiveness and teamwork. Student servant-leaders have provided the community and school, with an average of 125 community service hours per member per year.

Other such organizations that reach out to the community include College for Every Student (CFES), the Automotive Academy: Mulberry Auto Garage (MAG), Mulberry Chapter of the Future Farmers of America (FFA), the Panther Television Network (PTN), MHS Football Team, and MHS Cheerleaders. The student leadership class also provides various opportunities for students to network and serve in the greater Mulberry community.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Young, Michael	Principal
Patterson, LaSabra	Assistant Principal
Leverett, Lori	Assistant Principal
Monacelli, Gian	Assistant Principal
Lashkajani, Amy	Assistant Principal
Gable, Jerri	Dean
Hunt, Heath	Administrative Support
Wilkerson, Jihan	School Counselor
Jordan, Trisha	Instructional Coach
Nothdorf, Randall	Instructional Technology

b. Duties

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

Principal (Michael Young): Sets the vision for Mulberry High School through shared vision discussions along with providing professional development, as well as planning, coaching and monitoring for instructional staff. Supervises the development of a strong infrastructure, ensures that the school-based team implements protocols with fidelity, conducts assessments of school staff, ensures implementation of intervention support with fidelity, facilitates and participates in professional learning, develops a school-wide culture of expectation, ensures resources are assigned to the areas in most need, and communicates with all stakeholders. Directly oversees the Reading Department and a portion of The Social Studies Department and some elective programs.

Assistant Principal of Curriculum (LaSabra Patterson): Assists in providing a common vision for the use of data-based decision making, models the problem-solving process; assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices. Oversees the guidance department, non-instructional office staff, curriculum, accelerated programs, and all Career & Technical Education (CTE) programs, ESE programs and a portion of the Social Studies Department.

Assistant Principal of Administration (Lori Leverett): Assists in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources, maintains facilities operations, and further assists the principal to ensure the school is safe and orderly so learning takes place. Communication with parents concerning discipline and attendance concerns, as well as special activities. Oversees the English Department, paraprofessional staff, and custodial staff.

Assistant Principal II (Gian Monacelli): Assists in various ways to provide a common vision for the use of data-based decision making, assists in processing discipline, as well as planning, coaching and monitoring for specific content areas' instructional practices. Works to facilitate ELL activities to ensure students needs are met; as well, to coordinate College for Every Student (CFES) activities for CFES Scholars and for school-wide concept implementation. Oversees the Science Department , performing arts programs and foreign language courses.

Assistant Principal II (Amy Lashkajani): Assists in various ways to provide a common vision for the use of data-based decision making, assists in processing discipline, as well as planning, coaching and monitoring for specific content areas' instructional practices. Works to maintain graduation coach tasks to ensure seniors are on track for graduation. Oversees the Math Department.

Decision-making is shared among the five administrators through specific distributive leadership assigned job roles and responsibilities. This includes shared responsibility for providing planning, coaching, monitoring and evaluating instructional staff, as well as modeling appropriate practices.

Dean of Students (Jerri Gable): Provide discipline and facilities maintenance. Works to ensure the school is safe and orderly to allow learning to take place. Maintains discipline records and parent communication.

LEA Facilitator (Heath Hunt): Coordinates and facilitates activities in Exceptional Student Education (ESE). Participate in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions, supervises inclusion education teachers, collaborates with general education teachers, maintains student staffings and oversees Individual Education Plan (IEP) compliance.

School Counselor (Jihan Wilkerson): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. Serves as Guidance Department Chair.

Literacy Coach (Trisha Jordan): Facilitates literacy operations to manage student needs and provide professional development and coaching support to teachers regarding Reading in the content areas and all aspects of literacy. Also oversees Title I operations as the Title I Coordinator.

School Psychologist (Cindy Irvine): Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity/documentation, provides technical evaluation, and assists in facilitation data-based decision-making activities.

Technology Coach/Network Manager (Randy Nothdorf): Develops and brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display. Oversees school-wide IT processes and teacher tech coaches.

Teacher Leaders (Tommy Lewis, Math; Jeffrey Stockwell, Social Studies; Vanessa Sells, English/ Language Arts; Kyle Slagel, Science; Kris Parrish, ESE/Inclusion Teacher): Attends district Teacher Leadership Academy and shares with each department, provides information about core instruction and department needs, participates in student data collection and analysis for data-based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities to provide bell-to-bell/ direct instruction daily.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I, Part A-Title I: Part A funds school-wide services to Mulberry High School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional learning for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C-Migrant: Migrant students enrolled in Mulberry High School are assisted by the school and by the District Migrant Education Program (MEP). Students are prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D-Title I: Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II professional learning resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III: Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X-Homeless: The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education

Program (MEP) funded through Title I, Part C.

Violence Prevention Programs provide violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc...

The local Title I Parent Information Resource Center nearest Mulberry High School is located at the nearby feeder school, Mulberry Middle School. Multiple resources are provided to parents to assist in the transition of students from middle school to high school, homework help aids, community resources including food bank access, and many aids for parents, including tax preparation, GED assistance, career preparation activities, etc. Parents may also participate in learning opportunities related to computer usage and understand standardized assessments, among others. Parents of Mulberry High School students are also invited to participate in parent workshops, attend parent nights and other activities provided by the school.

Beginning with the 2017-18 school year and in accordance with section 1003 (a and g) of Title I of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), the Unified School Improvement Grant (UniSIG) will be utilized to serve students at Mulberry High School as a Title I schools identified for targeted support and improvement based on the most recent school grades release. One main objective of its use is to support increasing the graduation rate.

The Nutrition Program offers as part of the National School Breakfast and Lunch Programs, the opportunity for Mulberry High School to offer meals to students at no cost. We are proud to participate in the Community Eligibility Provision (CEP). CEP is funded by the United States Department of Agriculture and provides healthy breakfasts and lunches each day at no charge for all students at qualifying schools. In addition, Mulberry High School supports the Polk County Schools local Wellness Policy. This policy details nutrition guidelines for all foods on campus, including fundraisers, school parties, and classroom snacks as well the district's goals for physical activity, nutrition promotion and education, developed in accordance with the Healthy Hunger Free Kids Act of 2010, Section 204, and adopted by the Polk County School Board on October 6, 2015.

The Administrative Leadership/Distributive Team and Academic Leadership Team meets every Monday after school. Teachers meet during a common planning period by subject for collaborative planning sessions weekly which are facilitated by an administrator or teacher leader during a scheduled professional learning community. Teachers examine student data related to academic, attendance, and behavior performance in order to monitor progress of students as well as monitor the effectiveness of instruction and supports. A weekly schedule is provided to teachers to ensure they have an opportunity to meet and can focus their instructional practices on their various curriculums. Common assessments and lesson plans are developed during this time which also facilitates adequate pacing for students. Teachers engage in data chats with students throughout the year in order to make students aware of their progress and develop short term and long term goals. Students also meet with administration a minimum of twice per school year for academic class meetings during which each student receives his/her Student Scholastic Record to review their progress towards graduation.

Progress monitoring data is utilized to align resources according to greatest need. Based on student outcomes, readjustments are made to instruction to ensure student achievement takes place. Available resources are inventoried each year and distributed according to student need. The district-provided library services system (Destiny) is utilized to maintain current equipment and textbooks, as well as to locate with the district additional items needed to request transfers from other schools. Additional resources are purchased through budget or Title I funding as approved to provide academic resources, college & career resources, as well as remediation/tutoring/enrichment resources.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Luis Holstein	Business/Community
Ellistine Smith	Business/Community
De'Aysia Williams	Student
Norma Reyes	Parent
Bruce Sanders	Business/Community
Michael Young	Principal
Stephanie May	Parent
Rachel Cortes	Student
Randy Nothdorf	Education Support Employee
Juana Nieves	Parent
Craig Collet	Teacher
Isaiah Dorado	Student
Eddy Varela	Education Support Employee
Shanise Clarke	Student
Heather Culverhouse	Education Support Employee
Jaivion Smith	Student
Brooke Wagener	Student
Shanise Clarke	Student
Angela Hester-Williams	Student
Elio Reyes	Student
Charlene Jan Mora	Student
Hannah Wells	Student
Jaelee Bridgeman	Student
Parker Hunt	Student
Justin Gonzalez	Student
Jose Rivera	Teacher
Laurie Sticker	Education Support Employee
Trisha Jordan	Education Support Employee
Carole Ott	Parent
Stephanie Estok	Parent
Maria Rivera	Education Support Employee
	Student
Kim Bowling	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviews and provides feedback on the School Improvement Plan at the beginning of each school year. This occurs during the first regularly scheduled SAC Meeting with the SAC Chair leading the discussion. Any areas that need improvement are adjusted and represented to the SAC members for further discussion and refinement along with a look at the available school data. For school year 2017-2018, this will take place on Thursday, August 31, with other regular meetings taking place on the last Thursday school day monthly.

b. Development of this school improvement plan

The School Advisory Council (SAC) works with school administration to identify the goals reflected in the School Improvement Plan (SIP). This occurs throughout the year during SAC meetings. The information gathered during these discussions are reflected in the School Improvement Plan. The plan will then be presented to the SAC Committee for adjustment before submission.

c. Preparation of the school's annual budget and plan

The School Advisory Council (SAC) votes on the priorities of the school at the recommendation of the principal. The council then provides feedback and the principal adjusts the priorities as needed to reflect the desire of the SAC.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

School improvement funds allocated last year were used to extend learning opportunities for students in reading and math. In addition, some lottery funds were set aside for juniors and seniors who need another opportunity to take the ACT exam for concordant scores for FSA reading and/or to demonstrate college readiness to meet graduation requirements.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Young, Michael	Principal
Sticker, Laurie	Instructional Media
Bowling, Kimberly	Teacher, ESE
Chambers, Sara	Teacher, K-12
Kondolf, Kris	Teacher, K-12
Leverett, Lori	Assistant Principal
Patterson, LaSabra	Assistant Principal
Jordan, Trisha	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team (LLT) meets regularly to review, revise and revamp literacy offerings and supports at MHS. The creation of the Writing curriculum modeling the former Polk Writes curriculum has proven successful. With the new changes to state testing, this program will be incorporated with students in grades 9, 10 and 11. Students will complete full process writing on a common prompt connected to the Unit Essential Question to be determined by the 10th grade PLC team during Bi-weekly meetings. All grade levels will use Progress Monitoring data and previous month's essay data to determine specific skills, called focusers which students need to develop to increase their skills. These will then be the focus for the following month's writing, including mini-lessons and rubric development around these focusers. This process will repeat every month with input from the 10th grade literacy subgroup.

To promote literacy campus-wide, the Media Specialist develops innovative reading displays to help prompt student interest in reading for pleasure. Literacy will also be promoted through the use of new writing software that will enable all teachers to score essays online and provide timely student feedback. Training has been provided for teachers to begin implementation in school year 2016-2017. In addition, the Literacy Coach will provide planning, coaching and monitoring support for all teachers with regards to literacy in their content areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Mulberry High School promotes positive working relationships through its master planning efforts, as teacher planning periods through the master schedule were strategically implemented to allow for common planning by subject area. This allows each department to have common PLC and planning periods by course during the day to promote collaboration among teachers. In addition to this, teachers have collaborative planning and/or Professional Learning Community meetings every Tuesday and Thursday. During these times teachers share data, discuss strategies, create common assessments, and plan for academic reviews and the following week's lessons. Classrooms of teachers within the same department are in close proximity which enhances communication and allows teachers to support one another throughout the day.

During collaborative planning sessions, teachers work together to build units that help students actively engage in learning and make connections in all content areas using the LSI Instructional Framework with

a focus on:

- i. Standards-based Instruction
- ii. Student Engagement
- iii. Student-centered Learning

Teachers also serve on various committees where they collaborate to solve school-wide issues, curriculum issues, student needs, community connections, and professional learning needs.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Mulberry High School actively seeks qualified teachers during the interview process. This includes active recruitment of potential teachers through job fair participation where attention is given to the diverse needs of the student body to ensure hiring reflects the student makeup. Only those deemed highly qualified and in field for positions are interviewed.

The following are done to aid in teacher retention:

- i. Regular meetings of new and veteran teachers with the Principal; open-door policy maintained
- ii. Partnering new teachers with veteran staff for mentoring and review, support and provide mentoring for curriculum needs as well as becoming acclimated to the needs of the school and district
- iii. Solicit referrals from various groups and organizations affiliated with school
- iv. Promoting the school online through a school website and social media, as well as strategic re-branding of MHS during the 2017-2018 school year
- v. Recognize staff that come to and remain at MHS
- vi. Provide professional learning opportunities to increase teacher capacity and provide support to build efficacy for teachers to increase the number of teachers remaining at MHS

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

At Mulberry High School, the school year begins early for new teachers with a New Teacher Orientations before the official first day for teachers. During this time, teachers who are new to the profession and new to the campus are provided time to acclimate to MHS and expectations of its culture in a smaller setting, take a tour of the campus, receive faculty handbook, parking decal and other pertinent items ahead of time with the opportunity to get to also get to know administrator expectations and begin classroom preparations before other staff return.

Mentoring activities include partnering new teachers with veteran content area teachers who have completed district required FLIGHT Training; regular meetings with administration and new teachers are held to support them with lesson planning, grades, teaching strategies, and communication with students and parents. New teachers are met with regularly by administration and provided the opportunity to request and attend mini professional learning opportunities as facilitated by administration or the literacy coach, and/or participate in targeted observations of other teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Mulberry High School works to ensure all materials and instructional programs are aligned with the Florida Standards as approved through the district review process or Industry Certification Standards by CTE course as outlined by program in the Polk Master Scheduling Handbook . Polk County Schools Learning Maps which are aligned to the Florida Standards by subject are utilized as available by curriculum area. Teachers utilize these maps during collaborative planning and delivery of instruction. During common planning work sessions, teachers work weekly to ensure the material taught and the assessments given are all standards-based and common among teachers of the same courses.

During planning, coaching and monitoring, administrators conduct fidelity checks of instructional programs by verifying that planned lessons reflect the direct instruction observed and that both are aligned to the Florida Standards and/or Industry Certification Standards by CTE course. Lesson plans are due weekly and required to be at least one week in advance, with the inclusion of the focus standards and lesson outline using the Marzano LSI Instructional Framework. Lesson plans are due in each teacher's online shared folder by 3:00 each Friday.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Mulberry High School teachers/staff use data to provide the road map to ensure students stay on track to acquire learning the standards and to meet graduation requirements. Data is collected from state assessments, progress monitoring tools and teacher-developed tests. Based on this output, teachers provide appropriate instruction to differentiate according to student needs within the classroom. For students requiring additional support for mastery, tutoring services are offered. For students needing additional remediation or acceleration, additional supports to supplement teacher instruction are provided through grouping, small group instruction and use of rotations. For students with even greater needs, support facilitation may be provided to monitor grades, progress and ensure the appropriate level of instruction and/or additional assistance is received. This is structured through incorporating MTSS/RtI for academics.

Educators provide learner-centered classrooms using LSI Instructional Frameworks that encourage the use of technology as an instructional, problem solving, communication and productivity tool that enhances every area of the curriculum. Students engage in an accelerated learning process in honors level and advanced placement curriculums through the use of technology which accommodates diverse learning styles. Technology provides the opportunity for global communication and cooperative learning that reaches outside of the school campus.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 9,000

Mulberry High School is not required by the Florida Department of Education to have an extended school day, however will incorporate extended learning for CTE tutoring in preparation for industry certification, test preparation for critical seniors or juniors for ACT/SAT testing to achieve a concordant score for the ELA graduation requirement, and PERT Bootcamps in preparation to earn a concordant score for the Algebra graduation requirement.

Strategy Rationale

Although an extended school day is not mandatory, students are afforded to opportunity to attend tutoring sessions after school and on some Saturdays as scheduled.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Lashkajani, Amy, amy.lashkajani@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student participation data, test results, feedback

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Mulberry High School provides transition opportunities beginning with incoming eighth graders from Mulberry Middle School to tour the campus, meet with students and teachers, and learn of the academic rigor they will face as potential students. The Mulberry Middle School Transition Tour occurs during the Spring of each school year. In addition, advanced eighth grade students and families receive personal invitations to attend an Eighth Grade Accelerated Programs Night during which high school advanced course offerings are explained in addition to the various nuances of honors, advanced placement, and dual enrollment programs.

Before the first day of school, a separate Ninth Grade Orientation is held to introduce students and families to high school. All staff members are involved with Upperclassmen Orientation which takes place to help students in grades 10, 11, and 12 with transition to the next grade level.

High school transition activity also includes a meeting during the first week of school with all eighth graders to receive and review their individual Student Scholastic Report, cohort graduation requirements, and introduction to their assigned school counselor. Information is reviewed in detail by administrators and school counselors. Interim meetings are held during the school year after grades post to permanent records for students to gauge their progress and make adjustments as necessary and to prepare for academic planning and future course requests.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

At Mulberry High School, every student is scheduled to meet at least twice per year with administration and school counselors for academic class meetings. Students are also scheduled to meet one-on-one with optional parent attendance for grade level conferences. Articulation during these meetings centers around course selection, career and college planning, and the progress the student is making towards the objective of graduating with a standard diploma.

Colleges also visit the campus to discuss their undergraduate programs and scholarship opportunities. Seniors are afforded the opportunity to have excused absences to visit college campuses. Military recruiters are also permitted on campus at least once per month to speak with students interested in military careers. Identified students participate in College for Every Student (CFES) activities which focus on student leadership and college exposure/readiness activities. The CFES concept is incorporated school-wide to advance college and career awareness, beginning with a field trip for all ninth grade students to visit a local college campus, enabling all students to be familiar with access and opportunities to pursue post-secondary education. Other specific activities are developed for the other grade levels.

Assemblies are planned related to financial aid, college admissions and college/career awareness to ensure families know protocols to follow in preparation for post-secondary education. An additional focus is placed on college and career readiness, including a College & Career Week full of related activities that also include motivational speaking by successful MHS graduates. For 2017-2018 school year, a College & Career Lab was also created where students can learn more through workshops and work actively on individual goals related to high school to college transition, the college application process, writing college essays, financial aid, selecting a major, etc... with regards to college and career planning.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Mulberry High School students have the opportunity to take courses in two established career academies, Culinary Arts and Automotive. All career and technical education programs with industry certification course work and testing that makes students marketable in the workplace, include:

- i. Agriculture
- ii. Automotive
- iii. Business
- iv. Culinary Arts
- v. Robotics
- vi. Television Production
- vii. Engineering
- viii. Health Sciences

By successfully completing at least three classes in a specified program sequence, students can also become program completers.

Students are also afforded the opportunity to participate in electives related to fine arts in chorus, orchestra, jazz/marching band, AP music theory and AP art which can lead to future career opportunities. With regards to college & career preparation, accelerated programs are offered through honors, dual enrollment and advanced placement classes available on campus, and dual enrollment offered off campus through Polk State College.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Mulberry High School works to integrate technical education into academic courses. Seniors who did not show college readiness by the end of their junior year are enrolled in Math for College Readiness and/or English 4: College Readiness courses. Eleventh and twelfth grade English teachers focus writing instruction on skills needed for college placement writing exams. The English Department also offers journalism courses to allow students to create and produce the annual yearbook. English teachers also develop lesson plans that allow students to read and write in technical modes to ensure they are prepared to write for various audiences. The Science Department also offers an elective course in Forensic Science.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

A variety of academic interventions are in place that help students demonstrate post-secondary readiness annually. These include students working directly with academic success coaches and working to perform successfully in programs and/or on assessments, such as:

- i. Achieve 3000
- ii. ACT
- iii. Agile Minds
- iv. Advanced Placement
- v. ASVAB
- vi. FAIR
- vii. IMPROVE
- viii. IBTP
- ix. JOURNEY
- x. PERT
- xi. PSAT/SAT

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Create school environment that focuses on career readiness for all students by integrating effective remediation within current course curriculum, continued improvements for student achievement, and support for instruction in teaching the Florida Standards and Industry Standards to increase college and career participation to 65% through Advanced Placement, Dual Enrollment, and Career & Technical Education courses.
- G2.** Increase stakeholder involvement with the school community.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Create school environment that focuses on career readiness for all students by integrating effective remediation within current course curriculum, continued improvements for student achievement, and support for instruction in teaching the Florida Standards and Industry Standards to increase college and career participation to 65% through Advanced Placement, Dual Enrollment, and Career & Technical Education courses. **1a**

 G098789

Targets Supported **1b**

Indicator	Annual Target
CTE Industry Certification Exam Participation	65.0

Targeted Barriers to Achieving the Goal **3**

- Lack of consistency among staff
- Time for professional learning for teachers
- Students lack understanding of content/academic vocabulary
- Not all students authentically, academically engaged
- Rigorous instruction/tasks not observed consistently to meet the full intent of standards
- Need for additional SWD & ELL supports
- Lack of model instructional classroom

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Marzano LSI Instructional Framework & Rigor Walks
- District Curriculum Specialists & District-facilitated professional learning/training
- Literacy Coach
- PBIS Training & Resource Materials and District Support
- School-wide Rules & Expectations
- Polk County School Master Scheduling Handbook
- MHS Student Achievement/Attendance/Discipline Data
- Surveys
- Achieve 3000 and Student access to online textbooks, course study guides, video resource lists for individual standards/skill specific work guides/vocabulary; technology for core classroom instruction/student artifacts/remediation
- Classroom Observation Data & Collaborative Discussion Feedback
- Intense FSA/EOC/Industry Certification reviews and tutoring
- Certiport in CTE to periodically test as checks for understanding, not the curriculum
- Additional technology and best practice training to help create model instructional classroom
- Student Success Coach

Plan to Monitor Progress Toward G1. 8

Collect data for incorporating MTSS-Rtl/PBIS school-wide; teach all systems--train staff and unveil to students

Person Responsible

Gian Monacelli

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student achievement, discipline and attendance data

Plan to Monitor Progress Toward G1. 8

Classroom observation data with a focus on FSA Standards taught using the Marzano LSI Instructional Framework; build teacher capacity to increase authentic student engagement, create rigorous tasks that meet the full intent of standards with student-centered focus, and provide standards-based focused instruction

Person Responsible

Michael Young

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Administrative feedback from weekly/monthly Data Chats/Data Day/Rigor Walks/Instructional Reviews, including evaluative and non-evaluative feedback; student assessment results

Plan to Monitor Progress Toward G1. 8

Track student pre/post test data and mini-assessments/Certiport practice exams to determine readiness for industry certification examination; build CTE teacher capacity to provide as much real world, hands-on experience as possible and to learn to apply concepts in any situation

Person Responsible

LaSabra Patterson

Schedule

Quarterly, from 10/20/2017 to 4/27/2018

Evidence of Completion

Student results on industry certification examinations

Plan to Monitor Progress Toward G1. 8

Early Warning System and graduation requirements data to ensure students on track for graduation

Person Responsible

Amy Lashkajani


Schedule

Weekly, from 8/10/2017 to 5/17/2018

Evidence of Completion

Student Scholastic Reports with academic progress towards graduation, as well as grades, discipline, attendance and subgroup data

G2. Increase stakeholder involvement with the school community. 1a

 G098790

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent and community involvement in school activities
- Lack of effective communication
- Stakeholders do not understand or unaware of school systems

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social Media
- Invitations/Post Cards
- Informational Meetings/Parent Nights
- Workshops
- School Advisory Council
- Surveys
- Promotional Materials
- College for Every Student (CFES)

Plan to Monitor Progress Toward G2. 8

Title I participation data, surveys, parent involvement feedback and the like to be collected and reviewed throughout the year

Person Responsible

Trisha Jordan

Schedule

Quarterly, from 8/10/2018 to 8/10/2018

Evidence of Completion

Sign in sheets, agendas, notes, participation statistics

Plan to Monitor Progress Toward G2. 8

Increased college applications; increased college/career readiness awareness for families

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Increased college admission and financial aid awarded

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal B = Barrier S = Strategy

1 = Problem Solving Step S123456 = Quick Key

G1. Create school environment that focuses on career readiness for all students by integrating effective remediation within current course curriculum, continued improvements for student achievement, and support for instruction in teaching the Florida Standards and Industry Standards to increase college and career participation to 65% through Advanced Placement, Dual Enrollment, and Career & Technical Education courses. 1

 G098789

G1.B1 Lack of consistency among staff 2

 B265861

G1.B1.S1 Increase teacher capacity and provide support to build efficacy for teachers to increase the number of teachers remaining at the school. 4

 S281815

Strategy Rationale

Action Step 1 5

Recognize instructional staff and paraprofessionals that come to and remain at the school.

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll records

Action Step 2 5

Literacy Coach

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

The deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement

Action Step 3 5

Classroom libraries

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Literacy-rich environment

Action Step 4 5

Kagan Training

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Teachers participate in Kagan training; agenda, sign-in sheets

Action Step 5 5

AVID training

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Teacher enrolled and attend in AVID training; agenda, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review of Funds Management Report

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Expenditure posted in SAP

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review of teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students.

Person Responsible

Michael Young

Schedule

Monthly, from 8/31/2017 to 8/31/2018

Evidence of Completion

Products that reflect data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Utilize research-based guidelines for a well-balanced classroom library

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Observation of a labeled and organized classroom library

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Ensure that all targeted teachers are registered and attend training

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Teacher attendance records and integration of new strategies into teaching practice

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Retention Rate

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Number of vacancies at the school

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Focused walk-throughs and teacher evaluation

Person Responsible

Michael Young

Schedule

Monthly, from 8/31/2017 to 8/31/2018


Evidence of Completion

Increased teacher self-efficacy, improved instructional delivery, increased student achievement

G1.B3 Time for professional learning for teachers **2**

 B265863

G1.B3.S1 Build CTE teacher capacity to provide as much real world, hands-on experience as possible to learn to apply concept in any situation **4**

 S281816

Strategy Rationale

Provide professional learning for teachers to help them teach students more effectively in preparation for industry certification exams and CTE program performance

Action Step 1 **5**

CTE teacher professional learning opportunities will be provided to build teacher capacity.

Person Responsible

LaSabra Patterson

Schedule

Quarterly, from 9/15/2017 to 5/18/2018


Evidence of Completion

Agendas, sign-in sheets, participant feedback, teacher reflections/follow-up documentation

G1.B6 Not all students authentically, academically engaged **2**

 B265866

G1.B6.S1 Student success coach **4**

 S281817

Strategy Rationale

Utilizing early warning indicators student success coach will identify students who are at risk of not meeting graduation requirements through collaboration with school administrators, school counselors, teachers, and parents to develop systemic strategies to identify and support students.

Action Step 1 **5**

Student Success Coach will provide assistance to identified students, individually and in groups

Person Responsible

Michael Young

Schedule

Monthly, from 8/31/2017 to 8/31/2018

Evidence of Completion

The development and implementation of individual intervention strategies and graduation plans to increase the likelihood that identified students will stay in school and graduate on time; meeting notes

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Track the progress of individual and subpopulations of students as they progress towards graduation

Person Responsible

Michael Young

Schedule

Monthly, from 8/31/2017 to 8/31/2018

Evidence of Completion

Increase in the number of courses passed/credits earned

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Conduct and analyze on-going formative and summative evaluation data review of students by cohort.

Person Responsible

Michael Young


Schedule

Monthly, from 8/31/2017 to 8/31/2018

Evidence of Completion

Student success coach will provide and/or submit activity reports as scheduled and requested.

G1.B6.S2 Extended learning 4

 S281818

Strategy Rationale

Providing tutoring after school creates smaller learning environments for students where they can receive more personalized instruction from qualified educators

Action Step 1 5

Providing additional core academic instructional time for students

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

A calendar of core instructional offerings in outside of the school day

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Review of lessons for extended learning and Students participation

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Attendance records, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Increased student proficiency in core areas offered in extended learning

Person Responsible

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Student achievement data

G1.B7 Rigorous instruction/tasks not observed consistently to meet the full intent of standards **2**

 B265867

G1.B7.S1 Provide rigorous standards-based instruction **4**

 S281819

Strategy Rationale

Action Step 1 **5**

Provide Marzano's LSI training to staff

Person Responsible

Michael Young

Schedule

Semiannually, from 10/1/2017 to 8/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

Registration for professional development workshops

Person Responsible

Michael Young

Schedule

Semiannually, from 10/1/2017 to 8/31/2018

Evidence of Completion

TDA's and attendance

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

Registration for professional development workshops

Person Responsible

Michael Young

Schedule

Semiannually, from 10/1/2017 to 8/31/2018

Evidence of Completion

TDA's and attendance

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Classroom walkthroughs and observations

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Integration of new strategies into teaching practice and increased student achievement

G1.B11 Need for additional SWD & ELL supports 2

 B265871

G1.B11.S1 Provide teacher professional learning opportunities for ELL students through the district ESOL Department and SWD students, including best practices for inclusion instruction through the district ESE Department 4

 S281820

Strategy Rationale

Make training an expectation for all regular education and special education teachers as a supplement to regular planning time due to lack of additional time to plan for subgroups

Action Step 1 5

MHS will receive ELL supports through district training as coordinated by MHS staff.

Person Responsible

Gian Monacelli

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Agendas, sign-in sheets, participant feedback/follow-up documentation, MTSS data

Action Step 2 5

MHS will receive SWD supports through district training as coordinated by MHS staff.

Person Responsible

LaSabra Patterson

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Agendas, sign-in sheets, participant feedback/follow-up documentation, MTSS data

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Review of intended lessons plans with accommodations for SWD and ELL students; Observations of focused instruction

Person Responsible

Amy Lashkajani

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Agendas, sign-in sheets, participant feedback/follow-up documentation from trainings, ESE Caseloads documentation and observation feedback

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Observe focused instruction with ESOL/Inclusion practices

Person Responsible

Amy Lashkajani

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Observation feedback, student achievement data comparison, teacher reflection, MTSS data

G1.B12 Lack of model instructional classroom 2

 B265872

G1.B12.S1 Incorporate instructional technology 4

 S281821

Strategy Rationale

By teaching students 21st century skills through effective technology integration, students will be more college & career ready

Action Step 1 5

Teachers utilize best practices in implementing instructional technology to transform learning & teaching

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Students are utilizing technology to collaborate, create, and communicate their learning

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Teachers are provided coaching support to implement instructional technology

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 10/1/2017

Evidence of Completion

Discussion of integrating instructional technology in common planning, PLCs

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Authentic and pervasive usage of instructional technology across all content areas

Person Responsible

Michael Young


Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Lesson plans incorporating instructional technology

G2. Increase stakeholder involvement with the school community. 1

 G098790

G2.B1 Lack of parent and community involvement in school activities 2

 B265873

G2.B1.S1 Partner with local businesses/community sponsors to join the school community 4

 S281822

Strategy Rationale

As community stakeholders gain ownership in the school, the students/families/residents will take more pride as a school family

Action Step 1 5

Use various means of technology to communicate with stakeholders

Person Responsible

Randall Nothdorf

Schedule

Monthly, from 8/10/2016 to 5/25/2018

Evidence of Completion

Notes, recruiting documentation/flyers/invitations, online survey results/data

Action Step 2 5

Incorporate collaborative school and community activities

Person Responsible

Michael Young

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agendas/meetings notes, social media postings, stakeholder communications

Action Step 3 5

Promote MHS

Person Responsible

Helen Maffett

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

School Website, Program brochures/handouts/postcards

Action Step 4 5

College for Every Student (CFES)

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Coordination of CFES activities for CFES scholars and for school-wide concept implementation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ensure that all targeted students are aware of college planning

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Students participation in CFES activities

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

College visits, student leadership in and participation in college exposure/readiness activities

Person Responsible

Michael Young

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Student familiarity with and increased access to post-secondary educational options

G2.B2 Lack of effective communication 2

 B265874

G2.B2.S1 Use various means of technology to communicate with stakeholders 4

 S281823

Strategy Rationale

Provide multiple means of communication among and between stakeholders

Action Step 1 5

A platform for social media will be maintained through Twitter and potentially adding Instagram

Person Responsible

Michael Young

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Participant data/retweets, event turnout data, participant feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Collect data on social media usage

Person Responsible

Michael Young


Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Participant feedback/usage data

G2.B3 Stakeholders do not understand or unaware of school systems 2

 B265875

G2.B3.S1 Promote MHS, endorse accelerated program, create awareness of new programs, develop college & career lab 4

 S281824

Strategy Rationale

Reestablish school image through rebranding MHS

Action Step 1 5

Mulberry High School will improve its school image through rebranding, re-establishing the school image.

Person Responsible

Michael Young

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Stakeholder feedback, staff/students' increase in school provide

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Maintain data of stakeholder feedback regarding awareness of school systems

Person Responsible

Michael Young

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Feedback data, stakeholder participation data, stakeholder satisfaction

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Person Responsible

Schedule

Evidence of Completion












IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S1.MA1 M412459	[no content entered]		No Start Date		No End Date one-time
G2.B3.S1.MA1 M412460	[no content entered]		No Start Date		No End Date one-time
G1.B12.S1.MA1 M412451	Teachers are provided coaching support to implement instructional technology	Young, Michael	10/1/2017	Discussion of integrating instructional technology in common planning, PLCs	10/1/2017 monthly
G1.MA3 M412454	Track student pre/post test data and mini-assessments/Certiport practice exams to determine...	Patterson, LaSabra	10/20/2017	Student results on industry certification examinations	4/27/2018 quarterly
G1.MA4 M412455	Early Warning System and graduation requirements data to ensure students on track for graduation	Lashkajani, Amy	8/10/2017	Student Scholastic Reports with academic progress towards graduation, as well as grades, discipline, attendance and subgroup data	5/17/2018 weekly
G1.B3.S1.A1 A380129	CTE teacher professional learning opportunities will be provided to build teacher capacity.	Patterson, LaSabra	9/15/2017	Agendas, sign-in sheets, participant feedback, teacher reflections/follow-up documentation	5/18/2018 quarterly
G1.MA1 M412452	Collect data for incorporating MTSS-Rtl/PBIS school-wide; teach all systems--train staff and unveil...	Monacelli, Gian	8/10/2017	Student achievement, discipline and attendance data	5/25/2018 monthly
G1.MA2 M412453	Classroom observation data with a focus on FSA Standards taught using the Marzano LSI Instructional...	Young, Michael	8/10/2017	Administrative feedback from weekly/monthly Data Chats/Data Day/Rigor Walks/Instructional Reviews, including evaluative and non-evaluative feedback; student assessment results	5/25/2018 weekly
G1.B11.S1.MA1 M412448	Observe focused instruction with ESOL/Inclusion practices	Lashkajani, Amy	9/1/2017	Observation feedback, student achievement data comparison, teacher reflection, MTSS data	5/25/2018 weekly
G1.B11.S1.MA1 M412449	Review of intended lessons plans with accommodations for SWD and ELL students; Observations of...	Lashkajani, Amy	9/1/2017	Agendas, sign-in sheets, participant feedback/follow-up documentation from trainings, ESE Caseloads documentation and observation feedback	5/25/2018 weekly
G1.B11.S1.A1 A380133	MHS will receive ELL supports through district training as coordinated by MHS staff.	Monacelli, Gian	9/1/2017	Agendas, sign-in sheets, participant feedback/follow-up documentation, MTSS data	5/25/2018 quarterly
G1.B11.S1.A2 A380134	MHS will receive SWD supports through district training as coordinated by MHS staff.	Patterson, LaSabra	9/1/2017	Agendas, sign-in sheets, participant feedback/follow-up documentation, MTSS data	5/25/2018 quarterly
G2.B1.S1.A1 A380136	Use various means of technology to communicate with stakeholders	Nothdorf, Randall	8/10/2016	Notes, recruiting documentation/flyers/invitations, online survey results/data	5/25/2018 monthly
G2.B1.S1.A2 A380137	Incorporate collaborative school and community activities	Young, Michael	8/10/2017	Agendas/meetings notes, social media postings, stakeholder communications	5/25/2018 monthly
G2.B1.S1.A3 A380138	Promote MHS	Maffett, Helen	8/3/2017	School Website, Program brochures/handouts/postcards	5/25/2018 weekly
G2.B2.S1.MA1 M412458	Collect data on social media usage	Young, Michael	8/10/2017	Participant feedback/usage data	5/25/2018 monthly
G2.B2.S1.A1 A380140	A platform for social media will be maintained through Twitter and potentially adding Instagram	Young, Michael	8/10/2017	Participant data/retweets, event turnout data, participant feedback	5/25/2018 weekly
G2.B3.S1.MA1 M412461	Maintain data of stakeholder feedback regarding awareness of school systems	Young, Michael	8/10/2017	Feedback data, stakeholder participation data, stakeholder satisfaction	5/25/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1  A380141	Mulberry High School will improve its school image through rebranding, re-establishing the school...	Young, Michael	8/10/2017	Stakeholder feedback, staff/students' increase in school provide	5/25/2018 weekly
G2.MA1  M412462	Title I participation data, surveys, parent involvement feedback and the like to be collected and...	Jordan, Trisha	8/10/2018	Sign in sheets, agendas, notes, participation statistics	8/10/2018 quarterly
G2.MA2  M412463	Increased college applications; increased college/career readiness awareness for families	Young, Michael	10/1/2017	Increased college admission and financial aid awarded	8/31/2018 monthly
G1.B1.S1.MA1  M412435	Retention Rate	Young, Michael	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G1.B1.S1.MA4  M412436	Focused walk-throughs and teacher evaluation	Young, Michael	8/31/2017	Increased teacher self-efficacy, improved instructional delivery, increased student achievement	8/31/2018 monthly
G1.B1.S1.MA1  M412437	Review of Funds Management Report	Young, Michael	10/1/2017	Expenditure posted in SAP	8/31/2018 monthly
G1.B1.S1.MA3  M412438	Review of teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better...	Young, Michael	8/31/2017	Products that reflect data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools	8/31/2018 monthly
G1.B1.S1.MA5  M412439	Utilize research-based guidelines for a well-balanced classroom library	Young, Michael	10/1/2017	Observation of a labeled and organized classroom library	8/31/2018 monthly
G1.B1.S1.MA6  M412440	Ensure that all targeted teachers are registered and attend training	Young, Michael	10/1/2017	Teacher attendance records and integration of new strategies into teaching practice	8/31/2018 monthly
G1.B1.S1.A1  A380124	Recognize instructional staff and paraprofessionals that come to and remain at the school.	Young, Michael	10/1/2017	Payroll records	8/31/2018 monthly
G1.B1.S1.A2  A380125	Literacy Coach	Young, Michael	10/1/2017	The deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement	8/31/2018 monthly
G1.B1.S1.A3  A380126	Classroom libraries	Young, Michael	10/1/2017	Literacy-rich environment	8/31/2018 monthly
G1.B1.S1.A4  A380127	Kagan Training	Young, Michael	10/1/2017	Teachers participate in Kagan training; agenda, sign-in sheets	8/31/2018 monthly
G1.B1.S1.A5  A380128	AVID training	Young, Michael	10/1/2017	Teacher enrolled and attend in AVID training; agenda, sign-in sheets	8/31/2018 monthly
G1.B6.S1.MA1  M412441	Conduct and analyze on-going formative and summative evaluation data review of students by cohort.	Young, Michael	8/31/2017	Student success coach will provide and/or submit activity reports as scheduled and requested.	8/31/2018 monthly
G1.B6.S1.MA1  M412442	Track the progress of individual and subpopulations of students as they progress towards graduation	Young, Michael	8/31/2017	Increase in the number of courses passed/credits earned	8/31/2018 monthly
G1.B6.S1.A1  A380130	Student Success Coach will provide assistance to identified students, individually and in groups	Young, Michael	8/31/2017	The development and implementation of individual intervention strategies and graduation plans to increase the likelihood that identified students will stay in school and graduate on time; meeting notes	8/31/2018 monthly
G1.B7.S1.MA1  M412445	Classroom walkthroughs and observations	Young, Michael	10/1/2017	Integration of new strategies into teaching practice and increased student achievement	8/31/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.MA1  M412446	Registration for professional development workshops	Young, Michael	10/1/2017	TDA's and attendance	8/31/2018 semiannually
G1.B7.S1.MA1  M412447	Registration for professional development workshops	Young, Michael	10/1/2017	TDA's and attendance	8/31/2018 semiannually
G1.B7.S1.A1  A380132	Provide Marzano's LSI training to staff	Young, Michael	10/1/2017		8/31/2018 semiannually
G1.B12.S1.MA1  M412450	Authentic and pervasive usage of instructional technology across all content areas	Young, Michael	10/1/2017	Lesson plans incorporating instructional technology	8/31/2018 monthly
G1.B12.S1.A1  A380135	Teachers utilize best practices in implementing instructional technology to transform learning &...	Young, Michael	10/1/2017	Students are utilizing technology to collaborate, create, and communicate their learning	8/31/2018 monthly
G2.B1.S1.MA1  M412456	College visits, student leadership in and participation in college exposure/ readiness activities	Young, Michael	10/1/2017	Student familiarity with and increased access to post-secondary educational options	8/31/2018 monthly
G2.B1.S1.MA1  M412457	Ensure that all targeted students are aware of college planning	Young, Michael	10/1/2017	Students participation in CFES activities	8/31/2018 monthly
G2.B1.S1.A4  A380139	College for Every Student (CFES)	Young, Michael	10/1/2017	Coordination of CFES activities for CFES scholars and for school-wide concept implementation	8/31/2018 monthly
G1.B6.S2.MA1  M412443	Increased student proficiency in core areas offered in extended learning		10/1/2017	Student achievement data	8/31/2018 monthly
G1.B6.S2.MA1  M412444	Review of lessons for extended learning and Students participation	Young, Michael	10/1/2017	Attendance records, lesson plans	8/31/2018 monthly
G1.B6.S2.A1  A380131	Providing additional core academic instructional time for students	Young, Michael	10/1/2017	A calendar of core instructional offerings in outside of the school day	8/31/2018 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Create school environment that focuses on career readiness for all students by integrating effective remediation within current course curriculum, continued improvements for student achievement, and support for instruction in teaching the Florida Standards and Industry Standards to increase college and career participation to 65% through Advanced Placement, Dual Enrollment, and Career & Technical Education courses.

G1.B7 Rigorous instruction/tasks not observed consistently to meet the full intent of standards

G1.B7.S1 Provide rigorous standards-based instruction

PD Opportunity 1

Provide Marzano's LSI training to staff

Facilitator

LSI Consultant

Participants

Instructional staff

Schedule

Semiannually, from 10/1/2017 to 8/31/2018

G1.B11 Need for additional SWD & ELL supports

G1.B11.S1 Provide teacher professional learning opportunities for ELL students through the district ESOL Department and SWD students, including best practices for inclusion instruction through the district ESE Department

PD Opportunity 1

MHS will receive ELL supports through district training as coordinated by MHS staff.

Facilitator

Doris Young

Participants

Instructional Staff

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

PD Opportunity 2

MHS will receive SWD supports through district training as coordinated by MHS staff.

Facilitator

Poinsettia Tillman

Participants

Instructional Staff

Schedule

Quarterly, from 9/1/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Recognize instructional staff and paraprofessionals that come to and remain at the school.				\$80,131.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1131 - Mulberry Senior High School	UniSIG	67.0	\$67,000.00
			Notes: Recruitment & retention bonuses			
	5100	150-Aides	1131 - Mulberry Senior High School	UniSIG	8.0	\$2,000.00
			Notes: Recruitment & retention bonuses			
	5100	210-Retirement	1131 - Mulberry Senior High School	UniSIG	75.0	\$5,486.00
			Notes: Recruitment & retention bonuses			
	5100	220-Social Security	1131 - Mulberry Senior High School	UniSIG	75.0	\$5,258.00
			Notes: Recruitment & retention bonuses			
	5100	240-Workers Compensation	1131 - Mulberry Senior High School	UniSIG	75.0	\$387.00
			Notes: Recruitment & retention bonuses			
2	G1.B1.S1.A2	Literacy Coach				\$51,349.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	1131 - Mulberry Senior High School	UniSIG	1.0	\$38,913.00
	6400	220-Social Security	1131 - Mulberry Senior High School	UniSIG	1.0	\$2,977.00
	6400	210-Retirement	1131 - Mulberry Senior High School	UniSIG	1.0	\$3,082.00
	6400	231-Health and Hospitalization	1131 - Mulberry Senior High School	UniSIG	1.0	\$6,140.00
	6400	232-Life Insurance	1131 - Mulberry Senior High School	UniSIG	1.0	\$19.00
	6400	240-Workers Compensation	1131 - Mulberry Senior High School	UniSIG	1.0	\$218.00
3	G1.B1.S1.A3	Classroom libraries				\$41,873.85
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	1131 - Mulberry Senior High School	Title, I Part A		\$10,688.85
			<i>Notes: Book shelves for Classroom libraries</i>			
	5100	510-Supplies	1131 - Mulberry Senior High School	UniSIG		\$31,185.00
			<i>Notes: Classroom libraries</i>			
4	G1.B1.S1.A4	Kagan Training				\$13,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	1131 - Mulberry Senior High School	UniSIG		\$9,200.00
			<i>Notes: Conference attendance</i>			
	6400	310-Professional and Technical Services	1131 - Mulberry Senior High School	UniSIG		\$4,400.00
			<i>Notes: Substitutes</i>			
5	G1.B1.S1.A5	AVID training				\$59,718.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	1131 - Mulberry Senior High School	UniSIG		\$19,792.00
			<i>Notes: Conference registration and travel for 16 staff</i>			
	6400	310-Professional and Technical Services	1131 - Mulberry Senior High School	UniSIG		\$1,728.00
			<i>Notes: substitutes for 16 staff</i>			
	5900	130-Other Certified Instructional Personnel	1131 - Mulberry Senior High School	UniSIG		\$9,000.00
			<i>Notes: Avid tutors</i>			
	5900	210-Retirement	1131 - Mulberry Senior High School	UniSIG		\$716.00
			<i>Notes: Avid tutors</i>			
	5900	220-Social Security	1131 - Mulberry Senior High School	UniSIG		\$686.00
			<i>Notes: Avid tutors</i>			
	5900	240-Workers Compensation	1131 - Mulberry Senior High School	UniSIG		\$50.00
			<i>Notes: Avid tutors</i>			
	6400	310-Professional and Technical Services	1131 - Mulberry Senior High School	UniSIG		\$15,959.00
			<i>Notes: Annual membership per school, required summer institute package</i>			
	6400	310-Professional and Technical Services	1131 - Mulberry Senior High School	UniSIG		\$6,947.00
			<i>Notes: Stipends for Summer Institute</i>			

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	6400	510-Supplies	1131 - Mulberry Senior High School	UniSIG		\$4,840.00
			<i>Notes: Libraries package per school</i>			
6	G1.B11.S1.A1	MHS will receive ELL supports through district training as coordinated by MHS staff.				\$1,282.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1131 - Mulberry Senior High School	Title, I Part A		\$1,282.50
			<i>Notes: Spanish & English glossaries - math, science, social studies</i>			
7	G1.B11.S1.A2	MHS will receive SWD supports through district training as coordinated by MHS staff.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1140	140-Substitute Teachers	1131 - Mulberry Senior High School	UniSIG		\$1,200.00
			<i>Notes: Includes subs during teacher training</i>			
8	G1.B12.S1.A1	Teachers utilize best practices in implementing instructional technology to transform learning & teaching				\$74,120.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1131 - Mulberry Senior High School	Title, I Part A		\$55,000.00
			<i>Notes: Laptop carts, calculators</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	1131 - Mulberry Senior High School	Title, I Part A		\$18,576.00
			<i>Notes: Smartboards</i>			
	6400	310-Professional and Technical Services	1131 - Mulberry Senior High School	Title, I Part A		\$544.00
			<i>Notes: Achieve 3000 training - subs</i>			
9	G1.B3.S1.A1	CTE teacher professional learning opportunities will be provided to build teacher capacity.				\$0.00
10	G1.B6.S1.A1	Student Success Coach will provide assistance to identified students, individually and in groups				\$57,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	1131 - Mulberry Senior High School	UniSIG	1.0	\$44,167.00
	5100	220-Social Security	1131 - Mulberry Senior High School	UniSIG	1.0	\$3,379.00
	5100	210-Retirement	1131 - Mulberry Senior High School	UniSIG	1.0	\$3,498.00

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	5100	240-Workers Compensation	1131 - Mulberry Senior High School	UniSIG	1.0	\$247.00
	5100	232-Life Insurance	1131 - Mulberry Senior High School	UniSIG	1.0	\$6,140.00
	5100	231-Health and Hospitalization	1131 - Mulberry Senior High School	UniSIG	1.0	\$19.00
11	G1.B6.S2.A1	Providing additional core academic instructional time for students				\$16,012.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	1131 - Mulberry Senior High School	UniSIG		\$13,788.00
			<i>Notes: extended learning</i>			
	5900	210-Retirement	1131 - Mulberry Senior High School	UniSIG		\$1,096.00
			<i>Notes: extended learning</i>			
	5900	220-Social Security	1131 - Mulberry Senior High School	UniSIG		\$1,051.00
			<i>Notes: extended learning</i>			
	5900	240-Workers Compensation	1131 - Mulberry Senior High School	UniSIG		\$77.00
			<i>Notes: extended learning</i>			
12	G1.B7.S1.A1	Provide Marzano's LSI training to staff				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	1131 - Mulberry Senior High School	UniSIG		\$30,000.00
			<i>Notes: Marzano's LSI training - consultant</i>			
	6400	120-Classroom Teachers	1131 - Mulberry Senior High School	UniSIG		\$15,000.00
			<i>Notes: Marzano's LSI training - stipends</i>			
	6400	310-Professional and Technical Services	1131 - Mulberry Senior High School	UniSIG		\$5,000.00
			<i>Notes: Marzano's LSI training - substitutes for instructional staff to attend PD</i>			
	6400	330-Travel	1131 - Mulberry Senior High School	UniSIG		\$5,000.00
			<i>Notes: Marzano's LSI training - mileage for instructional staff to travel to PD roundtrip</i>			
13	G2.B1.S1.A1	Use various means of technology to communicate with stakeholders				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1131 - Mulberry Senior High School	School Improvement Funds		\$1,500.00
			<i>Notes: Notes</i>			

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14	G2.B1.S1.A2	Incorporate collaborative school and community activities				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		370-Communications	1131 - Mulberry Senior High School	General Fund		\$1,000.00
			Notes: Notes			
15	G2.B1.S1.A3	Promote MHS				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1320	350-Repairs and Maintenance	1131 - Mulberry Senior High School	School Improvement Funds		\$5,000.00
			Notes: Notes			
16	G2.B1.S1.A4	College for Every Student (CFES)				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800	790-Miscellaneous Expenses	1131 - Mulberry Senior High School	UniSIG		\$10,000.00
			Notes: Buses for College fieldtrips			
17	G2.B2.S1.A1	A platform for social media will be maintained through Twitter and potentially adding Instagram				\$0.00
18	G2.B3.S1.A1	Mulberry High School will improve its school image through rebranding, re-establishing the school image.				\$0.00
Total:						\$469,236.35