Mulberry Senior High School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	D	D	C*

School Board Approval

This plan was approved by the Polk County School Board on 1/15/2019.

SIP Authority

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

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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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.

School Leadership Team

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
Gable, Jerri	Dean
Hunt, Heath	Administrative Support
Wilkerson, Jihan	School Counselor
Jordan, Trisha	Instructional Coach
Lile, Adam	Instructional Technology
Dixon, Melinda	Assistant Principal

Duties

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

Michael Young, Principal: 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 is 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, Social Studies Department and some elective programs. Maintains a leadership protocol where decision-making is shared among the five administrators through specific distributive leadership assigned roles and responsibilities. This includes shared responsibility for providing planning, coaching, monitoring and evaluating instructional staff, as well as modeling appropriate practices.

Dr. LaSabra Patterson, Assistant Principal of Curriculum: 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 self-contained programs, JROTC programs, and the Physical Education Department.

Lori Leverett, Assistant Principal of Administration: 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, custodial and student discipline operations, and further assists the principal to ensure the school is safe and orderly so learning takes place. Communicates with parents concerning attendance concerns, as well as special activities. Oversees the English Department, paraprofessional staff, and custodial staff.

Gian Monacelli, Assistant Principal II: 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, oversees the Science Department, Performing Arts Programs and Foreign Language Department.

Melinda Dixon, Assistant Principal II: 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.

Jerri Gable, Dean of Students: Provides service for student 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.

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

Jihan Wilkerson, School Counselor: 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. Coordinates College for Every Student (CFES) activities for CFES Scholars and for school-wide concept implementation. Serves as Guidance Department Chair.

Trisha Jordan, Literacy Coach & Title I Coordinator: 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 and coordinates all Title I operations.

Adam Lile, Network Manager/Technology Coach: 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.

Teacher Leaders (Tommy Lewis, Math; Jeffrey Stockwell, Social Studies; Vanessa Sells, English/Language Arts; Kyle Slagel, Science; Kris Parrish, ESE/Inclusion Teacher): Attend 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, meets weekly with administration, 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.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Tuesday 6/26/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	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 rentions	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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	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 rentions	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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELA Proficiency for Grades 9/10 performed the lowest with regression in the number of proficient students;
Yes, it is a trend.

Which data component showed the greatest decline from prior year?

The ELA Proficiency for Grades 9/10 showed the greatest decline from the prior year; Student attendance also declined noticeable.

Which data component had the biggest gap when compared to the state average?

ELA Proficiency showed the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

The Acceleration Cell showed the most improvement with +40 points.
This is a new trend with anticipation to steadily rise with the system adjustments continually being made.

Describe the actions or changes that led to the improvement in this area.

The actions that led to the improvement in Acceleration Cell, included various systems changes within school culture/expectations: more industry certification tests attempted and passed, increased dual enrollment program options on campus, more AP course offerings on campus, drill down on student cohorts/needs/acceleration earnings.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	35%	46%	56%	37%	44%	52%
ELA Learning Gains	40%	47%	53%	43%	45%	46%
ELA Lowest 25th Percentile	36%	39%	44%	45%	37%	38%
Math Achievement	53%	44%	51%	26%	32%	43%
Math Learning Gains	52%	42%	48%	26%	31%	39%
Math Lowest 25th Percentile	49%	38%	45%	30%	35%	38%
Science Achievement	78%	65%	67%	41%	54%	65%
Social Studies Achievement	64%	63%	71%	53%	64%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
Attendance below 90 percent	0 (16)	0 (16)	0 (14)	0 (9)	0 (55)
One or more suspensions	0 (5)	0 (2)	0 (2)	0 (1)	0 (10)
Course failure in ELA or Math	0 (2)	0 (0)	0 (0)	0 (0)	0 (2)
Level 1 on statewide assessment	0 (97)	0 (96)	0 (78)	0 (37)	0 (308)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	33%	43%	-10%	53%	-20%
	2017	35%	43%	-8%	52%	-17%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2018	36%	42%	-6%	53%	-17%
	2017	36%	40%	-4%	50%	-14%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	59%	18%	65%	12%
2017	44%	51%	-7%	63%	-19%
Compare	33%				

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	57%	6%	68%	-5%
2017	51%	56%	-5%	67%	-16%
Compare	12%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	60%	-1%	62%	-3%
2017	25%	43%	-18%	60%	-35%
Compare		34%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	42%	41%	1%	56%	-14%
2017	24%	34%	-10%	53%	-29%
Compare		18%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	42	41	41	58	65	64	36		70	31
ELL	16	37	27	42	54	18	40	31		80	83
BLK	36	54	58	35	39	36	69	57		84	57
HSP	32	39	31	47	51	42	73	60		88	63
MUL	39	35		60							
WHT	38	38	37	60	56	60	82	68		87	57
FRL	32	40	34	56	52	46	75	60		84	59
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	29	29	13	27	28	5	27		59	13
ELL	6	24	50	16	25					75	38
BLK	34	33	47	25	29	29	47	57		79	14
HSP	32	38	28	29	39	32	38	45		77	25
MUL	37	39		38	40						
WHT	41	39	29	39	39	29	50	64		77	17
FRL	29	32	32	25	36	26	32	44		72	21

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Academic Proficiency Improvement
Rationale	Cultivate building a culture of continuous improvement that enhances active cognitive engagement and critical thinking where students will improve in academic proficiency through the integration of focused implementation, effective remediation, and support for instruction in teaching the Florida Standards/industry standards.
Intended Outcome	Empower teachers and students through improving instructional support, core instruction & leadership practices Increase proficiency from 35% to 37% in ELA Increase proficiency from 53% to 58% in Mathematics Increase proficiency from 78% to 85% in Science
Point Person	Michael Young (michael.young@polk-fl.net)
Action Step	
Description	I. Provide support for all content areas A. Continue arrangements of professional learning opportunities for teachers during weekly PLCs during common planning time with substitute teachers provided as approved B. Continue focus on student engagement, rigor and standards-based instruction; Building on training begun school year 2016/2017 as effective research-based practices for staff development to increase capacity to understand expectations for the LSI instructional framework; provide additional training to help calibrate framework expectations among classrooms/school-wide and to assist teachers with the alignment of focused instruction with FSA/CTE standards to achieve student success criteria with the inclusion of C4I (Coaching for Implementation) Cadre of teacher leaders to train separately and provide follow-up implementation to work with/model/facilitate training within departments C. Continue trainings for and observation of integrating the LSI frameworks to increase authentic student engagement and create rigorous tasks that meet the full intent of standards D. Develop and implement structures for common planning partners including deliverables facilitated by teacher leaders, school-based coaches, district coaches, and/or administrators E. Incorporate more interactive modeling by coaches/administration to help build teacher capacity F. Attendance at teacher collaborative planning sessions and staff professional learning activities by coaches and/or administration G. Administrators to calibrate instructional observation processes and discuss classroom monitoring evidences during leadership meetings in relation to student engagement, rigor and standards-based instruction for core content/elective classrooms, sheltered classrooms, peer support role models, and academic instructional support tutors, then make necessary adjustments for continued school improvement II. Provide support for ELA A. Provide coaching/modeling/Literacy Team assistance for applicable remediation to improve student literacy and increase proficiency, along with pullout/push-in assistance for applicable remediation to improve student literacy using DESF Tutors and media center resources B. Focus on Writing Plans to support ELA instruction in teach the Florida Standards C. Infuse curriculum rich vocabulary continuously through instruction to increase vocabulary awareness in students; create visual vocabulary references inside the learning environment, including use of Achieve3K for reading/writing/listening/speaking

D. Refresh teachers on how to use the Achieve3K and Journeys platforms/resources to best integrate instruction and planning for effective remediation and improved literacy

III. Provide support for Mathematics
A. Provide pullout/push-in assistance for applicable remediation to improve student understanding of math concepts and increase proficiency
B. Provide coaching assistance/modeling
C. Infuse curriculum rich vocabulary continuously through instruction to increase vocabulary awareness in students; create visual vocabulary references inside the learning environment
D. Provide math manipulatives to improve student understanding of math concepts and increase proficiency

IV. Provide support for Science
A. Provide coaching assistance/modeling of 5E instructional practices
B. Infuse curriculum rich vocabulary continuously through instruction to increase vocabulary awareness in students; create visual vocabulary references inside the learning environment
C. Provide hands-on lab experiences to improve student understanding of science concepts and increase proficiency

Person Responsible Michael Young (michael.young@polk-fl.net)

Plan to Monitor Effectiveness

Description

Observe implementation and follow-up of professional learning opportunities by administrators

Review lesson plans created during collaborative planning meetings in comparison to classroom instruction as observed with actionable feedback provided as followup by assigned administrator

Recognize exemplary practices during classroom instruction to direct teachers in-need to effective structures in-action through Look & Learns

Conduct classroom walkthroughs/Rigor Walks that include:
1) checks for evidence of academic vocabulary being used as a learning tool to boost student confidence using content appropriate/proper terms
2) examinations of manipulatives and hands-on instructional practice
3) inspections for student-centered focus of learning, standards-based instruction, and 5E inquiry based approaches to learning
4) assessments of levels of rigor and authentic student engagement

Person Responsible Michael Young (michael.young@polk-fl.net)

Activity #2	
Title	College & Career Readiness
Rationale	Create school environment that focuses on career readiness for all students by integrating effective support for career preparation and rigorous instruction to increase college & career readiness through teaching the Florida Standards and Industry Certification Standards.
Intended Outcome	Increase the number of students participating in college and career preparation activities, including enrollment in advanced placement (AP), dual enrollment (DE) and career & technical education (CTE) courses.
Point Person	LaSabra Patterson (lasabra.patterson@polk-fl.net)

Action Step	
Description	I. Help students become more career ready; provide College & Career Lab activities/ workshops for students, Lunch & Learn sessions with School Counselors, presentations by professionals within industry, awards recognitions for students earning industry certifications, senior pinning for Destination Ceremony (college acceptance)/Signing Day (military enlistment) II. Develop a system to get all students on a track to graduate and pursue a pathway to a career; increase course offerings in AP/DE/CTE as a school-wide expectation for all students to participate in acceleration activity III. Build teacher capacity to provide as much real world, hands-on experience as possible and develop student critical thinking to apply concepts situationally IV. Incorporate AVID, College for Every Student, Student Mentoring, and Student Leadership Programs to help drive student success through engaging, rigorous, and student-centered learning environment--activities to include college visits, career explorations, college preparation, instructional technology development/use, field trips V. Support student transitions using various resources based on student need by cohort; utilize Student Success Coach, School Counselors and CTE teachers to make connections with student using various resources: multiple pathway referrals, networking/ apprenticeships with advisory board community partners, career planning, postsecondary counselor connections, senior conferences, ACT/SAT/PERT/ASVAB preparation, and assistance with other resources (FAFSA, Florida Bright Futures, Florida Shines, Fast Web, Cappex, Florida Trends NEXT
Person Responsible	LaSabra Patterson (lasabra.patterson@polk-fl.net)

Plan to Monitor Effectiveness	
Description	I. Monitor participation in workshops/Lunch & Learn sessions/use of College & Career Labs through sign-in sheets, agendas, counselor notes, etc... maintain data on industry certifications earned, college acceptance, military enlistment II. Monitor format for master scheduling/student requests/stakeholder surveys/counselor conference resources to ensure expectations established for students to participate in acceleration activity IIIa. Conduct classroom observations with a focus on FSA/Industry Standards taught with

student-focus, using the LSI Instructional Framework to increase rigor
IIIb. Participate in Rigor Walks
IIIc. Monitor teacher collaborative planning/instructional alignment, classroom structures, and pre/mid/post testing
IIId. Analyze/review data through leadership meetings/Monthly Data Chats/Data Day, including student achievement/discipline/attendance and staff attendance

IV. Observe AVID/Mentor/Leadership groups during classroom visits/mentoring/peer mentoring; conduct surveys and/or reflections before/during/after activities; gauge student use/understanding of instructional technology and make adjustments as needed

V. Review Success Coach/School Counselor/CTE documentation, referral data/grad rate changes, advisory board participation, standardized testing data, student use resources-- make adjustments as needed

Person Responsible   LaSabra Patterson (lasabra.patterson@polk-fl.net)

Activity #3	
Title	Student Engagement
Rationale	Increase stakeholder involvement with the school community to improve student engagement.
Intended Outcome	Students will gain more ownership of their learning through authentic engagement in the learning process.
Point Person	Lori Leverett (lori.leverett@polk-fl.net)
Action Step	
Description	I. Develop PBIS/MTSS Plan implementation with fidelity for attendance and discipline II. Communicate with stakeholders through various means of technology with student input/involvement III. Incorporate student-leadership with collaborative school and community activities IV. Enhance student promotion of Mulberry High School
Person Responsible	Lori Leverett (lori.leverett@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Ia. Monitor PBIS/MTSS for effectiveness Ib. Review data monthly, make adjustments and anticipate needs IIa. Create information booths at a local business IIb. Create a student-produced newsletter IIc. Promote Remind/text tree use IIIa. Increase networking with local government officials and business owners to plan activities IIIb. Maintain social media platform for school communication through Twitter; add Instagram IIIc. Plan and promote activities that promote student, parent, community and business owner participation IIId. Conduct Title I Surveys IVa. Reestablish school image IVb. Create awareness of new programs (Health Sciences/Academy of Technology/ Future Educators Program) IVc. Endorse program offerings/academies IVd. Promote use of the college and career lab/offer workshops on various programs and school systems IVe. Incorporate Go Blue campus beautification projects
Person Responsible	Lori Leverett (lori.leverett@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Mulberry High School provides numerous opportunities throughout the year to engage parents and families in learning about high school programs during informational sessions at school. They may attend open house, orientation, and parent nights to learn more about graduation requirements, college readiness, and accelerated programs. They also read school newsletters, information posted on the school's website, and on school social media pages to stay updated. School and community resources are shared with parents through phone calls, conferences, and information sessions.

In addition, the Automotive Academy, CTE programs, Future Farmers of America, football team, cheerleading squad, and student leadership class all represent the school by providing services within the community, providing opportunities for students to network and function as student leaders in the greater Mulberry area.
Mulberry High School reaches out to community stakeholders to gain support and resources necessary to increase student achievement. Partnerships are sustained through:
i. Keeping the community informed of campus activities through use of the school marquee/City Hall of Mulberry marquee/Mulberry Library marquee announcements, phone calls and flyers/invitations to events
ii. Keeping the community aware of needs to ensure they know what supports are needed
iii. Attending The Greater Mulberry Chamber of Commerce meetings and local assemblies
iv. Recognizing partners
v. Holding regularly scheduled School Advisory Council meetings to update stakeholders regarding campus activities/accomplishments/needs
vi. Allowing for booster club activities, ie. Band, Athletics
v. Planning individual organization activities with stakeholders:
JROTC provides community service projects with the Boys and Girls Clubs/American Legion-VFW/Little League Softball/Lakeland Yacht Club; many produce scholarship opportunities for students.
Key Club works with Kiwanis Club, Florida By-Products, Catholic Charities, SPCA, Boys & Girls Club, SunTrust Banks for service projects, as well, small groups work with local elementary schools. Many students earn over 100 community service hours each per year.

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

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

Mulberry 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. An additional mentoring service is provide through Polk State College.

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 orientation is held to introduce students and families to high school. All staff members and select student leaders are involved with the process which takes place to help students in all grades transition to the next grade level.

High school transition activity also includes a meeting during the first week of school with all ninth 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.

Also, a focus group of students was identified through Early Warning System data at the end of school year 2017-2018 who will complete specific transition activities with identified staff, including peer mentoring by students in the leadership class.

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: Funds school-wide services to provide supplemental instructional resources and interventions for students with academic achievement needs; supports after-school/summer instructional programs, supplemental instructional materials, resource teachers, technology, professional learning and parent resources. The district coordinates with Title II and Title III to ensure staff development needs are met.

Title I-Part C-Migrant: Migrant students are prioritized and assisted by the school and by the District Migrant Education Program (MEP) for supplemental services based on need and migrant status. MEP Teacher Advocates monitor progress and provide/coordinate supplemental academic support. Home-School Liaisons identify/recruit migrant students and their families for the MEP/provide support to families in locating services to ensure academic success.

Title II funds professional learning resources for schools. School Technology Services provides technical

support/technology training/software program licenses/web-based access via Title II-D funds.

Title III: Provides supplemental resources for English Language Learners(ELL) and teachers; professional learning opportunities for staff.

Title X-Homeless: Funds the Hearth Program to provide support for identified homeless students.

Title I Parent Information Resource Centers provide multiple resources for parents to assist with student transition/homework help/community resources: food banks, tax preparation, GED assistance, career preparation, etc... Parents have learning opportunities, such as computer usage and understanding standardized assessments. They are also invited to participate in parent workshops/parent nights/other school-sponsored activities, many funded through the UniSIG Grant which served at Mulberry High School to support increasing graduation rate.

The Nutrition Program affords the offering of meals at no cost through the Community Eligibility Provision. .

The district library services system/Destiny maintains current equipment and textbooks and to locate within the district additional items to request transfers. Additional resources are budget purchases or TItle I approved to provide resources for academics/college & career prep/remediation/tutoring/enrichment.

All activities are coordinated through weekly meetings with the Administrative Team & Title I Coordinator.

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. During the 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; Lunch & Learn sessions are provided weekly with counselors.

Part V: Budget

Total:	$0.00