

Polk County Public Schools

Mulberry Senior High School



2019-20 Schoolwide Improvement Plan

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Mulberry Senior High School

4TH CIRCLE NE, Mulberry, FL 33860

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

Demographics

Principal: Michael Young

Start Date for this Principal: 7/30/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: B (55%) 2016-17: D (40%) 2015-16: D (40%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	D	D

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SIP Authority

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<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 relevant 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	Job Duties and Responsibilities
Young, Michael	Principal	<p>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 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 Non- Classroom Teacher Departments and Administrative Team. 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 and providing a safe and orderly environment.</p>
Patterson, LaSabra	Assistant Principal	<p>Dr. LaSabra Patterson, Assistant Principal: 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/attendance 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. 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 discipline department, non-instructional office & paraprofessional staff, custodial staff & services, facilities operations and all Career & Technical Education (CTE) academy programs, ESE self-contained programs, JROTC programs, the Physical Education Department, Student Activity Committee, and actively engages family and community stakeholders to increase engagement with the educational process.</p>
Monacelli, Gian	Assistant Principal	<p>Gian Monacelli, Assistant Principal: 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, English Department, Science Department, and Curriculum Committee.</p>
Gable, Jerri	Dean	<p>Jerri Gable, Dean of Students: Provides service for student discipline and facilities maintenance. Works to ensure order to allow learning to take place. Oversees the maintenance of discipline process/record-keeping,</p>

Name	Title	Job Duties and Responsibilities
		parent communication, student investigations and student transportation. Works directly with the school resource deputy to ensure a safe and orderly environment.
Hunt, Heath	Administrative Support	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.
Wilkerson, Jihan	School Counselor	Jihan Wilkerson, Lead Professional 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.
Jordan, Trisha	Instructional Coach	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.
Lile, Adam	Instructional Technology	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.
Dixon, Melinda	Assistant Principal	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 and Reading Department.

Name	Title	Job Duties and Responsibilities
Murdock, Zachary	Assistant Principal	Zachary Murdock, 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 discipline tasks and to ensure a safe and orderly environment. Oversees the Fine Arts Department, Foreign Language Department, and Social Studies Department.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	338	342	293	261	1234
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	72	55	56	56	239
One or more suspensions	0	0	0	0	0	0	0	0	0	0	92	53	58	44	247
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	5	26	19	14	64
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	63	51	91	60	265

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with 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	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	45	57	51	34	187	
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	9	12	10	40	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Tuesday 7/30/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:

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

Prior Year - Updated
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis
School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	47%	56%	37%	44%	53%
ELA Learning Gains	40%	46%	51%	38%	41%	49%
ELA Lowest 25th Percentile	31%	37%	42%	31%	33%	41%
Math Achievement	41%	43%	51%	33%	37%	49%
Math Learning Gains	51%	45%	48%	38%	33%	44%
Math Lowest 25th Percentile	47%	44%	45%	29%	32%	39%
Science Achievement	53%	58%	68%	46%	56%	65%
Social Studies Achievement	54%	61%	73%	55%	60%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	338 (0)	342 (0)	293 (0)	261 (0)	1234 (0)
Attendance below 90 percent	72 (0)	55 (0)	56 (0)	56 (0)	239 (0)
One or more suspensions	92 (0)	53 (0)	58 (0)	44 (0)	247 (0)
Course failure in ELA or Math	5 (0)	26 (0)	19 (0)	14 (0)	64 (0)
Level 1 on statewide assessment	63 (0)	51 (0)	91 (0)	60 (0)	265 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	43%	45%	-2%	55%	-12%
	2018	33%	43%	-10%	53%	-20%
Same Grade Comparison		10%				
Cohort Comparison						
10	2019	30%	42%	-12%	53%	-23%
	2018	36%	42%	-6%	53%	-17%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

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
2019	54%	54%	0%	67%	-13%
2018	77%	59%	18%	65%	12%
Compare		-23%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	57%	-3%	70%	-16%
2018	63%	57%	6%	68%	-5%
Compare		-9%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	37%	50%	-13%	61%	-24%
2018	59%	60%	-1%	62%	-3%
Compare		-22%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	53%	-9%	57%	-13%
2018	42%	41%	1%	56%	-14%
Compare		2%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	32	29	24	35	31	28	47		75	13
ELL	7	27	35	27	33		24	17		75	43
BLK	31	30	16	34	50	69	33	42		91	58
HSP	32	38	30	38	55	48	46	50		90	57
MUL	53	38		67							
WHT	44	45	38	42	44	32	62	58		90	68
FRL	33	37	24	38	57	53	50	50		89	63
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

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
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	559
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Part III: Planning for Improvement

Areas of Focus:

#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 of literacy in content areas, effective remediation, and support for instruction in teaching the Florida Standards/industry standards.
State the measurable outcome the school plans to achieve	Empower teachers and students through improving instructional support, literacy, core instruction & leadership practices: Increase proficiency from 38% to 40% in ELA Increase proficiency from 41% to 43% in Mathematics Increase proficiency from 53% to 56% in Science
Person responsible for monitoring outcome	Michael Young (michael.young@polk-fl.net)
Evidence-based Strategy	MHS will Incorporate literacy strategies in core content areas since students benefit from ongoing instruction and practice in English Language Arts/Math/Science that enable them to meet the demands of college, career, and good citizenship which all require literacy proficiency. Incorporating strategies to ensure all students develop high levels of literacy requires making a concerted/coordinated effort to improve students' proficiency as readers, writers, and critical/creative thinkers which makes possible increased student achievement in all content areas, which leads to higher graduation rates. MHS has a focus of teaching students how to transfer literacy skills across all content areas strategically, analytically, and fluently when confronted with advanced texts/problem-solving. In multiple studies/policy reports, literacy or the lack of literacy has been closely linked to dropout rates, discipline issues, grades, employability, college success, and civic participation. If a student struggles as a reader/writer, it is nearly impossible to succeed academically.
Rationale for Evidence-based Strategy	By planning, implementing, and troubleshooting subject-specific literacy improvement efforts that meet the needs of all students, MHS can improve student achievement in core content areas, as a systemic literacy improvement effort can be a powerful lever for school improvement. The Rationale for a School-wide Focus on Literacy provides summary evidence that schools that improve literacy and learning have a better chance of graduating greater numbers of students who are active learners/proficient readers/fluently writers. MHS prioritized literacy as a mission and to organize for action around literacy as a central theme in all content areas. Strong research evidence shows increase in graduates, engagement by students and teachers, and test scores. A key has been incorporating school-wide literacy improvement efforts. A sustained focus on literacy can be used to ensure students are prepared to meet their future as readers, writers, and thinkers, as described in Taking the Lead on Adolescent Literacy .
Action Step	
Description	1. 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 training 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

H. Incorporate PFE workshops and resources in the content areas

2. 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

E. Classroom libraries and Media Center books/novel sets

3. 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

4. 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)

#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, entry level college standards and industry certification standards intertwined within acceleration programs and strategies to help increase rigor and students' critical thinking abilities.
State the measurable outcome the school plans to achieve	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, as well as attend college visits yearly following the tenets of an early-college high school for increasing students' career readiness.
Person responsible for monitoring outcome	Gian Monacelli (gian.monacelli@polk-fl.net)
Evidence-based Strategy	<p>Mulberry High School provides acceleration opportunities for students that directly relate to College & Career Readiness which includes expose to college beginning in ninth grade. The Education Commission of the States Database defines that early-college high schools include at a minimum one semester of transferable college credit and collaborative partnerships among key leaders who are accountable for student success and MHS provides these components, as well as curriculum articulation agreements with post-secondary institutions and opportunities for advanced placement credit and earning industry certifications as evidence-based practices supporting college and career readiness, early-college high school expectations, increased student outcomes and student support services.</p> <p>In alignment with ESSA provisions that promote early-college high schools as a college and career readiness pathway, and the definition of ECHS, MHS provides:</p> <ul style="list-style-type: none"> *Partnerships between secondary and post-secondary institutions *Rigorous academic courses equivalent to college courses *Quality instructors on-campus, credentialed through PSC/SEU *Provisions for small learning environments to enhance the student education experience/ provide academic and social preparation needed for college and beyond *Increased student outcomes resulting in more credentialed college credits and industry certifications *Additional support through counseling, tutoring, etc...
Rationale for Evidence-based Strategy	<p>The College & Career Readiness & Success Center provides evidence that exposing students to college early is an evidence-based practice that improves student outcomes in high school and post-secondary education, and has been found to improve outcomes for first-generation students, low-income students, ELLs and students of color. These descriptors are a direct reflection of MHS students and thereby provide examples toward strong evidence of plans aligned with current needs.</p>
Action Step	
Description	1. 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
recognition for students earning industry certifications, senior pinning for Destination Ceremony, Signing Day to recognize college acceptances and military enlistments, and local college visits/guest speakers

2. Develop a system to get all students on a track to graduate and pursue a pathway to a career; increase course offerings in Advanced Placement/Dual Enrollment/Career & Technical Education as a school-wide expectation for all students to participate in acceleration activity; incorporate the College for Every Student concepts school-wide; provide ACT/SAT prep support

3. Build teacher capacity to provide as much real world, hands-on experience as possible and develop student critical thinking to apply concepts as needed; provide Learning Science International professional learning and supports/substitutes/supplies/resources

4. Incorporate AVID, College for Every Student, Peer & Adult Mentoring, 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/ college visits

5. CTE/Academy Industry Certification preparation and resources for students to prepare for examination and visit local related industries during field trips, events and for shadowing experiences that may lead to internship or job placement opportunities--provide transportation, student/chaperone admissions

6. Support student transitions using various resources based on student need by cohort; utilize Student Success Coach, School Counselors, CTE teachers and Title I-funded personnel (Literacy Coach/Student Success Coach/Math Coach/Parent Involvement Para & Classroom Para) 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); provide PFE workshops to aid parents & students with transition

**Person
Responsible**

Gian Monacelli (gian.monacelli@polk-fl.net)

#3	
Title	Student Engagement
Rationale	Increase stakeholder involvement with the school community to improve student engagement.
State the measurable outcome the school plans to achieve	Students will gain more ownership of their learning through authentic engagement in the learning process.
Person responsible for monitoring outcome	LaSabra Patterson (lasabra.patterson@polk-fl.net)
Evidence-based Strategy	<p>Family and community engagement is an important component for student success. The engagement of parents, families and community members in the education of our children creates a positive bond between the home and the school. Mulberry High School plans for various activities yearly to engage all stakeholders to aid in the process of effectively educating our youth.</p>
Rationale for Evidence-based Strategy	<p>The rationale for making student engagement a priority and involving parents, families and community members reverts back to the concept that it takes a village to raise a child and by also addressing external factors that affect student learning, we can all collaborate to help ensure their success. As a community school, MHS encompasses what the Coalition for Community Schools promotes: Every Child Deserves Every Chance and how they define the type of school MHS has revealed itself to be:</p> <p>Partnerships between school and community with an integrated focus on academics, youth development, family support, social services/community development, as it reaches families and community stakeholders through its uniquely equipped programs based on stakeholder input to develop an educated citizenry, as well as to strengthen family and community while ultimately providing for students a standard diploma and a plan for the pipeline to their next step. Marzano research provides strong evidence.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop PBIS/MTSS Plan implementation with fidelity for attendance and discipline 2. Communicate with stakeholders through various means of technology with student input/ involvement 3. Incorporate student-leadership with collaborative school and community activities 4. Enhance student promotion of Mulberry High School--ex. Key Club/Adalante/Student Government & Student Leadership mentoring/reading programs and community service 5. Provide Parent & Family Engagement activities through family night and other events, focused special activities (ex. academic seminars, college prep & FAFSA workshops, parent & student resources, parent & student supplies, Lunch-N-Learn work sessions) and guest speakers for specific content, including PFE workshops 6. Provide DESF push-in/pull out tutoring and extended learning opportunities by teachers/ tutors, as well as student peer mentors

7. Allow for student shadowing opportunities at local businesses
8. Incorporate more school-to-community and community-to-school activities
9. Enhance the use of LSI frameworks to increase student engagement/autonomy/rigor

**Person
Responsible**

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

#4	
Title	Student Subgroup Development
Rationale	Develop and implement structures to provide targeted support for English Language Learners (ELL) and Students With Disabilities (SWD) for continuous improvement to directly address the overall 135 point decrease among the SWD subgroup school grade components and the overall 177 point decrease among ELL subgroup school grade components.
State the measurable outcome the school plans to achieve	For students in each ESSA identified subgroup, provide support for enhancing cognitive engagement and critical thinking where students will improve in academic proficiency by 5%
Person responsible for monitoring outcome	Melinda Dixon (melinda.dixon@polk-fl.net)
Evidence-based Strategy	Provide additional supports for SWD and ELL students to gain better proficiency on state testing as evidence of increased engagement and development of higher order thinking.
Rationale for Evidence-based Strategy	The strategy was based on recent ESSA Report data which identifies our SWD and ELL students in need of improvement. This is evidenced by the decrease in 7 of 10 school grade components from school year 2018 to school year 2019, therefore these groups have been made a priority.
Action Step	
Description	1. Kelly Services intervention subs to support at-risk ELL & SWD through push-in instructional interventions
	2. After school extended learning opportunities for ELL & SWD with an activity bus to provide transportation
	3. Supplemental paraprofessionals who work with ELL students to provide academic support and intervention
	4. Peer and adult mentoring opportunities for ELL
	5. Provide teacher professional learning opportunities for ELL; sheltered classrooms for ELL students, peer support role models/academic support/tutors, school-wide district support
	6. ESE Support Facilitation teachers who push-in to academic course to provide needed assistance for SWD and district coaching support/training for teachers
	7. Provide additional teacher training/professional learning and PFE workshops/resources as needed for ELL/SWD
Person Responsible	Zachary Murdock (zachary.murdock@polk-fl.net)
Additional Schoolwide Improvement Priorities (optional)	

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The remaining school-wide improvement priorities will be addressed through our Turnaround School Supplemental Services Plan which outlines specific services planned for student, staff, parent and community involvement which addresses:

- *Comprehensive Support Services/Partnerships
- *High Academic and Character Standards
- *Parental Involvement and Engagement
- *Identification/Recruitment/Retention/Rewarding of Instructional Personnel
- *Focused Instruction to Improve Student Academic Proficiency
- *Continuous Improvement
- *College for Every Student
- *Learning Sciences International
- *Acceleration Programs (AP/DE/CTE & Academy support)
- *Increasing student mentoring

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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, CTE academy programs, Junior Reserve Officer Training Corps, Future Farmers of America, football team, cheerleading squad, student government members 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 continually reaches out to community stakeholders to gain & sustain support and resources necessary to help increase student achievement; plans in progress to increase student mentoring opportunities to help address issues with high attendance and discipline.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 professional school counselors, an itinerant school psychologist, and an itinerant school social worker. Severe cases may be handled with a contracted mental health counselor. A contract mental health therapist also meets with students individually or in small groups, if this service is included on an Individual Education Plan or 504 Plan. The IEP also identifies and addresses social emotional goals for all these students.

Mentoring services are also available for students. Mentoring is provided for seniors. Seniors at-risk of not graduating are identified and initial parent contact made regarding available interventions and/or multiple pathway options. These seniors meet monthly with the Principal and/or Assistant Principal. Intermittent meetings are also 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 and interventions. 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. Additional mentoring services are provided through Polk State College and other community stakeholders.

Our school also utilizes the following resources:

- PBIS
- DrumBeats
- Advisory Period

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.

As a followup to the eighth grade tour of MHS towards the end of middle school, before the first day of school, an orientation is held to introduce these students and families to high school. All staff members and select student leaders are involved with the process which takes place to help incoming freshmen transition to high school in a separate program and upperclassmen transition to the next grade level.

High school transition activity also includes an academic class meeting during the first week of school with all students by cohort to review the Student Scholastic Report, cohort graduation requirements, and provide introduction to their assigned school counselor. Information is reviewed in detail by administrators and support staff. 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. As well, each freshman attends a local college tour and can enroll in a career academy.

Also, identified incoming eighth grades students are identified through Early Warning System data at the

end of the previous school year to 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 to help all students achieve academically; includes after-school/summer instructional programs, supplemental instructional materials, technology, professional learning and parent resources.

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 to build the capacity of teachers by funding consultants and district professional development personnel. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel and recruitment initiatives. May also reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam. 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 and parent engagement opportunities..

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

As a Title I school, the Parent Information Resource Center provides multiple resources for parents to assist with student transition/homework help/community resources, including food banks, tax preparation, GED assistance, career preparation, etc... Parents also have learning opportunities and are invited to participate in parent workshops/parent nights/other school-sponsored activities. The Nutrition Program provides meals at no cost through the Community Eligibility Provision. Additional resources are purchased to provide for academic enrichment/remediation/tutoring/college & career prep, etc... All activities are coordinated by 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 MHS, 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 & 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) or AVID 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. Academic plan and career inventory activities are developed for upperclassmen with FloridaShines.

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. A College & Career Lab allows students to learn more through workshops and individual goal-setting 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 with counselors, as well as increasing dual enrollment, advanced placement and academy offerings.

Part V: Budget

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

1	III.A.	Areas of Focus: Academic Proficiency Improvement	\$0.00
2	III.A.	Areas of Focus: College & Career Readiness	\$0.00
3	III.A.	Areas of Focus: Student Engagement	\$0.00
4	III.A.	Areas of Focus: Student Subgroup Development	\$0.00
Total:			\$0.00