Mulberry Senior High School

2020-21 Schoolwide Improvement Plan

Table of Contents

Mulberry Senior High School

4TH CIRCLE NE, Mulberry, FL 33860

http://mhs.polk-fl.net

Demographics

Principal: Michael Young

Start Date for this Principal: 6/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

Table of Contents

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4TH CIRCLE NE, Mulberry, FL 33860

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	85%

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

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	D

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 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Young, Michael	Principal	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 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.
Patterson, LaSabra	Assistant Principal	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 operations, and student discipline/attendance management; and further assists the principal to ensure the school is safe and orderly to foster a sound learning environment. 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 for areas of distributive leadership. Oversees the discipline department, non-instructional office staff, 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.
Monacelli, Gian	Assistant Principal	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.
Gable, Jerri	Dean	Jerri Gable, Dean of Students: Provides service for student discipline and facilities maintenance. Works to ensure order to allow learning to take

Name	Title	Job Duties and Responsibilities
		place. Oversees the maintenance of discipline process/record-keeping, 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.
Bellenger-Smith, Tiffany	School Counselor	Tiffany Bellenger-Smith, 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. Serves as Guidance Department Chair, promoting all counseling, secondary and services.
Parrish, Jennifer	Instructional Coach	Jennifer Parrish, Literacy Coach: 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.
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. Coordinates the AVID (Advancement Via Individual Determination) college-readiness program designed to help students develop the skills they need to close the achievement gap and be successful in college. Creates and maintains daily Advisory activities provided for school-wide implementation of various competencies that all students need to encounter. Oversees the Math Department and Reading Department.
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.

Name	Title	Job Duties and Responsibilities
Maffett, Lia	Instructional Technology	Dr. Lia Maffett, Network Manager/Technology Coach: Develops and brokers technology necessary to manage and display data. She provides professional development and technical support to teachers and staff regarding data management, graphic display and overall technology systems management. Oversees school-wide IT processes, teacher technology coaches, ID badge processing, school newsletter production, and social media management account management.
Barrand, Lennie	Instructional Coach	Lennie Barrand, Math Coach: Facilitates mathematical operations to manage student needs and provide professional development and coaching support to teachers regarding Math content areas and all aspects of mathematics. Also serves as math instructor.
Rivera, Maria	Administrative Support	Maria Rivera, Student Success Coach: Provides ongoing student support for at-risk students related to multiple pathway options. Coordinates College for Every Student (CFES) activities for CFES Scholars and for school-wide concept implementation.
Alldredge, Michelle	Administrative Support	Michelle Alldredge, Literacy Coach: 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.
Kitko, Kristin	School Counselor	Kristin Kitko, 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.

Demographic Information

Principal start date
Monday 6/1/2020, Michael Young

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school
69

Demographic Data

2020-21 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
2019-20 Title I School	Yes
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School Grades History	2018-19: C (51%) 2017-18: B (55%) 2016-17: D (40%) 2015-16: D (40%)
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]().	

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	378	353	335	273	1339
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	36	58	53	2	149
One or more suspensions	0	0	0	0	0	0	0	0	0	214	213	212	214	853
Course failure in ELA	0	0	0	0	0	0	0	0	0	101	135	90	42	368
Course failure in Math	0	0	0	0	0	0	0	0	0	55	40	30	3	128
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	28	34	33	28	123

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	24	28	15	4	71
Students retained two or more times	0	0	0	0	0	0	0	0	0	74	86	78	56	294

Date this data was collected or last updated

Monday 6/1/2020

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	
Number of students enrolled	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	72	55	56	56	239
One or more suspensions	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	5	26	19	14	64
Level 1 on statewide assessment	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	12	
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

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	
Number of students enrolled	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	72	55	56	56	239
One or more suspensions	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	5	26	19	14	64
Level 1 on statewide assessment	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	12	
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

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**	
	(0)	(0)	(0)	(0)	0 (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.

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
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

| **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
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELL student achievement and ELL learning gains showed the lowest performance. This could be due to lack of consistently effective classroom support, or lack of/ineffective use of proven strategies to support struggling ELL learners. A noted trend is Polk scores being just below the state average and MHS being just below the district for at least two consecutive years and two years now the MHS ELL & SWD being below 41% as our only ESSA subgroups requiring specific attention.

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

The ELL subgroup showed a significant decrease in achievement and learning from the prior year's data. This could be due to an increase in ELL student enrollment with an increase in language barriers and decreased levels of support for students in the classroom regarding accommodations and/or learning support strategies.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELL showed almost 10% gap, also with a increase of nearly 10 students enrolled for the subgroup. One noted factor is the previous entry cohort also had a large number of Math and Reading course failures and the largest number of retainees.

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

Acceleration continues to increase as more students are engaged in the increased offerings of DE/AP/Academy Programs. Measures were taken to increase student engagement and promote student ownership of learning,including the school-wide use of the LSI framework and student-centered classroom learning strategies. More extended learning opportunities were implemented to help increase literacy, as well as an increase in independent reading projects.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Areas of concern include performance our Students With Disabilities (SWD) and English Language Learners (ELL). Plans are underway school-wide and for each content area to address these subgroups being below 41% with 98% tested. The number of students with below 90% attendance is also an are of concern that affects all other areas.

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

1. Student Engagement
2. Literacy
3. SWD students
4. ELL students
5. College & Career Readiness/Acceleration

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and 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, and college dual enrollment standards.
Measurable Outcome:	Empower teachers and students through improving instructional support, literacy, core instruction & leadership practices: Increase proficiency from 38% to 40% in ELA Increase proficiency from 38% 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 standards-based 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/fluent writers. MHS prioritized instructional practice around standards-aligned literacy to organize for action around literacy as a central theme in all content areas. Strong research evidence shows increases in graduates, engagement by students and teachers, and test scores as key outcomes when literacy instruction is effective. 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 Steps to Implement

1. Provide support for All Content Areas:
A. Infuse curriculum rich vocabulary;create visual references inside the learning environment
B. Provide student assistance;checkin-checkout/mentoring/pullout/push-in using DESF Tutors/Intervention Subs;sheltered classrooms/peer support role models
C. Professional learning opportunities during weekly PLCs;provide subs
D. Literacy Team assistance to improve literacy
E. Increase LSI capacity;continue accountability checks/rigor walks/observations;train on alignment with FSA/CTE/DE standards--include C4I follow-up to model/facilitate support

F. Common planning with modeling/support by coaches/administration
G. Incorporate PFE/FDLRS workshops/trainings and resources

2. Provide support for ELA:
A. Focus on Writing Plans to support FSA standards instructional alignment
B. Review how to use Achieve3K platform/resources to improve literacy
C. Increase volume of books/novel sets

3. Provide support for Mathematics:
A. Provide coaching assistance/modeling
B. Manipulatives to improve understanding of math concepts/increase proficiency

4. Provide support for Science:
A. Provide coaching assistance/modeling of 5E instructional practices
B. Student hands-on lab experiences to improve understanding of science concepts/increase proficiency

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

#2. Other specifically relating to College & Career Readiness/Student Engagement	
Area of Focus Description and Rationale:	Nurture a school environment that focuses on career readiness for all students while increasing stakeholder involvement with the school community to improve student engagement and integrate 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.
Measurable 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, as well as attend college visits following the tenets of an early-college high school for increasing students' career readiness. Help students gain more ownership of their learning through authentic engagement in the learning and career preparation process.
Person responsible for monitoring outcome:	LaSabra Patterson (lasabra.patterson@polk-fl.net)
Evidence-based Strategy:	Family and community engagement is an important component for student success. The engagement of families and community members in the education of our children creates a positive bond between home and school. Mulberry High School plans for various activities yearly to engage all stakeholders to aid in the process of effectively educating our youth. MHS provides acceleration opportunities for students that directly relate to College & Career Readiness which includes exposure 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. MHS provides these components, as well as curriculum articulation agreements with post-secondary institutions and opportunities for advanced placement credit and industry certifications as evidence-based practices supporting college and career readiness, early-college high school expectations, increased outcomes, and support services.
Rationale for Evidence-based Strategy:	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, since we 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: 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 to this effect. 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: *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

certification
*Additional support through counseling, tutoring, etc...
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.

Action Steps to Implement

For College & Career Readiness:
1. Help students become career ready; provide College & Career Lab activities/workshop, presentations by professionals, awards recognition, senior pinning Destination Ceremony, Signing Days, and local college visits/guest speakers
2. Maintain 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;incorporate CFES concepts school-wide;ACT/SAT/TERC prep for college bound/at-risk students
3. Build teacher capacity to provide real world, hands-on experience and develop student critical thinking to apply concepts;provide internal LSI professional learning with supports/substitutes/supplies/resources
4. Incorporate AVID, CFES, Peer/Adult Mentoring, Student Leadership Programs
5. CTE/Academy testing preparation and resources;field trips, advisory boards and shadowing experiences--provide transportation, student/chaperone admissions; increase technology
6. Support student transitions;utilize Student Success Coaches, School Counselors, CTE teachers and Title I-funded personnel to make connections
7. Improve ID badge protocols
8. Improve parent communication using technology and USPS; increase social media

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

For Student Engagement:
1. Communicate with stakeholders through various means of technology with student input/involvement; increase social media presence, develop digital newsletter
2. Incorporate student-leadership with collaborative school and community
activities and academy advisory boards
3. Enhance student promotion of Mulberry High School--ex. Key Club/Adalante/Student Government/ Student Leadership mentoring/reading programs and community service
4. Develop PBIS/MTSS Plan implementation with fidelity for attendance and discipline
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, and guest speakers for specific content, including PFE workshops
6. Provide DESF/Intervention Sub push-in/pull out tutoring and mentoring; extended learning opportunities by teachers/tutors, adult and 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

Person Responsible   Melinda Dixon (melinda.dixon@polk-fl.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and 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 components being below 41%.
Measurable Outcome:	Provide support for enhancing cognitive engagement and critical thinking for students in ELL/SWD subgroups for improvement in academic proficiency by 5%.
Person responsible for monitoring outcome:	Gian Monacelli (gian.monacelli@polk-fl.net)
Evidence-based Strategy:	Provide additional supports for SWD and ELL students to gain better proficiency on state testing and improve literacy as evidence of increased engagement and development of higher order thinking.
Rationale for Evidence-based Strategy:	The strategy was based on our most recent ESSA data which identifies our SWD and ELL components as below 41% and in need of improvement, therefore these student groups have been made a priority.

Action Steps to Implement

For ELL/SWD Students:
1. Hire Kelly Services intervention Subs to support at-risk ELL and SWD students through push-in instructional interventions
2. Provide after school extended learning opportunities for ELL and SWD students
3. Provide additional ELL/SWD teacher training and professional learning opportunities; use PFE Workshops, FDLRS training, and other resources as needed; provide subs
4. Add an additional Success Coach to assist students

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

For ELL Students:
1. Add supplemental paraprofessionals to work with ELL students providing academic support and intervention
2. Provide peer and adult mentoring opportunities for ELL students
3. Provide teacher professional learning opportunities for ELL training; ensure school support and district support available for teachers
4. Create sheltered classrooms for ELL students, peer support role models, and academic support/tutors
4. Hire a bilingual intervention sub to assist with push-in support activity
5. Increase bilingual resources

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

For SWD Students:
1. Provide ESE Support Facilitation teachers who push-in to academic courses to provide needed assistance for SWD students and
2. Provide district coaching training and support for teachers
2. Add SEL media center resources and training for teachers
4. Make available additional supports as they come available, such as Drumbeats, group counseling, etc…

Person Responsible	Zachary Murdock (zachary.murdock@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Additional Supports for Literacy include:
*Promote Literacy strategies across content areas (vocabulary, reading comprehension, writing to learn)
*Provide professional development opportunities to support teachers with using literacy strategies; maintain student-led literacy focus - possibly including a book of the month, contests or after-school or online club; include promotion for Parent/Family Involvement/Communication
*Content area vocabulary used pervasively and scaffold throughout courses
*Reading and writing in content area pertinent to course/industry standards
*Increase use of data for targeted remediation, re-teaching, test preparation
*Literacy-focused PLCs with curriculum partners and literacy coach/district coach/ administration; followup use of district coach on a prescriptive basis after data analysis
*Training for staff on literacy in the content area and best practices for virtual literacy instruction
*Effective use of support staff for literacy instruction in content areas
*Develop Literacy Mentors for pushin/pullout help; bilinguals for ELLs
*Continued use of Math Nation and added classroom strategies to assist in increasing student literacy; provides several literacy components while strengthening math competencies by encouraging students to practice text marking skills and summarizing skills throughout the year--encourages student to write complete sentences and paragraphs while explaining math concepts
*Continue AVID program WICOR training components in math; use summarizing strategies, Ticket-out-the-door

Additional Supports for ESSA Subgroups include:
*Increased use of small group instruction for struggling learners
*Differentiation strategies (notetaking strategies, modified graphic organizers, pre-reading vocabulary, sentence starters, peer tutoring, in depth scaffolding of lessons to address learning gaps, etc.)
*Inclusion teachers continue working with SWD/ELL students daily
*Support for ESE teachers to insure SWD/ELL accommodations are being met daily
*ESE/ELL best practice training to support teachers working with students in these areas
*Effective utilization of support teachers and accountability measures maintained
*IEP review and implementation
*Development of lessons that are designed to reach SWD/ ELL students;incorporate various learning styles—visual, auditory, reading/writing and kinesthetic
*Increase technology integration - online support sites, video clips, translators, text-to-speech
*Increase resources available to parents
*Use of additional teacher in identified classrooms to allow for small group instruction, pull-outs for remediation, classroom management and student support; also use DESF Tutors/Intervention Subs
*Provide ELL support person as needed to interpret, tutor, and assist with student understanding
*Continue use of Math Nation videos with accessibility in multiple languages for ELLs
*Use seating charts effectively to provide additional peer support for the SWD/ELL students and grouping to maximize learning for SWD/ELL students
*Provide Spanish to English dictionaries

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, as well as SEL
*Parental Involvement and Engagement
*Identification/Recruitment/Retention/Rewarding of Instructional Personnel
*Focused Instruction to Improve Student Academic Proficiency
*Continuous Improvement
*College for Every Student (CFES)

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Mulberry High School addresses building a positive school culture and environment through providing numerous opportunities throughout the year to engage parents and families in learning about high school programs during informational sessions at school. Stakeholders may attend open house, orientation, and parent nights to learn more about graduation requirements, college readiness, and accelerated programs. They also read our digital school newsletter, information posted on the school's website, and on school social media accounts to stay updated. School and community resources are shared with parents through phone calls, conferences, information sessions, and mailouts. In addition, CTE academy programs, promotes stakeholder involvement through the umbrella academy advisory boards which are comprised of business partners, post-secondary partners, teachers, parents and students that meet quarterly. Other active promoters of our positive school culture include the Junior Reserve Officer Training Corps, Future Farmers of America, football team, cheerleading squad, student government members, National Honor Society, Key Club and student leadership class which 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. This includes regular activity with the City of Mulberry, Mulberry Area Chamber of Commerce and Mulberry Kiwanis Club. Plans are also underway to increase our social media presence and to increase student mentoring opportunities to help address issues with high attendance and discipline. Additional specific activities include parent/community nights related to High School 101, Freshman Footsteps, Tech Night, Senior Transition Night, FAFSA/Financial Aid Workshop, Club and Sport Banquets, College Signing Days, College/Career/Military Pinning Ceremony, and Academy Pinning Ceremonies, among others.

Partnerships that coordinate and integrate Title I funds to support family involvement include: HEARTH, PCPS Migrant Program, Learning Resource Center, Adelante, MHS School Advisory Council, and MHS Umbrella Academy Advisory Boards. See the 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.

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Other: College & Career Readiness/Student Engagement	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	**$0.00**