Mulberry Senior High School

2021-22 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: 6/24/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	92%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

School Board Approval

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SIP Authority

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

Name	Position Title	Job Duties and Responsibilities
Young, Michael	Principal	Michael Young, Principal: Sets the vision for Mulberry High School through shared 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 with 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, assigned distributive leadership 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, student discipline, and 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 and recognitions. 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 assigned 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 volunteer program to actively engage 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; 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 for assigned areas of distributive leadership. Oversees the Guidance Department, English Department, Science Department, Curriculum Committee, and all ELL compliance and FTE protocols.
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

Name	Position Title	Job Duties and Responsibilities
		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 activities provided for school-wide implementation of various competencies and means for all student engagement. Oversees the Math Department and Reading Department, as well as school-wide processes for student engagement, social committee recognitions and social media account management.
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, as well as school-wide student identification systems.
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 place. Oversees the maintenance of discipline process/record-keeping, parent communication, student investigations and student transportation. Works directly with the School Resource Deputy and Assistant Principal of Administration to ensure a safe and orderly environment.
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 and secondary scholastic services.
Axson, Dee	School Counselor	Dee Axson, 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.
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

Name	Position Title	Job Duties and Responsibilities
		community agencies to support the students' academic, emotional, behavioral, and social success.
Hunt, Heath	Administrative Support	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 student IEP maintenance.
Parrish, Jennifer	Administrative Support	Jennifer Parrish, Literacy Coach: Facilitates literacy operations to manage student needs and provide professional learning and coaching support to teachers regarding Reading in the content areas and all aspects of literacy. Her role is vita, as she works with educators and students to enhance classroom learning by helping to develop curriculum-based lesson plans, conducting demonstrations, following through with admin suggested EPC evaluation assistance, analyzing student literacy, analyzing achievement data, and facilitating professional learning opportunities to guide the overall work of campus-wide academics.
Alldredge, Michelle	Administrative Support	Michelle Alldredge, Student Success Coach: Facilitates literacy operations to manage student needs and provide academic development and coaching support for students regarding toward meeting graduation requirements and all aspects of academic achievement. Specific responsibilities include but are not limited to: *Student Support – meeting graduation requirements/ACT push-in tutoring and pullout strategy support *Classroom Intervention Support – developed to improve writing skills *Progress monitoring -- offered as teacher support *Classroom Support/Coaching – implemented for literacy across content areas *Planning Facilitator/ Data Specialist--provided to increase professional learning opportunities campus-wide with target content based on student/ teacher needs *New Teacher Mentor--offered to assist new teachers transition into the classroom and operate effectively within campus culture
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) activity for CFES Scholars and for school-wide concept implementation for College & Career Readiness. Her objective is to work with students in grades 9 through 12, to bring awareness and motivation to expose and develop interest in developing post-secondary plans. Students are encouraged to maintain academic rigor and develop college and career plans through a series of small group

Name	Position Title	Job Duties and Responsibilities
		lessons, based on a college and career curriculum, throughout the school year.
Maffett, Lia	Administrative Support	Dr. Lia Maffett, Network Manager/Technology Coach: Develops and brokers technology necessary to manage and display data for various educational processes. Provides professional learning and technical support to teachers, staff, and students regarding data management, graphic display and overall technology systems management and maintenance. Oversees school-wide IT processes, teacher technology coaches, ID badge processing, school newsletter production, and social media account management.
Sticker, Laurie	Administrative Support	Laurie Sticker, Media Specialist: Facilitates all aspects of library and media operations to manage teacher and student needs. Provides classroom support for teachers regarding all content areas and all aspects of college and career development. Also serves as Title I Coordinator.
Fisher, David	Administrative Support	Dr. David Fisher, Testing Coordinator: Facilitates all aspects of test coordinating, management and operations to meet student needs. Provides support for teachers and students regarding all testing protocols. Works closely with the network manager for electronic device maintenance and distribution.
Almaraz, Maria	School Counselor	Maria Almaraz: Guidance 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. She promotes all counseling and secondary scholastic services. Also serving as College & Career Counselor, she works with students campus-wide to bring awareness and motivation to expose and develop interest in creating post-secondary plans. Students are encouraged to keep maintain academic rigor and develop college and career plans through a series of small group lessons, based on a college and career curriculum throughout the school year.

Demographic Information

Principal start date
Thursday 6/24/2021, 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.*

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.*

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

1,218

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	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

2020-21 - 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	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	47%	56%	35%	46%	56%
ELA Learning Gains				40%	46%	51%	40%	47%	53%
ELA Lowest 25th Percentile				31%	37%	42%	36%	39%	44%
Math Achievement				41%	43%	51%	53%	44%	51%
Math Learning Gains				51%	45%	48%	52%	42%	48%
Math Lowest 25th Percentile				47%	44%	45%	49%	38%	45%
Science Achievement				53%	58%	68%	78%	65%	67%
Social Studies Achievement				54%	61%	73%	64%	63%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	43%	45%	-2%	55%	-12%
Cohort Comparison						
10	2021					
	2019	30%	42%	-12%	53%	-23%
Cohort Comparison		-43%				

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
2021					
2019	54%	54%	0%	67%	-13%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	57%	-3%	70%	-16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	37%	50%	-13%	61%	-24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	53%	-9%	57%	-13%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

ELA...STAR (grade 9, 10, 11, 12)
BIOLOGY...Quarterly Assessment (grade 9. 10, 11)
US HISTORY...Quarterly Assessment (grade 11)

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	27%	35%
	Economically Disadvantaged	23%	21%	26%
	Students With Disabilities	6%	5%	12%
	English Language Learners	7%	0%	6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	27%	
	Economically Disadvantaged	18%	31%	
	Students With Disabilities	2%	4%	
	English Language Learners	23%	14%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	14%	9%
	Economically Disadvantaged	17%	10%	4%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39%	30%	33%
	Economically Disadvantaged	31%	19%	28%
	Students With Disabilities	9%	10%	13%
	English Language Learners	10%	4%	9%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10%	16%	
	Economically Disadvantaged	8%	13%	
	Students With Disabilities	6%	2%	
	English Language Learners	10%	10%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	6%	6%	4%
	Economically Disadvantaged	4%	4%	3%
	Students With Disabilities	6%	5%	3%
	English Language Learners	0%	0%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	18%	17%	11%
	Economically Disadvantaged	19%	11%	10%
	Students With Disabilities	20%	25%	0%
	English Language Learners	13%	0%	0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	5%	5%	
	Economically Disadvantaged	5%	5%	
	Students With Disabilities	0%	4%	
	English Language Learners	0%	0%	
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students	12%	10%	10%
	Economically Disadvantaged	11%	10%	0%
	Students With Disabilities	0%	0%	11%
	English Language Learners	0%	0%	11%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students	77%	62%	65%
	Economically Disadvantaged	74%	61%	67%
	Students With Disabilities	50%	29%	44%
	English Language Learners	29%	30%	39%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13%	17%	0%
	Economically Disadvantaged	8%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	
	Economically Disadvantaged	0%	0%	
	Students With Disabilities	0%	0%	
	English Language Learners	0%	0%	
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	32	25	10	18	26	24	34		90	40
ELL	16	35	32	19	31	31	21	27		92	72
BLK	30	34	31	7	7	8	32	73		100	69
HSP	34	42	32	21	22	28	48	50		97	74
WHT	43	42	38	24	27	48	57	69		91	74

2021 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 2019-20	C & C Accel 2019-20
FRL	32	38	29	21	21	28	45	58		94	65

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	506
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31

Students With Disabilities	
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	38
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	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	51
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

MHS consistently tested a higher number of students than the district average for each progress monitoring assessment in School Year 2020-2021. This high level of fidelity can assure leadership and the SIP Team that the data is accurate and will help leadership draw conclusions on planning and instruction. Across subgroups, MHS consistently outperformed the district average in each and every progress monitoring assessment. This is especially notable among students classified as SWD. Among departments, Reading teachers outperformed the projected district growth average (to chart students making gains). Not only did they outperform the district on the whole, but each teacher outperformed the district averages on every test, in every subgroup.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Student achievement in the bottom quartile is the greatest need for improvement. These students may not receive additional support staff and services if they are not SWD or ELL, yet consistently underperform. Additionally, this was our weakest area in every department on every progress monitoring assessment.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some of these students may have started the school year in E-learning and it often wasn't conducive to student achievement. The high number of quarantines campus-wide meant that the bottom quartile (in addition to all students) had high absenteeism and missed large chunks of instructional time. These students may or may not have worked from home (most often not) and with block schedule they missed two class periods of instructional time for every one day of absenteeism. Closer data tracking throughout the year via PLCs and Collaborative planning, coupled with interventions from the Student Success Coach, will contribute to increase student achievement in this area. Clear, consistent implementation of LSI instructional frameworks and teaching strategies will also address this area.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

SWD and ELL performance on district progress monitoring assessments, along with percent tested. Percent tested exceeded years past.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The SWD and ELL student subgroups receive additional support in and out of the core content classes to help them be successful. An additional certified teacher and paraprofessional helped classroom teachers monitor for learning, clarified/repeated directions as needed, and worked with small groups to supplement core instruction. These were not new actions but with much of our typical "way of work" altered due to COVID, the groups that received additional (Tier 2) support made appreciable gains when compared to their counterparts across the district and historical trends in our school data.

What strategies will need to be implemented in order to accelerate learning?

Next year it will be imperative that collaborative planning account for engagement strategies, formative assessments, and student work samples. LSI instructional framework will be reemphasized both in planning, classroom visits, and coaching cycles. Regular use of a teacher-made instructional playbook will help to identify high-yield strategies and look for ways to incorporate them during planning. By looking first to best practices that are rooted in educational research we can make the most of instructional and planning time.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

A refocus and return to LSI instructional frameworks and research-based best practices. School leadership will emphasize fidelity in posting learning targets, success criteria, and in utilizing collaborative learning structures in the classroom. During Summer 2021, teachers and instructional coaches met to create a research-based instructional playbook to help increase instructional effectiveness. By compiling and utilizing high-yield teaching strategies teachers can have a common language and playbook to increase student achievement. New ELA curriculum materials also present professional development opportunities to include more standards-based formative assessments and common assessments to utilize in planning and for teacher reflection.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability of improvement, services will include many COVID protocols expiring, more students and staff vaccinated, and additional support staff (Title I counselor) hired to increase student engagement on campus, and decrease absenteeism. Student success coaches are working on ACT tutoring to help rising seniors (100) meet their graduation requirement as soon as possible through targeted intervention schedules. School Year 2021-2022 will feature a theme focused on higher-order thinking. Beyond HOT questions, teachers will engage students in deep thinking around content and curriculum using questioning, wait time, and collaboration.

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
Monitoring:	Monitoring will be completed through various means, including: Progress monitoring in ELA/Reading for STAR and District Writing Assessment Teacher crafted common assessments for grades 9/10 ELA Academic Coach crafted common assessments for grades 9/10 Reading Small group intervention for retakers with ACT support, pushin/pullout support Small group followup and targeted support School-wide structured writing workshop implementation in ELA/History
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 to teach 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. Continue LSI;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 Student Engagement/College & Career Readiness	
Area of Focus Description and Rationale:	Mulberry High School nurtures 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. In addition, the designated College & Career Counselor oversees school-wide activities for students to become more aware of opportunities beyond high school and to develop post-secondary plans for continued success in their future. Activities include but are not limited to Lunch-Learn Sessions, one-on-one counseling, small group lessons, workshops and participation in district-wide virtual field trips.
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.
Monitoring:	Monitoring will be done to track participation in noted areas for student participation, stakeholder involvement, and enrollment numbers. Other feedback can be gained through surveying those involved.
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/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. By also addressing external factors that affect student learning, we can better help them engage in collaborate learning processes. 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. Also to strengthen family and

community while ultimately providing for students a standard diploma and plan for the pipeline to their next step. Marzano research provides strong evidence to this effect.

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, USPS, social media

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

In alignment with ESSA provisions that promote early-college high schools as college and career readiness pathways, 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.

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

For Student Engagement:
1. Communicate with stakeholders through various means of technology with student input/involvement; improve social media presence, improve 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, continued rebranding
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 in students in ELL/SWD subgroups for improvement in academic proficiency by 5%.
Monitoring:	Monitoring will be done through Administrative planning and reviews with Literacy Coach, Success Coaches and LEA Facilitator, fidelity checks after scheduled workshops/trainings/related PLCs, follow-ups with intervention subs and other staff work with at-risk, and general protocols to review all structures implemented to support SWD/ELL learners for continuous improvement.
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 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 and paraprofessional 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 teachers
2. Provide district coaching training and support for teachers
3. Add SEL media center resources and training for teachers
4. Make available additional supports as they come available, such as Drumbeats, group counseling, ESE paraprofessional training, etc…
5. Implement SIM (Strategic Instructional Model) Fundamentals of Sentence Writing to provide training and materials for Learning Strategies ESE teachers.as a writing curriculum to help remediate writing skills; the goal is to increase the percentage of students with disabilities who score a 3 or higher on the ELA FSA from 15% to 20% by end of school year 2022

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The school culture and environment will be monitored through the lens of behavior/discipline data as one that steadily maintains decency and order in a safe environment. Students at Mulberry High School are able to step onto campus as a safe haven where safety is a priority and policies/procedures are enforced, classroom as regularly visited by administrators and support staff, cameras are monitored, and firm/fair/consistent discipline measures are followed. Due to these and other factors, our overall raw data as it appears through the Safe Schools for Alex platform is higher in comparison to other schools and reality for our daily dealings, as it reports the average number of incidents per 100 students and provides general rankings as Very Low, Low, Moderate, High, or Very High without further explanation, unless the user searches further for more details. Details include categories of Violent Incidents, Property Incidents, and Drug/ Public Order Incidents. When looking further, the MHS property incidents are at zero occurring which provides a ranking of Very Low which in looking at other schools' data, a school with one incident moves to a Low ranking. With this type of rating system, the general public is only partially informed, as the average person will not delve in to the data to note such intricacies. At MHS, for example, the percent of drug incidents is elevated with a Very High ranking, whereas when viewing the details, there were a total of 58 incidents the entire 2019-2020 school year and the majority were tobacco-related, nearly 3 times that of the drug use, drug distribution and alcohol totals. Yet, when view the basic report, it appears there's a drug problem on campus. Overall, the majority of discipline matters occur among a small population of the same students and new students who transfer to campus. All brought to the attention of the administration is dealt with according to the PCPS Code of Student Conduct and documented.

Primary Discipline concerns include:
*Camera equipment malfunction/repair time
*Increases in student vaping
*Adjustments for students returning to campus order with concerns about adjusting to following rules/dealing with anxiety/depression

Additional School-wide supports for Literacy include:
*Promote Literacy strategies across content areas (vocabulary, reading comprehension, writing to learn)
*Provide professional development opportunities for support teachers on using literacy strategies; maintain student-led literacy focus - possibly including a book of the month, contests or after-school or online club

Parent/Family Involvement/Communication
*Content area vocabulary used pervasively and scaffolded 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 prescriptive basis
*Training for staff on literacy in the content area/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; encourages 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

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.

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, mailouts, Schoology, automated phone messenger and MHS website & social media accounts. 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, Freshman Footsteps, Tech Night, Senior Transition Night, FAFSA/Financial Aid Workshop, Club and Sport Banquets, College & Career Week, College Signing Days, College/Career/Military Pinning Ceremony, Great American Teach-In and Academy Pinning Ceremonies, among others.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Local stakeholders and partnering program that collaborate with Mulberry High School to support student engagement and family involvement to promote a positive culture and environment at MHS include:
*Badcock--donations
*Bartow Ford--Vocational Certification Advisory Committee support
*Central Florida Health Clinic--Umbrella Academy Advisory Board representatives, Great American Teach-In support

*Chick-fil-A--student incentive donations
*City of Mulberry--school-wide supports as needed
*College for Every Student (CFES)--student ambassador and AVID program support
*CVS Health--Great American Teach-In support
*Evans & Hulburt CPAs--Advisory Board representatives, Great American Teach-In support
*Florida Polytechnic University--Freshman Footstep Tours; Great American Teach-In support
*Florida Southern College--Freshman Footstep Tours; Great American Teach-In support
*Geico--Great American Teach-In support
*Grey Panthers Alumni Group--school-wide support as needed
*HEARTH--homeless student services and support
*Hillsborough Community College--Great American Teach-In support
*Hunting Learning Center--tutoring/test prep services, Great American Teach-In support, orientation
*Inspired Ambitious Young Believers (IAYB) & Lee Amos--school-wide mentoring services, Attendance Celebration sponsor, provides student incentive donations, Great American Teach-In support
*Kelley Buick/GMC--Vocational Certification Advisory Committee support
*Lakeland Police Department--Great American Teach-In support
*Lea Wheeler Dentistry--student shadowing
*Learning Resource Center--tutoring/test prep/college and career services; Great American Teach-In support; Title I Parent Night support, orientation
*MHS School Advisory Council--school-wide support
*MHS Umbrella Academy Advisory Boards--academy support and advisory, classroom speakers
*Mosaic--Great American Teach-In support, donations
*Mulberry Area Chamber of Commerce--school-wide supports as needed; business collaboration supports
*Mulberry FFA Alumni Group--FFA and Agriculture Department support as needed
*Mulberry Kiwanis Club--school-wide and Key Club supports as needed
*Mulberry Subway--student incentive donations
*PCPS Migrant Program--migrant students services and support
*Polk State College--dual enrollment support and services; CTE/Academy networking opportunities; Umbrella Academy Advisory Board members; Freshman Footstep Tours; Great American Teach-In support classroom speakers
*Polk Board of Commissioners EOD Rep--Great American Teach-In support, classroom speakers
*Polk County Sheriff's Department--Daily School Resource Deputy services and support; Great American Teach-In support
*Publix--Academy Advisory Board support
*Southeastern University--dual enrollment services and support; Freshman Footstep Tour; Great American Teach-In support
*Volunteers--various supports and services

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.

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: Student Engagement/College & Career Readiness	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00

	Total:	$0.00