2013-2014 SCHOOL IMPROVEMENT PLAN

Mulberry Senior High School

4 4TH CIRCLE NE
Mulberry, FL 33860
863-701-1104
http://schools.polk-fl.net/mhs

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	66%

Alternative/ESE Center	Charter School	Minority Rate
No	No	48%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	C	B

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Mulberry Senior High School

Principal
Patricia Barnes

School Advisory Council chair
Jesus Arrenondo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Edgar Santiago	Assistant Principal
Lori L. Leverettt	Assistant Principal
Christine Thomas	Academic Dean of Students
Jerri Gable	Dean of Students
Vanessa Sells	English Department Chair
Helen Maffett	Reading Department Chair
Jose' Rivera	Math Department Chair
Jeffrey Stockwell	History Department Chair
Karen Donhaiser	ESE LEA Facilitator
Rebecca Kowallek	Administrative Intern
Kyle Slagel	Science Department Chair

District-Level Information

District
Polk

Superintendent
Mrs. Kathryn Leroy

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC Members of Mulberry High School represent a distributed balance of parents, business and community leaders, teachers, support staff and students, the majority of which are not employed by the Polk County School Board.

Involvement of the SAC in the development of the SIP

Monthly the members of the SAC convene to discuss, analyze and plan ways in which they can raise student achievement and implement the goals of the school improvement plan. Parts of the plan was distributed to members at a general meeting held to discuss the data results and their implications for our students and school. The final plan will serve as our working document for the school year and monthly fidelity reports will be presented to show our growth and adherence to the plans set forth.

Activities of the SAC for the upcoming school year

The SAC supports the school-wide initiatives and helps shape the culture of academic success for our students. In adddition, motivational opportunities are developed and presented for students to prepare them to become more aclimated to the various tests that they will take and to help eliviate financial hardship if possible for those students who need to re-take exams.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds have been used to extend learning opportunities for students in reading and math. In addition, some lottery funds have been set aside for juniors and seniors who need another opportunity to take the ACT exam for replacement concordance scores for FCAT reading and/or to demonstrate college readiness.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

> **# of administrators**
> 3
>
> **# receiving effective rating or higher**
> (not entered because basis is < 10)
>
> **Administrator Information:**

Patricia Barnes		
Principal	Years as Administrator: 18	Years at Current School: 6

Credentials	B.A., M.Ed.
Performance Record	2012: School Grade (C) High Standards (Reading: 37%, Math: 66%, Writing 77%,); 2011: School Grade (B); FCAT – High Standards (Reading: 37%, LG 44%, Math: 66%, LG 71%, Science 35%, Writing 77%,); 2010: School Grade (D); FCAT - High Standards (Reading: 39%, LG 45%, Math: 69%, LG 69%, Science 36%, Writing 81%, AYP: 77%); 2009 School Grade "C"; FCAT:- High Standards (Reading: 36%, LG 46%, Math: 69%, LG 75, Science 22%, Writing 78%, AYP: 90%); 2008 School Grade "A" FCAT - High Standards (Reading: 61%, LG 68%, Math: 59%, LG 71%, Science 34%, Writing 94%, AYP: 82%); 2007 School Grade "B"; FCAT - High Standards (Reading: 59%, LG 63%, Math: 57%, LG 70%, Science 44%, Writing 90%, AYP: 92%); 2006 School Grade "B"; FCAT - High Standards (Reading: 55%, LG 61%, Math: 45%, LG 60%, Writing 90%, AYP: 82%).

Edgar Santiago		
Asst Principal	Years as Administrator: 6	Years at Current School: 3

Credentials	B. A., M.B.A., M.Ed.
Performance Record	2012: School Grade (C) High Standards (Reading: 37%, Math: 66%, Writing 77%,); 2010-2011: Grade (B): Reading Mastery: 58%, Math Mastery: 55%, Science Mastery: 40%, Writing Mastery: 84%. 2009-2010: Grade (B): Reading Mastery: 58%, Math Mastery: 56%, Science mastery: 51%, Writing Mastery: 88% 2008-2009: Grade: B: Reading Mastery: 60%, Math mastery: 59%, Science Mastery: 38%. Writing Mastery: 91%.

Lori Leverett		
Asst Principal	Years as Administrator: 18	Years at Current School: 30

Credentials	B.A., M.Ed.
Performance Record	2012: School Grade (C) High Standards (Reading: 37%, Math: 66%, Writing 77%,); 2011: School Grade (B); FCAT – High Standards (Reading: 37%, LG 44%, Math: 66%, LG 71%, Science 35%, Writing 77%,); 2010: School Grade (D); FCAT - High Standards (Reading: 39%, LG 45%, Math: 69%, LG 69%, Science 36%, Writing 81%, AYP: 77%); 2009 School Grade "C"; FCAT:- High Standards (Reading: 36%, LG 46%, Math: 69%, LG 75, Science 22%, Writing 78%, AYP: 90%); 2008 School Grade "C"; FCAT - High Standards (Reading: 31%, LG 42%, Math: 66%, LG 74%, Science 30%, Writing 77%, AYP: 64%); 2007: School Grade "C"; FCAT - High Standards (Reading: 31%, LG 49%, Math: 63%, LG 74%, Science 36%, Writing 80%, AYP: 90%); 2006: School Grade "C"; FCAT - High Standards (Reading: 34%, LG 48%, Math: 63%, LG 71%, Writing 80%, AYP: 79%).

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

66

 # receiving effective rating or higher

66, 100%

 # Highly Qualified Teachers

98%

 # certified in-field
65, 98%

 # ESOL endorsed
5, 8%

 # reading endorsed
8, 12%

 # with advanced degrees
10, 15%

 # National Board Certified
1, 2%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
20, 30%

 # with 6-14 years of experience
19, 29%

 # with 15 or more years of experience
26, 39%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Regular meetings of new and veteran teachers with Principal.
2. Partnering new teachers with veteran staff for mentoring.
3. Solicit referrals from various groups and organizations affiliated with school
4. School promoted on website

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentoring activities will include partnering new teachers with content area teachers, regular meetings with administration and new teachers to support them with lesson planning, grades, teaching strategies, and communication with students and parents.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Through weekly PLC meetings, teachers examine student data related to academic, attendance, and behavior performance in order to monitor progress of students as well as monitor the effectiveness of instruction and supports. Teachers will engage in data chats with students throughout the year in order to make students aware of their progress and develop short term and long term goals.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal (Patricia Barnes): Provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principals (Edgar Santiago, Curriculum; Lori Leverett, Administration and Director of Freshman Academy): Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Guidance Counselor (Ruth Ferking): 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.

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

Academic Dean (Christine L. Thomas): 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.

Technology Coach (Mr. Oxford): Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Teachers (Zachary Murdoch, Elective; Clare Bernier, Math; Mr. Stockwell, Social Studies; Kathy Langford, English; Helen Maffett, Reading; Gina Champagne, English; Charles Sanders, Elective/Career Academy): Provides information about core instruction; participates in student data collection; delivers

Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers :(Karen Donhaiser; ESE/Inclusion Teacher; Kimberly Bowling, ESE/Inclusion Teacher): Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Leadership will use walkthroughs, observations, PLC participation, as well as facilitate data review during faculty meetings and PLCs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be gathered from FCAT, EOC exams for Algebra, Geometry, Biology, U.S. History, FAIR, district common assessments, and classroom teacher/PLC assessments. Other data will come from IDEAS and Genesis related to attendance and behavior.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Parents are informed through progress reports, phone calls, and teacher conferences. Parent programs in the evening focus on curriculum and student expectations regarding college, AP courses, and school orientation.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Mulberry High School is not required by the DOE to have an extended school day.

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Patricia Barnes	Principal

Name	Title
Lori Leverett	Assistant Principal of Administration
Laurie Nattkemper-Sticker	Media Specialist
Helen Maffett	Reading Teacher/Dept.Chair
Vanessa Sells	English Teacher/Dept. Chair
Kris Kondolf	Biology Teacher
Chris Oxford	Journalism Teacher
Jeffrey Stockwell	History Teacher/Dept. Chair

How the school-based LLT functions

The LLT meets once a month and is facilitated by Vanessa Sells and Helen Maffett.

Major initiatives of the LLT

MHS will create its own Writing curriculum modeling the former Polk Writes curriculum. The process will begin this year with implementing this new curriculum. In the 10th grade classes, students will complete full process writing on a common prompt connected to the Unit Essential Question to be determined by the 10th grade PLC team during Bi-weekly meetings. The 10th grade team will use Progress Monitoring data and previous month's essay data to determine specific skills, called focusers, students need to develop to increase their skills. These will then be the focus for the following month's writing including mini-lessons and rubric development around these focusers. This process will repeat every month with input from the 10th grade literacy subgroup.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

At Mulberry High School all reading teachers are both Reading and ESOL endorsed. Administrators visit the reading classrooms regularly to ensure that the learning environment in our reading classes is well managed and curriculum focused. Additionally, our reading teachers meet in a weekly PLC during which they continually strive to improve instruction, discuss, plan and design common assessments and review student data. Out of the PLC meetings the reading teachers also manage a tutoring program which provides students many opportunities to decide with type of remediation and enrichment setting will work best for their learning style. In the classroom the EDGE Level B and C textbooks are used with ninth and tenth grade students. IMPACT and ACT prep curriculum materials are taught to our students who have not passed the Reading FCAT.

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

NA

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Students at Mulberry High School have the opportunity to take courses in two career academies, Culinary Arts and Automotive, that can lead to industry certification. Courses in Customer Service, Accounting 1, and Web Design are business related courses that can lead to future careers. For college prep, both dual enrollment and advanced placement courses are available at Mulberry High School.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Every student meets at least twice per year with their grade level guidance counselor. Articulation during these meetings centers around course selection, career and college planning, and the progress the student is making towards his/her objective. Multiple colleges visit the campus to discuss their undergraduate programs and scholarship opportunities. Seniors are being offered the opportunity to take field trips to visit several college campuses. Military recruiters are also on campus at least once per month to speak with students interested in a military career.

Strategies for improving student readiness for the public postsecondary level

Seniors who did not show readiness by the end of their junior year are enrolled in Math for College Readiness and/or English 4: College Readiness courses. Eleventh and twelfth grade English teachers are focusing writing instruction on skills needed for college placement writing exams.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	35%	No	56%
American Indian				
Asian				
Black/African American	33%	28%	No	40%
Hispanic	42%	28%	No	48%
White	59%	42%	No	63%
English language learners	30%	7%	No	37%
Students with disabilities	32%	13%	No	39%
Economically disadvantaged	45%	29%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	152	23%	26%
Students scoring at or above Achievement Level 4	81	12%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	303	57%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	88	67%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	63	85%	94%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	38%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	45%	50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	141	68%	74%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	121	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	40%	No	49%
American Indian				
Asian				
Black/African American	43%	29%	No	48%
Hispanic	35%	31%	No	42%
White	48%	36%	No	53%
English language learners	40%	16%	No	46%
Students with disabilities	36%	13%	No	42%
Economically disadvantaged	40%	30%	No	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		70%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	281	50%	55%
Students in lowest 25% making learning gains (EOC)		51%	56%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	91	44%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	27%	46%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		5%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	28%	46%
Students scoring at or above Achievement Level 4	21	9%	11%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	123	49%	70%
Students scoring at or above Achievement Level 4	21	8%	30%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	490	50%	55%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	4	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	158	16%	12%
Students in ninth grade with one or more absences within the first 20 days	73	26%	22%
Students in ninth grade who fail two or more courses in any subject	38	14%	10%
Students with grade point average less than 2.0	50	5%	4%
Students who fail to progress on-time to tenth grade	10	4%	3%
Students who receive two or more behavior referrals	38	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	122	12%	8%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	21	1%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	936	85%	88%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	694	63%	68%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		59%	60%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Mulberry High School provides numerous opportunities throughout the year to engage parents in learning about high school programs during informational sessions at school. Parents may attend open house, freshmen orientation, graduation requirements, college readiness, and AP courses. Parents read school newsletters and information posted on the school's website to stay updated during the school year. School and community resources are shared with parents through phone calls, conferences, and information sessions.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Not a Title I school			

Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with End-of Course exams.

G2. Improve student achievement.

G3. Create School based Writing Curriculum to improve FACT Writing Scores and to meet the changing expectations in the Common Core Standards

Goals Detail

G1. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with End-of Course exams.

Targets Supported

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Teacher led tutoring after school: Math teachers have set up schedules and shared with students available times and locations for tutoring on a daily basis.

- Peer led tutoring after school: AP Calculus students have developed a schedule of available times after school and study guide to assist students taking Algebra 1 and Geometry End-of-Course exams.

- Student access to online textbooks, course study guides, video resource list for individual standards, and skill specific work guides.

- Intense EOC review classes during summer break: Four day, teacher led intense review session for Algebra 1 EOC retake students generally taking place the week prior to EOC exam. Teachers determine course of study based on student data from prior attempt of exam.

- Technology trained instructional staff.

Targeted Barriers to Achieving the Goal

- Lack of updated technology and interactive software for students.

- Lack of funding for extending subject related Professional Development.

- Student lack of understanding of content / academic vocabulary.

Plan to Monitor Progress Toward the Goal

Students show genuine comprehension of mathematical terms in context of topic being covered

Person or Persons Responsible
Classroom teachers, administration, department chair, subject area captains

Target Dates or Schedule:
During subject area PLC groups

Evidence of Completion:
Increased student performance on common assessments that are created to be vocabulary rich

G2. Improve student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - High School

- EWS - High School

Resources Available to Support the Goal

- Regional coaches, district content area personnel, Workforce Development, Mentors, Tutorials.

Targeted Barriers to Achieving the Goal

- Teachers are not consistently utilizing student engagement strategies in the classrooms.

- Collaborative planning opportunities are limited.

Plan to Monitor Progress Toward the Goal

Increased student achievement.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data reports from Progress monitoring, bi-weekly student progress reports and teacher made assessments.

G3. Create School based Writing Curriculum to improve FACT Writing Scores and to meet the changing expectations in the Common Core Standards

Targets Supported
- Geometry EOC

- Science

Resources Available to Support the Goal
- Bi-Weekly grade level PLC for collaboration and discussion of Writing data, Progress monitoring, and Class Based Curriculum Writing to analyze next steps in writing instruction

- Common Core team with knowledge of the shifts in the new standards to include Writing in all Core subject areas

Targeted Barriers to Achieving the Goal
- Lack of a school or district wide Writing Program to guide instruction

- Lack of writing instruction among core subject area teachers with monumental shifts and changes in instruction in their curriculum areas (i.e. Science/Social Studies) under Common Core

Plan to Monitor Progress Toward the Goal

Portfolios (All teachers) and IDEAS documentation (English teachers only)

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going observations

Evidence of Completion:
Data Discussions among teachers during PLC grade level meetings

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with End-of Course exams.

G1.B1 Lack of updated technology and interactive software for students.

G1.B1.S1 Research available software for use within computer labs.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Evaluation domain for classroom environment

Person or Persons Responsible

Administrator assigned for evaluation

Target Dates or Schedule

On going

Evidence of Completion

Observation and Walk Through documentation showing effective or highly effective use of technology in the classroom.

Plan to Monitor Effectiveness of G1.B1.S1

Data collected from common assessments showing improvement in student performance.

Person or Persons Responsible

Subject Area Captains Algebra 1 - Wright Geometry - Rivera Algebra 2 - Bernier

Target Dates or Schedule

On going

Evidence of Completion

Improved performance and student engagement in learning environment

G1.B5 Lack of funding for extending subject related Professional Development.

G1.B5.S1 Teachers need professional development to be trained on the use of technology and software in the classroom.

Action Step 1

Secure substitute teachers to cover classes for the eight core math teachers and three ESE co-teachers for one to two days of off campus Professional Development.

Person or Persons Responsible

Administration

Target Dates or Schedule

During 2nd and 4th quarters of the school year

Evidence of Completion

Professional Development days occur

Facilitator:

District Mathematics Coach

Participants:

Clare Bernier, Sally Cawthron, Jennifer Champion, Tommy Lewis, Joe Rivera, Linda Williams, Leslie Wright, Heath Hunt, Mark Hardy, Andre Grant.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

> **Person or Persons Responsible**

> **Target Dates or Schedule**

> **Evidence of Completion**

Plan to Monitor Effectiveness of G1.B5.S1

> **Person or Persons Responsible**

> **Target Dates or Schedule**

> **Evidence of Completion**

G1.B6 Student lack of understanding of content / academic vocabulary.

G1.B6.S1 Infuse curriculum rich vocabulary continuously through instruction. Create visual vocabulary references inside the learning environment.

> **Action Step 1**

> Increase vocabulary awareness in students

> > **Person or Persons Responsible**

> > All classroom teachers of mathematics

> > **Target Dates or Schedule**

> > On going

> > **Evidence of Completion**

> > Completion is not necessarily reached as this is an ongoing strategy

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

Classroom walk through checking for evidence of vocabulary being visible as a learning tool

Person or Persons Responsible

Administration and/or Department Chair

Target Dates or Schedule

On going

Evidence of Completion

Completion is not evident as this will be an ongoing strategy

Plan to Monitor Effectiveness of G1.B6.S1

Student confidence using mathematically proper terms

Person or Persons Responsible

Classroom teachers, administration, department chair, subject area captains

Target Dates or Schedule

Ongoing

Evidence of Completion

Students are engaged in collaborative discussions and using proper terms relative to topic being covered

G2. Improve student achievement.

G2.B1 Teachers are not consistently utilizing student engagement strategies in the classrooms.

G2.B1.S1 Solicit student engagement professional development from the district staff to help teachers incorporate into their classrooms.

Action Step 1

Contact Professional Development and Secondary Curriculum departments.

Person or Persons Responsible

Principal and Assistant Principals

Target Dates or Schedule

By October 31, 2013.

Evidence of Completion

Schedule of Professional Development sessions.

Facilitator:

District Staff

Participants:

Content Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B4 Collaborative planning opportunities are limited.

G2.B4.S1 Establish PLC time for collaborative planning for teachers to include data chats, discussions relative to differentiated instruction and opportunities for remediation and enrichment for students and display of exemplary student work.

Action Step 1

Specify how planning time during PLC will be utilized by teachers. Members of the Leadership team are present for the various PLC meetings.

Person or Persons Responsible

Pricipal, Assistant Principals, Dean of Students

Target Dates or Schedule

Each Thursday, immediately after student dismissal.

Evidence of Completion

Professional Learning Community Planning Document completed each week.

Facilitator:

Department Chair or Team Leader

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

PLC Meetings

Person or Persons Responsible

Leadership Team to include: Principal, Assistant Principal, Dean of Students

Target Dates or Schedule

Each Thursday of the week

Evidence of Completion

PLC Planning Documents

Plan to Monitor Effectiveness of G2.B4.S1

Increased student achievement as documented by progress monitoring and teacher made assessments.

Person or Persons Responsible

Teachers, Department Chairs, Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment data

G3. Create School based Writing Curriculum to improve FACT Writing Scores and to meet the changing expectations in the Common Core Standards

G3.B1 Lack of a school or district wide Writing Program to guide instruction

G3.B1.S1 Provide substitute teachers for the English Department to provide them 1-2 days off campus in a Professional Learning Community with the focus of creating a Mulberry High School Writing Program to be adopted for all grades level that builds/emulates previous county and national writing programs

Action Step 1

Secure substitutes teachers to cover classes for the eight core English teachers and 1 ESE teacher for one to two days of off campus Professional Development

Person or Persons Responsible

Mulberry English Staff

Target Dates or Schedule

1st or 2nd Quarter

Evidence of Completion

Creation of Mulberry High School Writing curriculum grades 9-12

Facilitator:

Vanessa Sells

Participants:

Vanessa Sells, Merry Stewart, Katherine Langford, Gina Champagne, Bobbi Harmon, Courtney Brinton, Colleen Heyn, Kim Bowling.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Progress Monitoring and Curriculum Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Completion is not necessarily reached as this is an on-going endeavor

Plan to Monitor Effectiveness of G3.B1.S1

Monthly writings and County Based Progress Monitoring

Person or Persons Responsible

Classroom teachers, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Improved Performance on Writing Assessments

G3.B2 Lack of writing instruction among core subject area teachers with monumental shifts and changes in instruction in their curriculum areas (i.e. Science/Social Studies) under Common Core

G3.B2.S1 Create Grade level PLC groups that are interdisciplinary to allow core subjects areas with shifts in the new Common Core standards, such as Writing, to work with their peers in the English department to implement writing into the curriculum

Action Step 1

Interdisciplinary PLC groups

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completed PLC forms with notes on PLC discussion

Facilitator:

Department Heads

Participants:

MHS teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Writing Instruction Across the curriculums

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC Documents and Core Subject lesson plans and student evidence

Plan to Monitor Effectiveness of G3.B2.S1

Class Portfolios

Person or Persons Responsible

PLC groups

Target Dates or Schedule

During meetings

Evidence of Completion

Discussion and analysis of the portfolio evidence and documentation of these discussion via the PLC documents

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with End-of Course exams.

G1.B5 Lack of funding for extending subject related Professional Development.

G1.B5.S1 Teachers need professional development to be trained on the use of technology and software in the classroom.

PD Opportunity 1

Secure substitute teachers to cover classes for the eight core math teachers and three ESE co-teachers for one to two days of off campus Professional Development.

Facilitator

District Mathematics Coach

Participants

Clare Bernier, Sally Cawthron, Jennifer Champion, Tommy Lewis, Joe Rivera, Linda Williams, Leslie Wright, Heath Hunt, Mark Hardy, Andre Grant.

Target Dates or Schedule

During 2nd and 4th quarters of the school year

Evidence of Completion

Professional Development days occur

G2. Improve student achievement.

G2.B1 Teachers are not consistently utilizing student engagement strategies in the classrooms.

G2.B1.S1 Solicit student engagement professional development from the district staff to help teachers incorporate into their classrooms.

PD Opportunity 1

Contact Professional Development and Secondary Curriculum departments.

Facilitator

District Staff

Participants

Content Teachers

Target Dates or Schedule

By October 31, 2013.

Evidence of Completion

Schedule of Professional Development sessions.

G2.B4 Collaborative planning opportunities are limited.

G2.B4.S1 Establish PLC time for collaborative planning for teachers to include data chats, discussions relative to differentiated instruction and opportunities for remediation and enrichment for students and display of exemplary student work.

PD Opportunity 1

Specify how planning time during PLC will be utilized by teachers. Members of the Leadership team are present for the various PLC meetings.

Facilitator

Department Chair or Team Leader

Participants

All teachers

Target Dates or Schedule

Each Thursday, immediately after student dismissal.

Evidence of Completion

Professional Learning Community Planning Document completed each week.

G3. Create School based Writing Curriculum to improve FACT Writing Scores and to meet the changing expectations in the Common Core Standards

G3.B1 Lack of a school or district wide Writing Program to guide instruction

G3.B1.S1 Provide substitute teachers for the English Department to provide them 1-2 days off campus in a Professional Learning Community with the focus of creating a Mulberry High School Writing Program to be adopted for all grades level that builds/emulates previous county and national writing programs

PD Opportunity 1

Secure substitutes teachers to cover classes for the eight core English teachers and 1 ESE teacher for one to two days of off campus Professional Development

Facilitator

Vanessa Sells

Participants

Vanessa Sells, Merry Stewart, Katherine Langford, Gina Champagne, Bobbi Harmon, Courtney Brinton, Colleen Heyn, Kim Bowling.

Target Dates or Schedule

1st or 2nd Quarter

Evidence of Completion

Creation of Mulberry High School Writing curriculum grades 9-12

G3.B2 Lack of writing instruction among core subject area teachers with monumental shifts and changes in instruction in their curriculum areas (i.e. Science/Social Studies) under Common Core

G3.B2.S1 Create Grade level PLC groups that are interdisciplinary to allow core subjects areas with shifts in the new Common Core standards, such as Writing, to work with their peers in the English department to implement writing into the curriculum

PD Opportunity 1

Interdisciplinary PLC groups

Facilitator

Department Heads

Participants

MHS teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Completed PLC forms with notes on PLC discussion

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with End-of Course exams.	$2,500
	Total	$2,500

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Substitute teacher funds	$2,500	$0	$2,500
	$0	$0	$0
Total	$2,500	$0	$2,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with End-of Course exams.

G1.B5 Lack of funding for extending subject related Professional Development.

G1.B5.S1 Teachers need professional development to be trained on the use of technology and software in the classroom.

Action Step 1

Secure substitute teachers to cover classes for the eight core math teachers and three ESE co-teachers for one to two days of off campus Professional Development.

Resource Type

Personnel

Resource

iPad tablets for math classroom teachers

Funding Source

Substitute teacher funds

Amount Needed

$2,500

G3. Create School based Writing Curriculum to improve FACT Writing Scores and to meet the changing expectations in the Common Core Standards

G3.B1 Lack of a school or district wide Writing Program to guide instruction

G3.B1.S1 Provide substitute teachers for the English Department to provide them 1-2 days off campus in a Professional Learning Community with the focus of creating a Mulberry High School Writing Program to be adopted for all grades level that builds/emulates previous county and national writing programs

Action Step 1

Secure substitutes teachers to cover classes for the eight core English teachers and 1 ESE teacher for one to two days of off campus Professional Development

Resource Type

Evidence-Based Program

Resource

8 - 11 substitute teachers to cover classes while teachers and co-teachers participate in off campus professional development

Funding Source

Amount Needed