Mulberry Senior High School

2022-23 Schoolwide Improvement Plan

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Mulberry Senior High School

4TH CIRCLE NE, Mulberry, FL 33860

http://mhs.polk-fl.net

Demographics

Principal: Michael Young   Start Date for this Principal: 7/1/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (49%) 2018-19: C (51%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Young, Michael	Principal	Michael Young, Principal: Sets the vision for Mulberry High School through shared vision discussions along with providing professional development, as well as planning, coaching and monitoring for instructional staff. Supervises the development of a strong infrastructure, ensures that the school-based team is implements protocols with fidelity, conducts assessments of school staff, ensures implementation of intervention support with fidelity, facilitates and participates in professional learning, develops a school-wide culture of expectation, ensures resources are assigned to the areas in most need, and communicates with all stakeholders. Directly oversees the Non-Teacher Departments and Administrative Team. Maintains a leadership protocol where decision-making is shared among the five administrators through specific distributive leadership assigned roles and responsibilities. This includes shared responsibility for providing planning, coaching, monitoring and evaluating instructional staff, as well as modeling appropriate practices and providing a safe and orderly environment.
	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, school safety, custodial operations, and student discipline/attendance management; and further assists the principal to ensure the school is safe and orderly to foster a sound learning environment. Communicates with parents concerning attendance concerns, as well as special activities. Works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices for areas of distributive leadership. Oversees the discipline department, non-instructional office staff, paraprofessional staff, custodial staff & services, facilities operations and all Career & Technical Education (CTE) career academy programs as Head of Schools, ESE self-contained programs, JROTC programs, the Physical Education Department, Student Activity Committee, and actively engages family and community stakeholders to increase engagement with the educational process.
Monacelli, Gian	Assistant Principal	Gian Monacelli, Assistant Principal: Assists in providing a common vision for the use of data-based decision making, models the problem-solving process; assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Works to ensure curriculum is implemented with fidelity and appropriate materials are provided for teachers to ensure student engagement, as well as to plan, coach, and monitor instructional practices. Oversees the Guidance Department, English Department, Science Department, and Curriculum Committee.
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

Name	Position Title	Job Duties and Responsibilities
		processing discipline, as well as planning, coaching and monitoring for specific content areas' instructional practices. Works to maintain graduation coach tasks to ensure seniors are on track for graduation. Coordinates the AVID (Advancement Via Individual Determination) college-readiness program designed to help students develop the skills they need to close the achievement gap and be successful in college. Creates and maintains daily Advisory activities provided for school-wide implementation of various competencies that all students need to encounter. Oversees the Math Department and Reading Department.
Murdock, Zachary	Assistant Principal	Zachary Murdock, Assistant Principal II: Assists in various ways to provide a common vision for the use of data-based decision making, assists in processing discipline, as well as planning, coaching and monitoring for specific content areas' instructional practices. Works to maintain discipline tasks and to ensure a safe and orderly environment. Oversees the Fine Arts Department, World Language Department, and Social Studies Department.
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 to help 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, secondary and services.
Axson, Dee	School Counselor	
Almaraz, Maria	School Counselor	
Rivera, Maria	Graduation Coach	Maria Rivera, Student Success Coach: Provides ongoing student support for at-risk students related to multiple pathway options. Coordinates College for Every Student (CFES) activities for CFES Scholars and for school-wide concept implementation.
Jennings, Dana	Administrative Support	Dana Jennings, LEA Facilitator: Coordinates and facilitates activities in Exceptional Student Education (ESE). Participates in student data collection, integrates core instructional- activities/materials/instruction in

Name	Position Title	Job Duties and Responsibilities
		tiered interventions, supervises inclusion education teachers, collaborates with general education teachers, oversees Individual Education Plan (IEP) compliance and schedules student IEP staffings.
Parrish, Jennifer	Reading Coach	Jennifer Parrish, Literacy Coach: Facilitates literacy operations to manage student needs and provide professional development and coaching support to teachers regarding Reading in the content areas and all aspects of literacy.
Alldredge, Michelle	Instructional Coach	Michelle Alldredge, Instructional Coach: Facilitates instructional operations to manage student needs and provide professional development and coaching support to teachers regarding all content areas and all aspects of literacy.
Maffett, Lia	Instructional Technology	Dr. Lia Maffett, Network Manager/Technology Coach: Develops and brokers technology necessary to manage and display data. She provides professional development and technical support to teachers and staff regarding data management, graphic display and overall technology systems management. Oversees school-wide IT processes, teacher technology coaches, ID badge processing, school newsletter production, and social media management account management.

Demographic Information

Principal start date
Wednesday 7/1/2015, Michael Young

Number of teachers with a 2022 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.*
0

Number of teachers with a 2022 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.*
18

Total number of teacher positions allocated to the school
70

Total number of students enrolled at the school
1,308

Identify the number of instructional staff who left the school during the 2021-22 school year.
17

Identify the number of instructional staff who joined the school during the 2022-23 school year.
19

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	368	378	295	253	1294
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	109	127	111	107	454
One or more suspensions	0	0	0	0	0	0	0	0	0	68	73	36	29	206
Course failure in ELA	0	0	0	0	0	0	0	0	0	70	87	42	71	270
Course failure in Math	0	0	0	0	0	0	0	0	0	24	26	56	29	135
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	116	112	0	0	228
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	49	124	68	6	247
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	250	236	81	69	636

Using the table above, complete the table below with the number of students by current grade level who have 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	156	160	127	85	528

Using current year data, complete the table below with the number of students identified as being "retained.":

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	11	36	7	54
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 7/14/2022

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	0
Attendance below 90 percent					0	0	0	0	0	0	0	0	0	0
One or more suspensions					0	0	0	0	0	0	0	0	0	0
Course failure in ELA					0	0	0	0	0	0	0	0	0	0
Course failure in Math					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
Level 1 on 2019 statewide FSA Math assessment					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

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	

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	0
Attendance below 90 percent					0	0	0	0	0	0	0	0	0	0
One or more suspensions					0	0	0	0	0	0	0	0	0	0
Course failure in ELA					0	0	0	0	0	0	0	0	0	0
Course failure in Math					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
Level 1 on 2019 statewide FSA Math assessment					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

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	41%	51%				38%	47%	56%
ELA Learning Gains	44%						40%	46%	51%
ELA Lowest 25th Percentile	34%						31%	37%	42%
Math Achievement	22%	35%	38%				41%	43%	51%
Math Learning Gains	35%						51%	45%	48%
Math Lowest 25th Percentile	31%						47%	44%	45%
Science Achievement	49%	26%	40%				53%	58%	68%
Social Studies Achievement	67%	39%	48%				54%	61%	73%

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

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
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	54%	0%	67%	-13%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	57%	-3%	70%	-16%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	37%	50%	-13%	61%	-24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	53%	-9%	57%	-13%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	18	36	26	13	28	27	21	40		87	56
ELL	14	27	26	15	26	17	36	27		92	79
BLK	32	45	39	4	36	29	28	61		100	71
HSP	34	42	31	21	34	35	44	61		91	73
WHT	43	47	37	29	35	30	59	75		88	77
FRL	34	42	35	20	37	33	45	60		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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	525
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Mulberry High School boasts the highest College and Career Acceleration data in the district at 75%. Proficiency in US History is above the district and state levels at 67%. Biology data is below the district and state averages and dropped 1% from the prior year. Proficiency rates in ELA remained constant; while growth percentages in ELA increased by 2% from 2021 to 2022. While mathematics proficiency increased by 1% and growth proficiency increased by 13%, three year data shows a significant loss in mathematics. This is a district and state trend due to gap in education as a result of Covid pandemic.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Mathematics trend data shows a significant loss over three years. This area will be a pivotal focus for the 2022- 2023 school year. ELA bottom quartile decreased from 35% to 34%. With structures in place in our areas of focus for our ELL and SWD students, this is going to be another big focus point.

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

During the first semester of the school year, many students and staff missed significant amounts of days, due to pandemic quarantines. Absenteeism greatly contributed to gaps in learning. Over 100 students per grade level are in attendance less than 90% of the time. Long-term vacancies in ELA and Mathematics caused deficits. Walkthrough data shows that student tasks were not always aligned to standards. This year, we have a focus on alignment using the Learning Walkthrough Tool and its data to target areas of need and provide supports. The focus on the learning arc will also point planning in the aligned direction to guide instruction and learning. We are implementing incentives for those students with positive attendance and will work closely with families to support those with high absenteeism.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

US History increased by 5% points to 67% prociciency.
Math Learning Gains increased by 13% and lowest 25% increased by 1%.
Algebra 1 proficiency increased by 5% from 19% to 24%.
ELA Learning Gains increased by 2%.
College and Career increased by 3% from 72% to 75%.
Students earning a 6+ on writing assessment showed growth.

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

We focused on writing schoolwide through AVID WICOR strategies. Our Literacy Interventionist conducted extensive writing workshops in ELA 9th and 10th grade classrooms. Literacy Coach planned with teachers on how to best incorporate writing into learning frequently.
Master Schedule was created intentionally to increase opportunities for students to earn College and Career readiness.
US History teachers effectively collaborated at planning with a focus on the state standards. They ensured instruction was aligned with standards.

Mathematics teachers worked to fill in learning gaps, due to the pandemic, while focusing on learning targets/standards to bring students to grade level.

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

Planning and the instruction to follow must be focused around grade level standards. Most importantly, student learning and work must reflect this.
Faculty will begin working with the Learning Arc as a tool to ensure alignment.
Leadership team will use the Standards Walkthrough Tool to gather data on areas of need and as opportunities for targeted feedback and supports.
Progress monitoring data will be analyzed for targeted supports and feedback.
ELA teachers will plan over the summer around the new B.E.S.T. standards.

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.

Professional Learning on campus will focus around the Learning Arc, B.E.S.T. standards, and writing in all content areas. Administration and coaches will map out professional learning rotations on the back-to-school week for teachers. The leadership team will begin the school year with LWT calibration walks. Collaborative planning will begin immediately with a focus on standards and task alignment. Administration will monitor learning to ensure tasks are aligned to standards.

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, monitoring is essential. The Administrative Team, Student Success Coach in Literacy, the Literacy Coach, College and Career Counselor, Success Coach (supporting students and families) will all work to keep Mulberry High School's vision of college and career readiness at the forefront of all we do. This includes monitoring classrooms, providing feedback, analyzing data that then drives instructional decisions, creating a master schedule that is conducive to our initiatives, putting supports in place where there is the greatest need, integrating student technology for future success, and highlighting best practices through professional learning opportunities.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data from FSA shows a trend in ELA of an aggregate 1% loss in proficiency over three years and in Math an aggregate 19% loss in proficiency over three years.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	State data will show a minimum of +1% proficiency increase for ELA and +3% for Math.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering standards being taught after planning is properly implemented.
Person responsible for monitoring outcome:	Michael Young (michael.young@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Monitor students engaging in equivalent experiences aligned to state expectations using Standards Walkthrough Tool (SWT).
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The relationship between academic success and ensuring students can engage in grade level standards-based expectations is critical to proficiency. Monitoring for this alignment will set the course for planning and professional learning frameworks.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create calendar for leadership team calibration walks.

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

Train leadership team on walkthrough tool in first two calibration walks.

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

Conduct calibrations walks until team shows 90+% calibrated consistency with rationale on SWT.

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

Add SWT data review to every leadership team meeting agenda.

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

Establish protocol to review data including evidence in SWT.

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

Monitor impact between data review from SWT and progress monitoring data.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	It is imperative that our students are taught standards-based instruction and equally essential that they have multiple opportunities to work through tasks that are aligned to the pertinent standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA 9, ELA 10, Algebra, Geometry, US History, Reading, and Biology teachers will have a set collaborative planning session once a week; using the Learning Arc planning process to align benchmark and task.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators assigned to each Collaborative Planning Team will facilitate the utilization of the Learning Arc Tool at content specific planning. Leadership team will monitor classrooms to check for fidelity of the aligned tasks designed in planning being used as a learning tool in classrooms with students.
Person responsible for monitoring outcome:	Michael Young (michael.young@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Part 1. Monitor teachers using the Learning Arc to effectively plan for aligned learning. Part 2. Monitor learning in classrooms to ensure tasks are aligned effectively to benchmarks.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Part 1. Using the Learning Arc to plan effective lessons ensures that the planned tasks align to the benchmark for both precision and depth. Part 2. Providing opportunities for students to learn and interact with tasks that align to the benchmark.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Part 1. WRITE ABOUT PROFESSIONAL LEARNING TAKING PLACE

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

Part 1. Administrators attend and participate in weekly collaborative planning sessions in their assigned content areas.
Part 2. Monitor assigned tasks in classrooms for alignment to state benchmark.

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

Part 1. Teachers will bring samples of tasks to analyze for alignment to collaborative planning.
Part 2. Administrators will assign instructional coaches to classrooms in need of support.

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

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Implement structures to provide targeted supports for English Language Learners (ELL) for continuous improvement directly addressing our ESSA data reflecting only 36% of our ELL students meeting proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELL students will increase by 3%+ in academic proficiency on state assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will use ELA progress monitoring data to check growth throughout the school year. Our Literacy Coach and Success Coach will review progress monitoring and other applicable data (attendance, discipline, tutoring) with administrators.
Person responsible for monitoring outcome:	Zachary Murdock (zachary.murdock@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Provide additional supports for ELL students to gain better proficiency on state testing and improve literacy as evidence of tasks aligning to benchmarks.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The strategy was based on our most recent ESSA data which identifies our ELL component as in need of improvement, under the 41% proficient criteria at 36%. Therefore, these students have been made a priority.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Support ELL students in core classrooms with push-in support from bilingual, ELL Paraprofessionals.

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

Provide bilingual, peer supports in specific courses.

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

Connect with Spanish-speaking parents through bilingual paraprofessional who reaches out to families for a school connection.

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

Hire more personnel that are bilingual when the opportunity arises.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Implement structures to provide targeted supports for Students with Disabilities (SWD) for continuous improvement directly addressing our ESSA data reflecting only 35% of our SWD students meeting proficiency.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	SWD students will increase by 3%+ in academic proficiency on state assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrators will use progress monitoring data in core content areas to check growth throughout the school year. LEA will closely monitor data of SWD students and spearhead interventions, as needed. Instructional coaches plan with teachers to ensure accommodations are implemented.
Person responsible for monitoring outcome:	Dana Jennings (dana.jennings@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	For SWD students to gain better proficiency on state testing, provide additional supports by way of Learning Strategies classes, push-in structures with inclusion teachers, ELL Paraprofessional supports cohorts of students as needed, professional learning opportunities for general ed teachers, and mentoring.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Our most recent ESSA data identifies our SWD component as an area for growth; as it is currently at 35%. Therefore, these students have been identified as a priority.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers identify SWD students and study their accommodations.

Person Responsible	Dana Jennings (dana.jennings@polk-fl.net)

Restructure support facilitation teachers who push-in to academic courses to ensure personnel are best aligned with their areas of strength.

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

Focus on writing in Learning Strategies classes.

Person Responsible	Dana Jennings (dana.jennings@polk-fl.net)

Track discipline data and create intervention plans for SWD students so that less instructional time is lost.

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

SWD placed in Learning Strategies courses will work through the SIM curriculum to enhance and build their ELA proficiencies.

Person Responsible	Dana Jennings (dana.jennings@polk-fl.net)

#5. Positive Culture and Environment specifically relating to Community and Business Partners

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Mulberry High School does not currently have NCAC certification for any academy. We believe that we can work towards this with the right community and business partnerships. Community and business partners also provide opportunities for our students in extra curricular capacities that promotes a desire for students to want to be a part of Panther culture.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Mulberry High School will begin the NCAC certification process with the Medical Academy.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will earn the certification within the next three years by establishing essential relationships and building upon those.
Person responsible for monitoring outcome:	Melinda Dixon (melinda.dixon@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Over the next three years, take systematic steps toward earning NCAC certification. Foster relationships with community and business partners to build up our Academy Programs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	As the district moves toward NCAC certifications for all academies, we would like to get ahead. We believe our students and instructors are top notch.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administrator and CTE Academy teachers meet to review criteria to begin NCAC certification process.

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

Administrator and Medical Academy Teacher begin working through NCAC Review Rubric and identify ways to recruit Academy Partners.

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

Medical Academy partners with local organizations to bring in at least one guest speaker in the field, per nine weeks.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Mulberry High School is rich in traditions that honor what has been poured into the school for decades by staff and community. In honoring these traditions, we stand on the strong foundation of school pride to carry us into each new year. Addressing a positive school culture and environment provides numerous opportunities throughout the year to engage parents and families in learning about how school programs during information sessions in person and through virtual platforms. Stakeholders may attend open house, orientation, and parent nights to learn more bout graduation requirements, college readiness, and accelerated programs. They also can interact with the school through our website, Schoology, and social media platforms. MHS actively seeks stakeholder input and involvement through the School Advisory Council and Umbrella Academy Committees. Other active promoters of our positive school culture include the Junior Reserve Officer Training Corps, Future Farmers of America, Football Program, Cheerleading Team, Student Government, the Leadership Class, National Honor Society, Key Club, and Adelante 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 and 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. We have worked to increase our social media presence and to increase student mentoring opportunities to help address issues with attendance and discipline.

We seek to collect staff feedback and input through survey and respect their ideas for our school. We regularly meet with staff to share what is happening on campus and value their feedback. Students are an integral part of maintaining a positive school culture and we seek their input through the Leadership Class and Student Government. We have strived to implement some of their innovative ideas to raise school pride and participation.

We welcome School Board Members onto our campus and at our extra curricular events. It is through the partnership with all stakeholders that we continue to grow and honor our positive traditions.

Additional specific activities include: Parent/Community Nights, High School 101, Senior Transition Night, FAFSA/Financial Aid Workshops, Club and Sports Banquets, College and Career Week, College Signing Days, College/Career/Military Pinning Ceremony, Great American Teach-In, Academy Pinning Ceremonies, Baccalaureate, Senior Awards, Underclassmen Awards, among others.

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

Local stakeholders and partnering programs that collaborate with Mulberry High School to support student engagement and family involvement to promote a positive school culture and environment at MHS include:
*AVID- college supports
*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 program support
*CVS Health- Great American Teach-In Support
*Doss Flowers- Teacher celebrations supports
*Evans and Hulbert 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
*Huntington Learning Center- tutoring/test prep services, Great American Teach-In support
*Inspired Ambitious Young Believers (IYAB) and Lee Amos- school-wide mentoring services, celebrations 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 1 Parent Night support
*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 support as needed
*Mulberry Local Churches- Teacher Celebrations, Teacher Appreciation Week
*PCPS Migrant Program- migrant student services and supports
*Polk State College- dual enrollment support and services, CTE/Academy networking opportunities, Umbrella Academy Advisory Board members, Freshman Footsteps Tours, Great American Teach-In support, classroom speakers
*Polk Board of Commissioners EOC 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 Footsteps Tour, Great American Teach-In support
*Volunteers- various supports and services