Mulberry Senior High School

cover

2015-16 School Improvement Plan

Mulberry Senior High School

4 4TH CIRCLE NE, Mulberry, FL 33860

http://schools.polk-fl.net/mhs

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	66%

Alternative/ESE Center	Charter School	Minority
No	No	48%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridacims.org/.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mulberry High School is committed to preparing all students to become productive members of society through rigorous and relevent instruction.

Provide the school's vision statement

Students at Mulberry High School will be exposed to rigorous instruction that promotes inquiry and allows for application of concepts and mastery of curriculum.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The Mulberry Community is unique in the sense that its three elementary schools feed into one middle school, which in turn feeds into one high school. Therefore, students are already like "family" when they arrive at the high school level. Once at Mulberry High School, a sense of family, pride and tradition is promoted through activities such as pep rallies, sports, clubs, programs and assemblies. Through all of these events teachers and staff alike have the opportunity to promote the culture and to build relationships in the process.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Mulberry High School creates, promotes and maintains a safe environment for all students. This is accomplished by setting high expectations for behavior. Procedures and guidelines are the focus as opposed to rules and negative consequences. Inclusion and respect for others is represented through the culture of the school in that one possesses a sense of pride in belonging to the school family. The school takes time to promote each student as an individual and as a winner...a winner of something. When one focuses on the positive aspects of being a winner...one has little time to feel insecure or unsafe. This detail of the school culture aligns with the theme, "Excellence is in the details."

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The following procedures are in place to maximize instruction and to minimize distractions. Bell to Bell instruction is promoted through bell starters and ending summarizations as noted by administrative walk thrus. A semi lockdown occurs each day at the end of the day to ensure that no one is out of class for any reason 20 minutes before dismissal time. Activity bell schedules are in place on days in which a scheduled activity is planned, this ensures that all classes have time to meet and have time for instruction. In addition, at the beginning of the school year and throughout as necessary, Anti-Bullying, Crisis Intervention and Code of Conduct expectations are provided for students, faculty and staff.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Individual and group counseling is available to support the social-emotional needs of all students at Mulberry Senior. Support is provided by three onsite guidance counselors, itinerant school psychologist, and itinerant school social worker. A contract mental health therapist also counsels students if this service is included on their IEP or 504 Plan.

A mentoring program is provided for seniors. Students at risk of not graduating were identified during the summer. These seniors are mentored by elective teachers, administration, and guidance personnel. Mentoring support is provided to at risk seniors.

Students with attendance issues are conferenced by the Assistant Principal of Administration and referred to the school social worker. Home visits are made as needed and families are provided access to outside resources.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Student absences are identified through the Genesis program. Attendance warning reports are generated bi-weekly which indicate students who have been absent both (5) and (10) days (unexcused) and also the triggers for when those warnings have been sent previously. Warning letters are generated and mailed and the School Messenger system is utilized to call and email parents/guardians with the same information contained in the letters. (5) day warnings are informational in nature while (10) day warnings instruct the parent/guardian to contact the school to discuss student attendance and possible consequences.

- Students receiving disciplinary referrals have their demographic information pulled by the Dean of Students. The Dean discusses with the student possible issues relating to attendance, grade point average., grades, and graduation requirements. When necessary, this information is shared with the parent/guardian by phone and a copy is mailed, along with the parent copy of the disciplinary referral, to the home.
- Student progress is checked in the guidance department during various contacts with the Guidance Counselors, Dean, Testing Coordinator, and administrators. This list will soon include the new position of Graduation Coach. Counselors have regular junior and senior conferences.
- School Board social workers and truancy officers are informed when attendance indicators are triggered. They make contact with parents/guardians during the course of their investigations.
- Behavior and attendance contracts are utilized to aide in student/parent accountability.
- Alternative programs such as Traviss Vo-Tech and Fresh Start may be suggested as alternatives for students with age or credit deficits that are unlikely or impossible to overcome.
- Polk virtual and Florida Virtual programs are suggested to aide students in credit recovery and grade improvement.

Individual and group counseling is available to support the social-emotional needs of all students at Mulberry Senior. Support is provided by two onsite guidance counselors, itinerant school psychologist, and itinerant school social worker. A contract mental health therapist also counsels students if this service is included on their IEP's or 504 plans.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	78	88	90	56	312
One or more suspensions	14	14	11	4	43
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	4	14	22	10	50

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Parents of students who are identified by the academic warning system due to attendance issues are sent letters and/or receive phone calls from the Assistant Principal of Administration. Students with academic concerns also meet with their guidance counselor to identify causes and develop strategies to improve academic performance. After-school tutoring is offered to students who are in need of additional assistance outside of the classroom. Students are also mentored by school staff member and community volunteers.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/193565.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Mulberry High School sponsors and actively supports youth programs, along with community partnerships, to develop potential role models and community leaders among the student body. MHS has through these partnerships also fostered a culture of academic literacy. Several events have collaborative initiatives that promote a life-long love of reading, i.e. the Hunger Games event and the Step-Up 4 Fall event.
The successful JROTC program provides students opportunities to give back to the community by performing community service projects with the Boys and Girls Clubs, the American Legion/VFW, Little League Softball and the Lakeland Yacht Club. Many of these efforts produce scholarship opportunities for students.
Another of the many successful organizations is Key Club. MHS Key Club works hand in hand with the Kiwanis Club of Mulberry, Florida By-Products, Inc., Catholic Charities of Central Florida, SPCA, Boys and Girls Club of Mulberry, SunTrust Banks and other community merchants to provide community service opportunities for the students involved. In the performance of this service, this student-led organization encourages students to demonstrate and develop leadership skills, caring for others, inclusiveness and teamwork. Student servant-leaders have provided the community and school, with an average of 125 community service hours per member per year.

Effective Leadership

School Leadership Team

Membership:

Name	Title
Young, Michael	Principal
Leverett, Lori	Assistant Principal
Gable, Jerri	Dean
Donhaiser, Karen	Teacher, ESE
Monacelli, Gian	Assistant Principal
Patterson, LaSabra	Assistant Principal
Lashkajani, Amy	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal (Michael Young): 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 Principal (LaSabra Patterson): 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.

Assistant Principal (Lori Leverett): 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 (Jihan Wilkerson): 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.

Technology Coach/Network Manager (Randy Nothdorf): Develops and brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Literacy Coach (Samelia Davis): 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.

Teachers (Michael Keogh, Elective; Jose' Rivera, Math; Jeffrey Stockwell, Social Studies; Vanessa Sells & Jason Argo, English/Language Arts; Kyle Slagel, Science; Karen Kilday, Elective/Career Academy): Provide information about core instruction; participate in student data collection; deliver

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; LEA Facilitator; Kimberly Bowling, ESE/Inclusion Teacher): Participate in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Administrative Leadership/Distributive Team and Academic Leadership Team meets every Monday after school. Teacher meet during collaborative planning sessions weekly and are facilitated by an administrator or teacher leader during professional learning communities. 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. A weekly schedule is provided to teachers to ensure they have an opportunity to meet and can focus their instructional practices on their various curriculums. Common assessments and lesson plans are developed during this time which also facilitate adequate pacing for students. Teachers 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Greg Badgerow	Business/Community
Ellistine Smith	Business/Community
Samelia Davis	Education Support Employee
De'Aysia Williams	Student
Norma Reyes	Parent
Bruce Sanders	Business/Community
Michael Young	Principal
Stephanie May	Parent
Keith Pate	Student
Rachel Cortes	Student
Randy Nothdorf	Education Support Employee
Juana Nieves	Parent
Craig Collet	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The committee met and aligned the various strategies used to promote student success in Math, Reading, Writing and Science. It was acknowledged that more communication needs to be made with parents to ensure that they too understand the new standards and what is derived from EOC testing.

While the overall target set by the district was achieved, more students need to be proficient in reading and math--these are still our primary focus areas.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The 2015-16 school budget includes Title I funding. Within this budget is included technology funds which have been approved through SAC to provide additional technology needs to aid in student testing. Funds have been specificially identified to assist in the following areas: purchase of additional technology, providing tutoring/enrichment; ink cartridges and paper for test prep; printing of practice and progress monitoring assessments/answer sheets for students.

Describe the use of school improvement funds allocated last year, including the amount budgeted for 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 concordant scores for FCAT reading and/or to demonstrate college readiness.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Young, Michael	Principal
Nattkemper, Laurie	Instructional Media
Argo, Jason	Teacher, K-12
Bowling, Kimberly	Teacher, ESE
Chambers, Sara	Teacher, K-12
Kondolf, Kris	Teacher, K-12
Maffett, Helen	Teacher, K-12
Leverett, Lori	Assistant Principal
Davis, Samelia	Instructional Coach
Patterson, LaSabra	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) meets regularly (generally bi-weekly) to review, revise and revamp literacy offerings and supports at MHS. The creation of the Writing curriculum modeling the

former Polk Writes curriculum has proven successful and yielded double-digit gains on the state writing exam last year. With the new changes to the state test, this program will be incorporated with students in grades 9, 10 and 11. 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. All grade levels will use Progress Monitoring data and previous month's essay data to determine specific skills, called focusers which 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each department has common planning periods by course during the day to promote collaboration among teachers. In addition to this, teachers have collaborative planning and/or Professional Learning Community meetings every Tuesday and Thursday. During these times teachers share data, discuss strategies, create common assessments, and plan for academic reviews and the following week's lessons. Classrooms of teachers within the same department are in close proximity which enhances communication and allows teachers to support one another throughout the day.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Regular meetings of new and veteran teachers with Principal
2. Partnering new teachers with veteran staff for mentoring and review, support and provide mentoring for curriculum needs as well as becoming acclimated to the needs of the school and district
3. Solicit referrals from various groups and organizations affiliated with school
4. Promoting the school online through a school website

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentoring activities 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Through the Polk County School Board, all schools including Mulberry High School have Learning Maps which are aligned to the New Florida Standards, available for each curriculum area. Teachers utilize these maps during collaborative planning and delivery of instruction. During common planning work sessions, teachers work weekly to ensure the material taught and the assessments given are all standards-based and common among teachers of the same courses.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Educators provide learner-centered classrooms that encourage the use of technology as an instructional, problem solving, communication and productivity tool that enhances every area of the curriculum. Students are engaged in an accelerated learning process in honors level and advanced placement curriculums through the use of technology which accommodates diverse learning styles. Technology provides the opportunity for global communication and cooperative learning that reaches outside of the school campus.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

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

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Mulberry High School provides transition opportunities for incoming eighth graders from Mulberry Middle School to tour the campus, meet with students and teachers, and learn of the academic rigor they will face as potential students. The Mulberry Middle School Transition Tour occurs during the spring of each school year

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Every student meets at least twice per year with their grade level guidance counselor for grade level conferences. 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 offered the opportunity to take field trips to visit college campuses. Military recruiters are also permitted on campus at least once per month to speak with students interested in military careers. Identified students participate in College for Every Student (CFES) activities which focus on student leadership and college exposure/readiness activities

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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 in the business industry. Students are also afforded the opportunity to participate in vocational electives related to agriculture and television production, and fine arts electives in chorus, orchestra, jazz/marching band, and AP art which can lead to future career opportunities. Related to college preparation, both dual enrollment and advanced placement opportunities are available at Mulberry High School.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

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 focus writing instruction on skills needed for college placement writing exams.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

A variety of academic benchmarks are in place that help students demonstrate post-secondary readiness annually. These assessments include:
• ACHIEVE 3000
• ACT
• AGILE MINDS
• ADVANCED PLACEMENT
• ASVAB
• FAIR
• IMPROVE
• JOURNEY
• PERT
• PSAT/SAT

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Develop a system of support for teachers in learning and understanding the New Florida Standards.

G2.   Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with Florida State, End-of-Course, and End-of-Year exams.

G3.   Create School based Writing Curriculum to improve FSA Writing Scores and to meet the changing expectations of the Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Develop a system of support for teachers in learning and understanding the New Florida Standards.

1a

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers	100.0

Resources Available to Support the Goal 2

- DANA Center for Education

- District Curriculum Specialists

Targeted Barriers to Achieving the Goal 3

- TIme for professional development for teachers.

Plan to Monitor Progress Toward G1. 8

Monitor classroom walk-thru and student data with a focus on the New Florida Standards.

Person Responsible
Michael Young

Schedule
Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion
Standards-based tests, teacher assessments, FAIR and IMPROVE progress monitoring.

G2. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with Florida State, End-of-Course, and End-of-Year exams. 1a

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal 2

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

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

- Intense EOC review classes during school year and summer break in Reading, Math and Biology. 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 3

- Student lack of understanding of content/academic vocabulary.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible
Samelia Davis

Schedule
Weekly, from 8/24/2015 to 5/30/2016

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

G3. Create School based Writing Curriculum to improve FSA Writing Scores and to meet the changing expectations of the Florida Standards. 1a

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	66.0

Resources Available to Support the Goal 2

- Weekly grade level PLCs for collaboration and discussion of Writing data, progress monitoring, and class-based curriculum writing to analyze next steps in writing instruction

- Teacher Leadership Academy team members with knowledge of the shifts in the new standards to include Writing in all core subject areas

Targeted Barriers to Achieving the Goal 3

- Lack of a specific 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 Florida Standards

Plan to Monitor Progress Toward G3. 8

Data Chats

Person Responsible
Lori Leverett

Schedule
Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion
Review of portfolios maintained by all teachers and IDEAS data for English teachers; Data discussions during grade level PLCs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   ☒ S123456 = Quick Key

G1. Develop a system of support for teachers in learning and understanding the New Florida Standards. 1

☒ G062196

G1.B1 TIme for professional development for teachers. 2

☒ B159515

G1.B1.S1 Common planning time with focus on PLC document for collection of linkage of New Florida Standards to classroom instruction. 4

☒ S170998

Strategy Rationale

Students will be exposed to new standards which are more rigorous. Teachers will develop increase of comfort level over time.

Action Step 1 5

Develop and implement structures for common planning including delilverables facilitated by district coaches and administrators.

Person Responsible

Michael Young

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Teacher lesson plans, student work samples, classroom walk-thrus, agendas and sign-in sheets, professional learning community forms.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administation will be present in planning meetings and professional development activities.

Person Responsible

Michael Young

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Teacher lesson plans, student work samples, classroom walk-thru, agenda and sign in sheets, professional learning committee forms.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will discuss the data collected from the monitoring tool in leadership meetings.

Person Responsible

Michael Young

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Teacher lesson plans, student work samples, classroom walk-thru, agenda and sign in sheets, professional learning committee forms.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of lesson plans created during professional development committee meetings in comparison to classroom instruction.

Person Responsible

Michael Young

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Standards-based tests, teacher assessments, FAIR and IMPROVE progress monitoring.

G2. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with Florida State, End-of-Course, and End-of-Year exams.   1

G2.B6 Student lack of understanding of content/academic vocabulary.   2

G2.B6.S1 Infuse curriculum rich vocabulary continuously through instruction. Create visual vocabulary references inside the learning environment.   4

Strategy Rationale

Student exposure is key to their comprehension of test material.

Action Step 1   5

Increase vocabulary awareness in students

Person Responsible

Samelia Davis

Schedule

Daily, from 8/24/2015 to 5/30/2016

Evidence of Completion

Completion is not necessarily reached as this is an ongoing strategy

Plan to Monitor Fidelity of Implementation of G2.B6.S1   6

Classroom walkthroughs, checking for evidence of vocabulary being visible as a learning tool

Person Responsible

Michael Young

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Completion is not evident as this will be an ongoing strategy

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Student confidence using content appropriate/proper terms

Person Responsible

Samelia Davis

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Evidence of Completion

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

G3. Create School based Writing Curriculum to improve FSA Writing Scores and to meet the changing expectations of the Florida Standards. 1

☒ G062198

G3.B1 Lack of a specific school or district wide Writing Program to guide instruction 2

☒ B159523

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 4

☒ S171003

Strategy Rationale

Teachers need time to learn, understand, and unpack the new Florida Standards.

Action Step 1 5

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

Person Responsible

Lori Leverett

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

Creation of Mulberry High School Writing curriculum grades 9-12

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Progress monitoring and curriculum observations

> **Person Responsible**
>
> Lori Leverett
>
> **Schedule**
>
> Weekly, from 8/24/2015 to 5/30/2016
>
> *Evidence of Completion*
>
> Data from student performance and classroom observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monthly writings and district-based progress monitoring

> **Person Responsible**
>
> Lori Leverett
>
> **Schedule**
>
> Monthly, from 8/24/2015 to 5/30/2016
>
> *Evidence of Completion*
>
> Data related to 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 Florida Standards   2

G3.B2.S1 Create grade level interdisciplinary PLC groups to allow core subjects areas with shifts in the new Florida Standards to collaborate with peers teaching other subjects, such as English Department to implement writing into the all curriculums   4

Strategy Rationale

Action Step 1   5

Interdisciplinary PLC Groups

> **Person Responsible**
>
> Michael Young
>
> **Schedule**
>
> Weekly, from 8/24/2015 to 5/30/2016
>
> *Evidence of Completion*
>
> Completed PLC forms with notes on PLC collaboration

Plan to Monitor Fidelity of Implementation of G3.B2.S1   6

Cross-Curricular Writing Instruction

> **Person Responsible**
>
> Samelia Davis
>
> **Schedule**
>
> Biweekly, from 8/24/2015 to 5/30/2016
>
> *Evidence of Completion*
>
> PLC documents and core subject lesson plans; student achievement data

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

Class Portfolios

Person Responsible

Gian Monacelli

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Develop and implement structures for common planning including delilverables facilitated by district coaches and administrators.	Young, Michael	8/24/2015	Teacher lesson plans, student work samples, classroom walk-thrus, agendas and sign-in sheets, professional learning community forms.	5/30/2016 weekly
G2.B6.S1.A1	Increase vocabulary awareness in students	Davis, Samelia	8/24/2015	Completion is not necessarily reached as this is an ongoing strategy	5/30/2016 daily
G3.B1.S1.A1	Secure substitutes teachers to cover classes for English teachers and 1 ESE teacher for one to two days of off-campus Professional Development	Leverett, Lori	8/24/2015	Creation of Mulberry High School Writing curriculum grades 9-12	5/30/2016 monthly
G3.B2.S1.A1	Interdisciplinary PLC Groups	Young, Michael	8/24/2015	Completed PLC forms with notes on PLC collaboration	5/30/2016 weekly
G1.MA1	Monitor classroom walk-thru and student data with a focus on the New Florida Standards.	Young, Michael	8/24/2015	Standards-based tests, teacher assessments, FAIR and IMPROVE progress monitoring.	5/30/2016 weekly
G1.B1.S1.MA1	Review of lesson plans created during professional development committee meetings in comparison to classroom instruction.	Young, Michael	8/24/2015	Standards-based tests, teacher assessments, FAIR and IMPROVE progress monitoring.	5/30/2016 weekly
G1.B1.S1.MA1	Administation will be present in planning meetings and professional development activities.	Young, Michael	8/24/2015	Teacher lesson plans, student work samples, classroom walk-thru, agenda and sign in sheets, professional learning committee forms.	5/30/2016 weekly
G1.B1.S1.MA2	Administrators will discuss the data collected from the monitoring tool in leadership meetings.	Young, Michael	8/24/2015	Teacher lesson plans, student work samples, classroom walk-thru, agenda and sign in sheets, professional learning committee forms.	5/30/2016 weekly
G2.MA1	Students show genuine comprehension of terms in context of topic being covered	Davis, Samelia	8/24/2015	Increased student performance on common assessments that are created to be vocabulary rich.	5/30/2016 weekly
G2.B6.S1.MA1	Student confidence using content appropriate/proper terms	Davis, Samelia	8/24/2015	Students are engaged in collaborative discussions and using proper terms relative to topic being covered	5/30/2016 weekly
G2.B6.S1.MA1	Classroom walkthroughs, checking for evidence of vocabulary being visible as a learning tool	Young, Michael	8/24/2015	Completion is not evident as this will be an ongoing strategy	5/30/2016 weekly
G3.MA1	Data Chats	Leverett, Lori	8/24/2015	Review of portfolios maintained by all teachers and IDEAS data for English	5/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				teachers; Data discussions during grade level PLCs	
G3.B1.S1.MA1	Monthly writings and district-based progress monitoring	Leverett, Lori	8/24/2015	Data related to performance on writing assessments	5/30/2016 monthly
G3.B1.S1.MA1	Progress monitoring and curriculum observations	Leverett, Lori	8/24/2015	Data from student performance and classroom observations	5/30/2016 weekly
G3.B2.S1.MA1	Class Portfolios	Monacelli, Gian	8/24/2015	Discussion and analysis of the portfolio evidence and documentation of these discussion via PLC documents	5/30/2016 monthly
G3.B2.S1.MA1	Cross-Curricular Writing Instruction	Davis, Samelia	8/24/2015	PLC documents and core subject lesson plans; student achievement data	5/30/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Develop a system of support for teachers in learning and understanding the New Florida Standards.

G1.B1 TIme for professional development for teachers.

G1.B1.S1 Common planning time with focus on PLC document for collection of linkage of New Florida Standards to classroom instruction.

PD Opportunity 1

Develop and implement structures for common planning including delilverables facilitated by district coaches and administrators.

Facilitator

Michael Young, Principal

Participants

Faculty

Schedule

Weekly, from 8/24/2015 to 5/30/2016

G2. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success with Florida State, End-of-Course, and End-of-Year exams.

G2.B6 Student lack of understanding of content/academic vocabulary.

G2.B6.S1 Infuse curriculum rich vocabulary continuously through instruction. Create visual vocabulary references inside the learning environment.

PD Opportunity 1

Increase vocabulary awareness in students

Facilitator

Ashley Ashley, District Reading Coach and Agile Mind Support Staff

Participants

All teachers

Schedule

Daily, from 8/24/2015 to 5/30/2016

G3. Create School based Writing Curriculum to improve FSA Writing Scores and to meet the changing expectations of the Florida Standards.

G3.B1 Lack of a specific 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 English teachers and 1 ESE teacher for one to two days of off-campus Professional Development

Facilitator

Vanessa Sells

Participants

Vanessa Sells, Jason Argo, Courtney Brinton, Kim Bowling, Jackie Hudecek, Mabel Livingston, Courtney Roe, Vanessa Burgess, Mary Packard

Schedule

Monthly, from 8/24/2015 to 5/30/2016

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 Florida Standards

G3.B2.S1 Create grade level interdisciplinary PLC groups to allow core subjects areas with shifts in the new Florida Standards to collaborate with peers teaching other subjects, such as English Department to implement writing into the all curriculums

PD Opportunity 1

Interdisciplinary PLC Groups

Facilitator

Principal or Assistant Principal

Participants

MHS Teachers

Schedule

Weekly, from 8/24/2015 to 5/30/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

		Budget Data				
1	G1.B1.S1.A1	**Develop and implement structures for common planning including delilverables facilitated by district coaches and administrators.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		$500.00
2	G2.B6.S1.A1	**Increase vocabulary awareness in students**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		$1,500.00
		Notes: Funding for the cost of Substitute teachers.				
3	G3.B1.S1.A1	**Secure substitutes teachers to cover classes for English teachers and 1 ESE teacher for one to two days of off-campus Professional Development**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		$2,500.00
4	G3.B2.S1.A1	**Interdisciplinary PLC Groups**				**$0.00**
					Total:	**$4,500.00**