Mulberry Senior High School

2016-17 School Improvement Plan

Mulberry Senior High School

4 4TH CIRCLE NE, Mulberry, FL 33860

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

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
High School 9-12	Yes	77%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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.

Table of Contents

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 or B 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-D 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Southeast	Gayle Sitter

Former F		Turnaround Status
No		N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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

b. 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.

2. School Environment

a. 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, athletics, clubs, and programs/assemblies. Through all of these events teachers and staff alike have the opportunity to promote the culture and to build relationships in the process.

Increased stakeholder involvement is a focus. This is specifically done through:
i. Parent involvement activities
ii. Club day activities
iii.Hiring highly qualified faculty/staff who will also advise clubs, coach athletics, and attend community events

b. 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, "Winning is a team effort," and the often refrained verse, "Winners are we, Mulberry!

Mulberry High School has protocols in place that help to ensure the safety of all stakeholders while on campus. This includes:
i. Requiring all visitors to check in through the main office using the Fast Pass system to get a visitor's pass.
ii. Training CFES Scholars as student leaders to provide campus tours and/or escorting as needed.
iii. Requiring all classroom doors to be locked during operating hours
iv. Implementing school-wide discipline interventions followed in the classroom before writing and office disciplinary referral
v. Incorporating fast, firm, and fair progressive discipline through assigned administrators

vi. Monitoring duties implemented before school and teachers at doorways and hallways to help move students along during and after school, during which students are also required to be off campus or with an adult within five minutes after afternoon dismissal
vii. Teaching required lessons school-wide related to bullying and internet safety

c. 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

At Mulberry High School, school-wide systems are in place that aid in minimizing distractions to keep students engaged, including scripts provided for teachers to read every period the first week of school to review school-wide expectations. A focus is to use progressive discipline and ensuring parental notification.
The following procedures are in place to maximize instruction and to minimize distractions:
i. Bell-to-Bell instruction is promoted through bell starters and distributive summarizing as noted during administrative planning, coaching and monitoring
ii. Teachers provide multiple steps in the classroom to redirect inappropriate behavior before writing office disciplinary referrals, along with providing appropriate classroom discipline actions as necessary
iii.A semi-lockdown occurs each day at the end of the day to ensure that no one is out of class for any reason 15 minutes before dismissal time
iv. 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.
v. At the beginning of the school year and throughout as necessary, Anti-Bullying, Crisis Intervention and Student Code of Conduct expectations are provided for students, faculty and staff
vi. Students are taught the school-wide expectations to be Ready, Respectful, and Responsible

d. 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

Mulberry High School meets the social-emotional needs of all students through multiple levels of support.
Individual and group counseling is available to all students. Support is provided by three on-site school counselors, an itinerant school psychologist, and an itinerant school social worker. A contract mental health therapist also counsels students if this service is included on an Individual Education Plan or 504 Plan.

Mentoring services are also available for students. Mentoring is provided for seniors. Seniors at-risk of not graduating were identified during the summer and initial parent contact was made. These seniors meet monthly with the Principal and/or Assistant Principal of Curriculum. Intermittent meetings may also be held with a success coach, school counselor, or athletic coach to provide mentoring support. For all students, mentoring support is also available through district-approved volunteers who serve as community mentors. These mentors meet with students on a regular basis to discuss academic or behavioral issues. ELL peer mentoring is also available for non-English speaking students.

Students in all grade levels with attendance issues are conferenced by the Assistant Principal of Administration and referred to the school social worker as needed. Home visits are made when necessary, and families are provided information for outside resources.

3. 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).

a. 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 five (5) and ten (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/email parents/ guardians with the same information contained in the letters. Five (5) day warnings are informational in nature while ten (10) day warnings instruct the parent/guardian to contact the school to discuss student attendance and possible consequences.

Other systems in place include:
i. 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 of the Notice of Disciplinary Action is mailed, along with the parent copy of the Disciplinary Referral, to the home.
ii. Student progress is checked in the guidance department during various contacts with the School Counselors, Dean, Testing Coordinator, Success Coaches and Administrators. School conduct regular junior and senior conferences.
iii. District school social workers are informed when attendance indicators are triggered. They make contact with parents/guardians during the course of their investigations.
iv. Behavior and attendance contracts are utilized to aide in student/parent accountability.
v. Alternative programs within district's Multiple Pathways Department may be suggested as alternatives for students with age or credit deficits that are unlikely or impossible to overcome.
vi. Polk Virtual School and Florida Virtual School 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 High School. Services are provided by three on-site school counselors, an itinerant school psychologist, and an itinerant school social worker. A contract mental health therapist also serves students, according to needs included on Individual Education Plans or 504 Plans.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	78	88	90	56	312
One or more suspensions	0	0	0	0	0	0	0	0	0	14	14	11	4	43
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	4	14	22	10	50

c. 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 assigned school counselor to identify causes and develop strategies to improve academic performance. Tutoring is offered to students who are in need of additional assistance outside of the classroom. Mentoring services are also available for students by school staff member and community volunteers.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

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

2. 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 reaches out to community stakeholders to gain support and resources necessary to increase student achievement. Partnerships are sustained through:
i. Keeping the community informed of campus activities through use of the school marquee/City Hall marquee/Mulberry Library marquee announcements, phone calls and invitations to events.
ii. Keeping the community aware of our needs to ensure they know what supports we need
iii. Attending The Greater Mulberry Chamber of Commerce meetings and other local assemblies
iv. Recognizing partners through appreciation activities and/or written recognition
v. Holding regularly scheduled School Advisory Council meetings for stakeholders to be made aware of campus updates, accomplishments, and needs
vi. Providing for booster club activities, ie. Band, Athletics

Individual organizations also collaborate with community stakeholders:
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.

Other such organizations that reach out to the community include College for Every Student (CFES), the

Automotive Academy: Mulberry Auto Garage (MAG), the Culinary Arts Academy, Mulberry Chapter of the Future Farmers of America (FFA) and the Panther Television Network (PTN).

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Young, Michael	Principal
Leverett, Lori	Assistant Principal
Gable, Jerri	Dean
Monacelli, Gian	Assistant Principal
Patterson, LaSabra	Assistant Principal
Lashkajani, Amy	Assistant Principal
Hunt, Heath	Other
Wilkerson, Jihan	Guidance Counselor
Jordan, Trisha	Instructional Coach

b. Duties

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

Principal (Michael Young): 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.

Assistant Principal of Curriculum (LaSabra Patterson): 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.

Assistant Principal of Administration (Lori Leverett): 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 operations, and further assists the principal to ensure the school is safe and orderly so learning takes place. Communication with parents concerning discipline and attendance concerns, as well as special activities.

Assistant Principal II (Gian Monacelli): 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 facilitate ELL activities to ensure students needs are met; as well, to coordinate College for Every Student (CFES) activities for CFES Scholars and for school-wide concept implementation.

Assistant Principal II (Amy Lashkajani): 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 graduate coach tasks to ensure seniors are on track for graduation.

Decision-making is shared among the five administrators through specific distributive leadership assigned job roles and responsibilities. This includes shared responsibility for providing planning, coaching, monitoring and evaluating instructional staff, as well as modeling appropriate practices.

Dean of Students (Jerri Gable): Provide discipline and facilities maintenance. Works to ensure the school is safe and orderly to allow learning to take place. Maintains discipline records and parent communication.

School 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. Serves as Guidance Department Chair.

School Psychologist (Cindy Irvine): Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity/documentation, provides technical evaluation, and 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 (Trisha Jordan): 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.

LEA Facilitator (Heath Hunt): Coordinates and facilitates activities in Exceptional Student Education (ESE). Participate in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions, supervises inclusion education teachers, collaborates with general education teachers, maintains student staffings and oversees Individual Education Plan (IEP) compliance.

Teacher Leaders (Tommy Lewis, Math; Jeffrey Stockwell, Social Studies; Vanessa Sells, English/ Language Arts; Kyle Slagel, Science; Karen Kilday, Elective/Career Academy; Kris Parrish, ESE/ Inclusion Teacher): Attends district Teacher Leadership Academy and shares with each department, provides information about core instruction and department needs, participates in student data collection and analysis for data-based decision-making, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities to provide bell-to-bell/direct instruction daily.

2. 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 a common planning period by subject for collaborative planning sessions weekly and which are facilitated by an administrator or teacher leader during a scheduled professional learning community. 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.

Available resources are inventoried each year and distributed according to student need. The district-provided inventory system is utilized to maintain current equipment and textbooks, as well as to locate with the district additional items needed to request transfers from other schools.

Progress monitoring data is utilized to align resources according to greatest need. Based on student outcomes, readjustments are made to instruction to ensure student achievement takes place.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Greg Badgerow	Business/Community
Ellistine Smith	Business/Community
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

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) reviews and provides feedback on the School Improvement Plan at the beginning of each school year. This occurs during the first regularly scheduled SAC Meeting with the SAC Chair leading the discussion. Any areas that need improvement are adjusted and

represented to the SAC members for further discussion and refinement along with a look at the available school data.

b. Development of this school improvement plan

The School Advisory Council (SAC) works with school administration to identify the goals reflected in the School Improvement Plan (SIP). This occurs throughout the year during SAC meetings. The information gathered during these discussions are reflected in the School Improvement Plan. The plan will then be presented to the SAC Committee for adjustment before submission.

c. Preparation of the school's annual budget and plan

The School Advisory Council (SAC) votes on the priorities of the school at the recommendation of the principal. The council then provides feedback and the principal adjusts the priorities as needed to reflect the desire of the SAC.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds allocated last year were 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 FSA reading and/or to demonstrate college readiness.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Young, Michael	Principal
Nattkemper, Laurie	Instructional Media
Bowling, Kimberly	Teacher, ESE
Chambers, Sara	Teacher, K-12
Kondolf, Kris	Teacher, K-12
Leverett, Lori	Assistant Principal
Patterson, LaSabra	Assistant Principal
Jordan, Trisha	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team (LLT) meets regularly 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 state testing, 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.

To promote literacy campus-wide, the Media Specialist develops innovative reading displays to help prompt student interest in reading for pleasure. Literacy will also be promoted though the use of new writing software that will enable all teachers to score essays online and provide timely student feedback. Training has been provided for teachers to begin implementation in school year 2016-2017. In addition, the Literacy Coach will provide planning, coaching and monitoring support for all teachers with regards to literacy in their content areas.

D. 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).

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

Mulberry High School promotes positive working relationships through its master planning efforts, as teacher planning periods through the master schedule were strategically implemented to allow for common planning by subject area. This allows each department to have common PLC and 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.

During collaborative planning sessions, teachers work together to build units that help students actively engage in learning and make connections in all content areas with a focus on:
i. Standards-based Instruction
ii. Student Engagement
iii. Higher Order Thinking (HOT) Questions/Discussions

Teachers also serve on various committees where they collaborate to solve school-wide issues, curriculum issues, student needs, community connections, and professional learning needs.

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

Mulberry High School actively seeks qualified teachers during the interview process. This includes active recruitment of potential teachers through job fair participation where attention is given to the diverse needs of the student body to ensure hiring reflects the student makeup. Only those deemed highly qualified and in field for positions are interviewed.

The following are done to aid in teacher retention:
i. Regular meetings of new and veteran teachers with the Principal
ii. 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
iii. Solicit referrals from various groups and organizations affiliated with school
iv. Promoting the school online through a school website and social media

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

At Mulberry High School, the school year begins early for new teachers with a New Teacher Orientations before the official first day for teachers. During this time, teachers who are new to the profession and new to the campus are provide time to acclimate to MHS and expectations of its culture in a smaller setting, take a tour of the campus, receiving faculty handbook, parking decal and other pertinent items ahead of time with the opportunity to get to also get to know administrator expectations and begin classroom preparations before other staff return.

Mentoring activities include partnering new teachers with veteran 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. New teachers are met with regularly by administration and provided the opportunity to request and attend mini professional learning opportunities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Mulberry High School works to ensure all materials and instructional programs are aligned with the Florida Standards as approved through the district review process. Polk County Schools Learning Maps which are aligned to the Florida Standards by subject are utilized as available by 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.

During planning, coaching and monitoring, administrators conduct fidelity checks of instructional programs by verifying that planned lessons reflect the direct instruction observed and that both are aligned to the Florida Standards.

b. Instructional Strategies

1. 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

Mulberry High School teachers/staff use data to provide the road map to ensure students stay on track to acquire learning the standards and toe meet graduation requirements. Data is collected from state assessments, progress monitoring tools and teacher-developed tests. Based on this output, teachers provide appropriate instruction to differentiate according to student needs within the classroom. For students requiring additional support for mastery, tutoring services are offered. For students needing additional remediation or acceleration, additional supports to supplement teacher instruction are provided through grouping, small group instruction and use of rotations. For students with even greater needs, support facilitation may be provided to monitor grades, progress and ensure the appropriate level of instruction and/or additional assistance is received.

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.

2. 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: 0

Mulberry High School is not required by the Florida Department of Education to have an extended school day.

Strategy Rationale

Although an extended school day is not mandatory, students are afforded to opportunity to attend tutoring sessions after school and on some Saturdays as scheduled.

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

2. Student Transition and Readiness

a. 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).

1. 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 beginning with 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. In addition, advanced eighth grade students and families receive personal invitations to attend an Eighth Grade Accelerated Programs Night during which high school advanced course offerings are explained in addition to the various nuances of honors, advanced placement, and dual enrollment programs.

Before the first day of school, a separate Ninth Grade Orientation is held to introduce students and families to high school. All staff members are involved with Upperclassmen Orientation which takes place to help students in grades 10, 11, and 12 with transition to the next grade level.

High school transition activity also includes a meeting during the first week of school with all eighth graders receive their individual Student Scholastic Report, cohort graduation requirements, and introduction to their assigned school counselor. Information is reviewed in detail by administrators and school counselors. Interim meetings are held during the school year after grades post to permanent records for students to gauge their progress and make adjustments as necessary and to prepare for academic planning and future course requests.

b. College and Career Readiness

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

At Mulberry High School, every student is scheduled to meet 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 the objective of graduating with a standard diploma. Multiple colleges visit the campus to discuss their undergraduate programs and scholarship opportunities. Seniors are afforded the opportunity to have excused absences 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. The CFES concept is incorporated school-wide to advance college and career awareness, beginning with a field trip for all ninth grade students to visit a local college campus, enabling all students to be familiar with access and opportunities to pursue post-secondary education. Other specific activities are developed for the other grade levels.

Assemblies are planned related to financial aid, college admissions and college/career awareness to ensure families know protocols to follow in preparation for post-secondary education.

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

Mulberry High School students have the opportunity to take courses in two established career academies, Culinary Arts and Automotive. All career and technical education programs with industry certification course work and testing that makes students marketable in the workplace, include:
i. Agriculture
ii. Automotive
iii. Business
iv. Culinary Arts
v. Robotics
vi. Television Production
By successfully completing at least three classes in a specified program sequence, students can also become program completers.

Students are also afforded the opportunity to participate in electives related to fine arts in chorus, orchestra, jazz/marching band, AP music theory and AP art which can lead to future career opportunities. With regards to college & career preparation, accelerated programs are offered through honors, dual enrollment and advanced placement classes available on campus, and dual enrollment offered of campus through Polk State College.

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

Mulberry High School works to integrate technical education into academic courses. Seniors who did not show college 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. The English Department also offers journalism courses to allow students to create and produce the annual yearbook. English teachers also develop lesson plans that allow students to read and write in technical modes to ensure they are prepared to write for various audiences. The Science Department also offers an elective course in Forensic Science.

4. 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 interventions are in place that help students demonstrate post-secondary readiness annually. These include students working directly with academic success coaches and working to perform successfully on programs and/or assessments, such as:
i. Achieve 3000
ii. ACT
iii. Agile Minds
iv Advanced Placement
v. ASVAB
vi. FAIR
vii. IMPROVE
viii. IBTP
ix. JOURNEY
x. PERT
xi. PSAT/SAT

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. Increase stakeholder involvement with the school community.

G2. Develop a system of support for teachers in learning and understanding the New Florida Standards to increase student achievement and engagement.

G3. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success and continuous improvement monitoring for student achievement.

G4. 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. Increase stakeholder involvement with the school community. 1a

🔑 G080378

Targets Supported 1b

Indicator	Annual Target
5Es Score: Supportive Environment	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of parent and community involvement in school activities

- Loss of school pride/ownership

Resources Available to Support the Goal 2

- Social Media, Invitation, Informational Meetings, School Advisory Council

Plan to Monitor Progress Toward G1. 8

Participation data, surveys and the like to be collected and reviewed throughout the year

Person Responsible

Trisha Jordan

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, agendas, notes, participation statistics

G2. Develop a system of support for teachers in learning and understanding the New Florida Standards to increase student achievement and engagement. 1a

🔍 G079405

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Targeted Barriers to Achieving the Goal 3

- TIme for professional development for teachers.

Resources Available to Support the Goal 2

- DANA Center for Education

- District Curriculum Specialists

Plan to Monitor Progress Toward G2. 8

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

Person Responsible
Michael Young

Schedule
Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Standards-based assessments, teacher-made assessments, FAIR and IMPROVE/IBTP progress monitoring.

G3. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success and continuous improvement monitoring for student achievement. 1a

🔑 G079406

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Targeted Barriers to Achieving the Goal 3

- Need for additional technology and interactive software for students.

- Student lack of understanding of content/academic vocabulary.

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.

Plan to Monitor Progress Toward G3. 8

Students show genuine comprehension of vocabulary in context.

Person Responsible

Trisha Jordan

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

G4. Create School based Writing Curriculum to improve FSA Writing Scores and to meet the changing expectations of the Florida Standards. `1a`

🔑 G079407

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	66.0

Targeted Barriers to Achieving the Goal `3`

- Lack of a specific 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

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. Turn-It In Writing Program campus-wide.

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

Plan to Monitor Progress Toward G4. `8`

Data Chats

Person Responsible
Lori Leverett

Schedule
Monthly, from 8/15/2016 to 5/26/2017

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. Increase stakeholder involvement with the school community. 1

🔑 G080378

G1.B1 Lack of parent and community involvement in school activities 2

🔑 B212330

G1.B1.S1 Partner with local businesses/community sponsors to join the school community 4

🔑 S224531

Strategy Rationale

As community stakeholders gain ownership in the school, the students/families/residents will take more pride as a school family

Action Step 1 5

Develop system to attract/recruit/retain business partners/community sponsors

Person Responsible

LaSabra Patterson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Notes, recruiting documentation/flyers/invitatins

G1.B2 Loss of school pride/ownership 2

🔑 B212332

G1.B2.S1 Incorporate collaborative school and community activities 4

🔑 S224544

Strategy Rationale

Use the village to raise a child concept to educate; inviting the community to be a part of the school will help them want to give back and raise up the next generation as productive citizens

Action Step 1 5

Network with local government officials and business owners to plan activities

Person Responsible

Michael Young

Schedule

Monthly, from 7/25/2016 to 6/2/2017

Evidence of Completion

Meeting notes/agendas

Action Step 2 5

Create and maintain social media platform for school communication

Person Responsible

Michael Young

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

MHS Twitter Page

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Plan and promote activities that promote student, parent, community and business owner participation

Person Responsible

Michael Young

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Stakeholder participation, Comparison of previous years' data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Conduct Title I Surveys

Person Responsible

Trisha Jordan

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Survey Feedback/Data

G2. Develop a system of support for teachers in learning and understanding the New Florida Standards to increase student achievement and engagement. 1

🔑 G079405

G2.B1 TIme for professional development for teachers. 2

🔑 B209306

G2.B1.S1 Common planning time with focus on PLC document for collection of linkage of New Florida Standards to classroom instruction. 4

🔑 S221077

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

LaSabra Patterson

Schedule

Weekly, from 8/15/2016 to 1/16/2017

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 G2.B1.S1 6

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

Person Responsible

LaSabra Patterson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

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 G2.B1.S1 6

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

Person Responsible

Michael Young

Schedule

Weekly, from 8/15/2016 to 5/26/2017

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 G2.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 8/15/2016 to 5/26/2017

Evidence of Completion

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

G3. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success and continuous improvement monitoring for student achievement. 1

🔑 G079406

G3.B1 Need for additional technology and interactive software for students. 2

🔑 B209308

G3.B1.S1 Research available software for use within computer labs. 4

🔑 S221079

Strategy Rationale

Action Step 1 5

Provide data from research for approved vendors for computer software

Person Responsible

Randall Nothdorf

Schedule

On 1/16/2017

Evidence of Completion

Comparison data and purchasing documentation submitted for approval

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

Evaluation domain for classroom environment

Person Responsible

Michael Young

Schedule

Weekly, from 9/1/2016 to 5/26/2017

Evidence of Completion

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

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

Data collected from common assessments showing improvement in student performance.

Person Responsible

Trisha Jordan

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Improved performance and student engagement in learning environment

G3.B6 Student lack of understanding of content/academic vocabulary. 2

🔑 B209313

G3.B6.S1 Infuse curriculum rich vocabulary continuously through instruction. Create visual vocabulary references inside the learning environment, including use Achieve3K for reading/writing/listening/ speaking. 4

🔑 S221081

Strategy Rationale

Student exposure is key to comprehension of material. For example, go in Biology, go into content limits; in Math, go into test item specifications.

Action Step 1 5

Increase vocabulary awareness in students

Person Responsible

Trisha Jordan

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student achievement data, including progress monitoring results as an ongoing strategy

Plan to Monitor Fidelity of Implementation of G3.B6.S1 `6`

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

Person Responsible

Michael Young

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Completion is not evident as this will be an ongoing strategy; noted improvements in student understanding should be noted.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 `7`

Student confidence using content appropriate/proper terms

Person Responsible

Trisha Jordan

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

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

G4. Create School based Writing Curriculum to improve FSA Writing Scores and to meet the changing expectations of the Florida Standards. 1

🔑 G079407

G4.B1 Lack of a specific Writing Program to guide instruction 2

🔑 B209315

G4.B1.S1 Provide Turn It In training through a Professional Learning Community with campus-wide 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 and provide dual practice to mirror standards and assessment in content areas. 4

🔑 S221082

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 one to two days of Professional Development

Person Responsible

Lori Leverett

Schedule

Monthly, from 8/15/2016 to 1/16/2017

Evidence of Completion

Creation of campus-wide Writing program incorporating revision assistant, grades 9-12

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Progress monitoring and curriculum observations

Person Responsible

Lori Leverett

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data from student performance and classroom observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Monthly writings and district-based progress monitoring

Person Responsible

Lori Leverett

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data related to performance on writing assessments

G4.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`

🔍 B209316

G4.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`

🔍 S221083

Strategy Rationale

Action Step 1 `5`

Interdisciplinary PLC Groups

Person Responsible

Michael Young

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Completed PLC forms with notes on PLC collaboration

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Cross-Curricular Writing Instruction

Person Responsible

Trisha Jordan

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC documents and core subject lesson plans; student achievement data

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Class Portfolios

Person Responsible

Gian Monacelli

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.B2.S1.A1 A284099	Network with local government officials and business owners to plan activities	Young, Michael	7/25/2016	Meeting notes/agendas	6/2/2017 monthly
G3.B1.S1.A1 A278536	Provide data from research for approved vendors for computer software	Nothdorf, Randall	8/15/2016	Comparison data and purchasing documentation submitted for approval	1/16/2017 one-time
G2.B1.S1.A1 A278535	Develop and implement structures for common planning including delilverables facilitated by...	Patterson, LaSabra	8/15/2016	Teacher lesson plans, student work samples, classroom walk-thrus, agendas and sign-in sheets, professional learning community forms.	1/16/2017 weekly
G4.B1.S1.A1 A278539	Secure substitutes teachers to cover classes for one to two days of Professional Development	Leverett, Lori	8/15/2016	Creation of campus-wide Writing program incorporating revision assistant, grades 9-12	1/16/2017 monthly
G4.MA1 M275525	Data Chats	Leverett, Lori	8/15/2016	Review of portfolios maintained by all teachers and IDEAS data for English teachers; Data discussions during grade level PLCs	5/26/2017 monthly
G2.B1.S1.MA1 M275511	Administation will be present in planning meetings and professional development activities.	Patterson, LaSabra	8/15/2016	Teacher lesson plans, student work samples, classroom walk-thru, agenda and sign in sheets, professional learning committee forms.	5/26/2017 weekly
G2.B1.S1.MA2 M275512	Administrators will discuss the data collected from the monitoring tool in leadership meetings.	Young, Michael	8/15/2016	Teacher lesson plans, student work samples, classroom walk-thru, agenda and sign in sheets, professional learning committee forms.	5/26/2017 weekly
G2.B1.S1.MA1 M275510	Review of lesson plans created during professional development committee meetings in comparison to...	Young, Michael	8/15/2016	Standards-based tests, teacher assessments, FAIR and IMPROVE progress monitoring.	5/26/2017 weekly
G3.B1.S1.MA1 M275514	Data collected from common assessments showing improvement in student performance.	Jordan, Trisha	8/15/2016	Improved performance and student engagement in learning environment	5/26/2017 monthly
G4.B2.S1.MA1 M275524	Cross-Curricular Writing Instruction	Jordan, Trisha	8/15/2016	PLC documents and core subject lesson plans; student achievement data	5/26/2017 biweekly
G4.B2.S1.A1 A278540	Interdisciplinary PLC Groups	Young, Michael	8/15/2016	Completed PLC forms with notes on PLC collaboration	5/26/2017 weekly
G3.B6.S1.MA1 M275518	Student confidence using content appropriate/proper terms	Jordan, Trisha	8/15/2016	Students are engaged in collaborative discussions and using proper terms relative to topic being covered	5/26/2017 weekly
G4.B1.S1.MA1 M275522	Progress monitoring and curriculum observations	Leverett, Lori	8/15/2016	Data from student performance and classroom observations	5/26/2017 weekly
G4.B1.S1.MA1 M275521	Monthly writings and district-based progress monitoring	Leverett, Lori	8/15/2016	Data related to performance on writing assessments	5/26/2017 monthly
G3.B6.S1.MA1 M275519	Classroom walkthroughs, checking for evidence of vocabulary being visible as a learning tool	Young, Michael	8/15/2016	Completion is not evident as this will be an ongoing strategy; noted improvements in student understanding should be noted.	6/2/2017 weekly
G3.B6.S1.A1 A278538	Increase vocabulary awareness in students	Jordan, Trisha	8/15/2016	Student achievement data, including progress monitoring results as an ongoing strategy	6/2/2017 daily
G1.B2.S1.A2 A284113	Create and maintain social media platform for school communication	Young, Michael	8/15/2016	MHS Twitter Page	6/2/2017 daily
G4.B2.S1.MA1 M275523	Class Portfolios	Monacelli, Gian	8/15/2016	Discussion and analysis of the portfolio evidence and documentation of these discussion via PLC documents	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1 M283021	Participation data, surveys and the like to be collected and reviewed throughout the year	Jordan, Trisha	8/15/2016	Sign in sheets, agendas, notes, participation statistics	6/2/2017 quarterly
G3.MA1 M275520	Students show genuine comprehension of vocabulary in context.	Jordan, Trisha	8/15/2016	Increased student performance on common assessments that are created to be vocabulary rich.	6/2/2017 weekly
G1.B2.S1.MA1 M283018	Plan and promote activities that promote student, parent, community and business owner participation	Young, Michael	8/15/2016	Stakeholder participation, Comparison of previous years' data	6/2/2017 monthly
G2.MA1 M275513	Monitor classroom walk-thru and student data with a focus on the New Florida Standards.	Young, Michael	8/15/2016	Standards-based assessments, teacher-made assessments, FAIR and IMPROVE/IBTP progress monitoring.	6/2/2017 weekly
G1.B1.S1.A1 A284319	Develop system to attract/recruit/retain business partners/community sponsors	Patterson, LaSabra	8/15/2016	Notes, recruiting documentation/flyers/ invitatins	6/2/2017 quarterly
G3.B1.S1.MA1 M275515	Evaluation domain for classroom environment	Young, Michael	9/1/2016	Observation and Walk Through documentation showing effective or highly effective use of technology in the classroom.	5/26/2017 weekly
G1.B2.S1.MA1 M283020	Conduct Title I Surveys	Jordan, Trisha	9/1/2016	Survey Feedback/Data	6/2/2017 quarterly

V. Professional Development Opportunities

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

G2. Develop a system of support for teachers in learning and understanding the New Florida Standards to increase student achievement and engagement.

G2.B1 TIme for professional development for teachers.

G2.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/or administrators.

Facilitator

LaSabra Patterson, Assistant Principal of Curriculum

Participants

Faculty

Schedule

Weekly, from 8/15/2016 to 1/16/2017

G3. Create classroom environments that will support forward movement with current course curriculum while integrating effective remediation within instruction to support student success and continuous improvement monitoring for student achievement.

G3.B6 Student lack of understanding of content/academic vocabulary.

G3.B6.S1 Infuse curriculum rich vocabulary continuously through instruction. Create visual vocabulary references inside the learning environment, including use Achieve3K for reading/writing/listening/ speaking.

PD Opportunity 1

Increase vocabulary awareness in students

Facilitator

District Coaches and Support Staff

Participants

All teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

G4. Create School based Writing Curriculum to improve FSA Writing Scores and to meet the changing expectations of the Florida Standards.

G4.B1 Lack of a specific Writing Program to guide instruction

G4.B1.S1 Provide Turn It In training through a Professional Learning Community with campus-wide 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 and provide dual practice to mirror standards and assessment in content areas.

PD Opportunity 1

Secure substitutes teachers to cover classes for one to two days of Professional Development

Facilitator

Vanessa Sells

Participants

Vanessa Sells, Courtney Brinton, Kim Bowling, Mabel Livingston, Courtney Roe, Vanessa Burgess, Mary Packard, Michelle Alldredge

Schedule

Monthly, from 8/15/2016 to 1/16/2017

G4.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

G4.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 8/15/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	Develop system to attract/recruit/retain business partners/community sponsors					$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			1131 - Mulberry Senior High School	School Improvement Funds		$500.00	
				Notes: Notes			
2	G1.B2.S1.A1	Network with local government officials and business owners to plan activities					$0.00
3	G1.B2.S1.A2	Create and maintain social media platform for school communication					$0.00
4	G2.B1.S1.A1	Develop and implement structures for common planning including deliverables facilitated by district coaches and/or administrators.					$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			District-Wide	General Fund		$500.00	
5	G3.B1.S1.A1	Provide data from research for approved vendors for computer software					$0.00
6	G3.B6.S1.A1	Increase vocabulary awareness in students					$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			District-Wide	Title II		$1,500.00	
				Notes: Funding for the cost of Substitute teachers.			
7	G4.B1.S1.A1	Secure substitutes teachers to cover classes for one to two days of Professional Development					$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			District-Wide	Title II		$2,500.00	
8	G4.B2.S1.A1	Interdisciplinary PLC Groups					$0.00
						Total:	$5,000.00