

PROJECT/AMENDMENT APPROVAL TRACKING SIGNATURES/DATES

Date Rec'd in DOE: 12/01/17

Fiscal Agent: School Board of Polk County

Mulberry Senior High School

Program/Project Name: Schools of Hope TOP-3

Project Number: 530-90045-8S201

AMD #:

Amendment Type:

TAPS Number: 18A127

Intake (7.1-8.2)

Tasks & TAPS entry completed.

Initials/Date:

12/01/17

Program Review (8.3-8.8)

Tasks & TAPS entry completed.

Initials/Date:

Budget Review (8.3)

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Tasks & TAPS entry completed.

Initials/Date:

Generate/Verify DOE 200 (8.9)

Tasks & TAPS entry completed.

Initials/Date:

Certify Accuracy (8.10)

ADMIN.

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Tasks & TAPS entry completed.

Initials/Date:

Bureau Chief Approval (9.1-9.2)

Tasks & TAPS entry completed.

Initials/Date:

Notify (10.1-10.3)

Tasks & TAPS entry completed.

Initials/Date:


Notes/Comments:

PLEASE NOTE: This form is required to accompany each project.

DOE 920

04/17

CONFIDENTIAL AND
UNCLASSIFIED
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Signature of Agency Head

A) Name of Eligible Recipient/Fiscal Agent:	The School Board of Polk County, Florida (Mulberry Senior)
B) DOE Assigned Project Number:	
C) TAPS Number:	18A127



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

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DOE 101S- Print version - Page 2 of 2
July 2015



CLEAR ALL DATA									
Enter the Total Grant Award in Cell H1: ----->				\$	2,108,000.00	Enter Projected # of Students and Teachers Below by Year			
Enter School Name Below ----->				Unique School ID	# of Students	Teachers/Classrooms	# of Students	Teachers/Classrooms	Total Budget
Macy's Senior High School				531311	1054	67	1054	67	\$ 2,108,000.00
CONSOLIDATE YEAR 1-2									
Function	Object	Program/Project	Cont. Proj. Term.	Quantity	Year 1	Year 2	Total Quantity	Total Cost	
5100	120	Recruitment and Retention Stipend:		5	309,800.00		309,800.00	\$ 619,600.00	
5100	5100	Retirement on Recruitment and Retention Stipend:		5	24,516.16		24,516.16	\$ 47,032.32	
5100	220	FICA on Recruitment and Retention Stipend:		5	32,699.70		32,699.70	\$ 42,399.43	
5100	240	Worker's Compensation on Recruitment and Retention Stipend:		5	1,734.88		1,734.88	\$ 3,469.76	
5100	120	Stipend for Professional Development for OJSEA and NI Teacher:		5	15,000.00		15,000.00	\$ 34,000.00	
5100	720	Tuition Reimbursement, Educational Center at US:		5	188,417.50		62,811.50	\$ 251,230.00	
6150	510	Parent Resource Room: Materials and Supplies		5	11,500.00		7,500.00	\$ 19,000.00	
Contracted Services: ART (Mastercard), Parent Teacher Teams (Training and Support), Supplemental Materials (US - FICA and Health, US Teacher Training, US									
6400	310	Leadership		5	485,037.00		179,115.90	\$ 664,152.90	
5100	330	Fuel Trip: Student Activities		5	15,000.00		10,000.00	\$ 25,000.00	
7800	790	Transportation: School buses for field trip Travel		5	6,500.00		4,000.00	\$ 10,500.00	
5100	130	Salary: School Social Worker		5	\$1,973.00		\$2,973.00	\$ 105,136.00	
5100	220	Retirement: School Social Worker		5	4,178.94		4,178.94	\$ 8,356.68	
5100	270	FICA: School Social Worker		5	4,035.60		8,071.70	\$ 16,776.00	
5100	230	Health Insurance: School Social Worker		5	7,368.00		7,368.00	\$ 14,736.00	
5100	240	Life Insurance: School Social Worker		5	19.20		32.40	\$ 64.80	
5100	260	Workers' Compensation: School Social Worker		5	795.42		295.42	\$ 590.84	
6400	330	in-Clinity Travel: Professional Development		3	5,700.00		6,200.00	\$ 13,400.00	
6400	330	Contracted Services: DYNABEAT 3 Day Training		5	8,994.00		8,994.00	\$ 8,994.00	
5100	645	Drum for DYNABEAT 3 Day Training		10	\$ 500.00			\$ 5,000.00	
5100	510	Supplies		5	2,684.33		2,000.00	\$ 4,684.33	
5100	644	Capitalized Equipment: Lumpy for School Social Worker		5	1,800.00			\$ 1,800.00	
6150	370	Perage for Parent and Community Engagement		5	575.00		575.00	\$ 1,150.00	
6400	120	Stipend for Teachers: Summer Pay		5	27,323.34		13,661.97	\$ 40,985.31	
6400	120	Stipend for Teachers: Summer Pay		5	18,517.10		9,755.55	\$ 28,272.65	
6400	220	FICA on Summer PD Stipend:		5	2,097.28		1,045.14	\$ 3,135.42	
6400	240	Worker's Compensation on Summer PD Stipend:		5	119.01		76.51	\$ 239.52	
6150	210	Retirement on Stipend for Parent High:		5	1,457.15		772.88	\$ 2,230.03	
6150	220	FICA on Stipend for Parent High:		5	1,493.06		746.53	\$ 2,239.59	
6150	510	Supplies for Professional Development		5	1,099.30		54.65	\$ 1,153.95	
6400	310	Subsidize Teachers for Professional Development		5	9,500.00		3,500.00	\$ 13,000.00	
6400	150	Salary: Family Involvement Coordinator/Paraprofessional		5	36,418.00		36,418.00	\$ 72,836.00	
6150	510	Retirement: Family Involvement Coordinator/Paraprofessional		5	13,995.00		13,995.00	\$ 27,990.00	
6150	220	FICA Family Involvement Coordinator/Paraprofessional		5	1,108.00		2,216.00	\$ 4,432.00	
6150	240	Worker's Compensation: Family Involvement Coordinator/Paraprofessional		5	1,071.00		1,071.00	\$ 2,142.00	
6150	230	Health Insurance: Family Involvement Coordinator/Paraprofessional		5	7,387.00		2,387.00	\$ 9,774.00	
6150	240	Workers' Compensation: Family Involvement Coordinator/Paraprofessional		5	78.00		78.00	\$ 156.00	
COPY AND PASTE FROM BELOW INTO D08B15									
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT					
5100	120	Basic (FTEP x 12) - Classroom Teacher	7.15	663,400.00					
5100	310	Basic (FTEP x 12) -Retirement	5	57,528.00					
5100	220	Basic (FTEP x 12) -Federal Insurance Contributions Act (FICA)	5	55,271.00					
5100	240	Basic (FTEP x 12) -Workers Compensation	5	4,061.00					
5100	720	Tuition Reimbursement	5	261,250.00					
6150	510	Parent Resource Room: Materials and Supplies	5	15,000.00					
6400	310	Instructional Staff Training Services: Professional and Technical Services	5	793,108.00					
5100	320	Basic (FTEP x 12) Travel	5	35,000.00					
7800	790	Transportation: School buses for field trip Travel	5	10,500.00					
5100	130	Basic (FTEP x 12) -Other Certified	1	105,136.00					
5100	220	Basic (FTEP x 12) -Gross Insurance	5	16,278.00					
6400	310	Instructional Staff Training Services: Travel	5	11,000.00					
5100	642	Non-Capitalized Equipment	5	5,000.00					
5100	5100	Supplies	5	4,685.00					
5100	644	Capitalized Computer Equipment	5	1,800.00					
6150	370	Parental Involvement: Communications	5	1,150.00					
6400	120	Instructional Staff Training Services: Classroom Teacher	5	40,986.00					
6150	120	Parental Involvement: Classroom Teacher	5	28,272.65					
6400	320	Instructional Staff Training Services: Federal Insurance Contributions Act (FICA)	5	3,135.42					
6400	320	Instructional Staff Training Services: Workers Compensation	5	239.52					
6150	310	Parental Involvement: Retirement	5	4,235.00					
6150	370	Parental Involvement: Federal Insurance Contributions Act (FICA)	5	4,391.00					
6150	320	Parental Involvement: Workers Compensation	5	319.00					
6400	510	Supplies: Professional Development	5	13,000.00					
6150	150	Parental Involvement Family Involvement Coordinator/Para Salary	1	27,990.00					
6150	220	Parental Involvement Family Involvement Coordinator Insurance: Life and Health	5	14,774.00					
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School Name: Mulberry Senior

Project Performance Accountability Form

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
District Leadership Team <ul style="list-style-type: none"> A district leadership team has been established that meets all of the conditions of Assurance #1 	<ul style="list-style-type: none"> Schedule of meetings - bimonthly Roster of members – membership as defined in grant application. Bi-monthly meetings of District Leadership Team with schools to provide support and address needs directly 	<ul style="list-style-type: none"> Sign in Sheets and Agendas Procedures guiding the DBLT support of the school 	Mid-year and End of Year compilation of meetings
District Support and Policies <ul style="list-style-type: none"> The District-Based Leadership Team will provide a direct support system to the school based leadership. 			Mid-year and End of Year Report of direct support systems to the school(s)
District Governance Structure <ul style="list-style-type: none"> Polk County School Board has a District Turnaround Lead and Assistant Regional Superintendent in place to facilitate and promote the school improvement transformation providing a district governance structure that complies with Assurance #3 	<ul style="list-style-type: none"> Organizational chart and reporting structure shows principals reporting to Regional Assistant Superintendents. Evaluation documents are completed by Regional Superintendent. 	<ul style="list-style-type: none"> Organizational Chart is approved by School Board Goal setting and evaluation occurs through Regional Assistant Superintendent and Turnaround Lead 	<ul style="list-style-type: none"> January School Board meeting Mid-year and End of Year Performance Evaluation
Operational Flexibility <ul style="list-style-type: none"> A recruitment/retention sign on bonus. Additional professional development days. 	<ul style="list-style-type: none"> School receives priority for staffing any instructional vacancies. Instructional staff receive recruitment/retention bonus as described in negotiated MOU. Staff receive either subs or stipends for attending professional development opportunities. Qualification of classroom teachers is such that all Unsatisfactory teachers in core subjects are no longer at the school. 	<ul style="list-style-type: none"> Staff roster in SAP shows TOP schools have fewer vacancies, on average, than non-TOP schools Payroll record of bonus payments. Payroll record of sub or stipends for PD attended HR staffing report confirm VAM classification of core subject area teachers. 	Ongoing for all
Instructional Staff <ul style="list-style-type: none"> All unsatisfactory teachers in core subjects have been moved out of the TOP schools. 			<ul style="list-style-type: none"> Survey 2 FTE report confirm staff at

School Name: Mulberry Senior

Project Performance Accountability Form

<ul style="list-style-type: none"> All In Need of Improvement teachers will receive professional development. 	<ul style="list-style-type: none"> Professional development is provided to all teachers who are In Need of Improvement 	<ul style="list-style-type: none"> PD agenda and sign in sheets confirm attendance of all required teachers 	<p>school have prior VAM that is not Unsatisfactory</p>
Area of Focus 1. Assessments <ul style="list-style-type: none"> Implementation of STAR and iStation online assessments 	<ul style="list-style-type: none"> These products are not funded through TOP3 but are essential in TOP3 initiatives progress monitoring and program evaluation 	<ul style="list-style-type: none"> Performance Matters database shows student data for these programs for students enrolled at TOP schools 	<ul style="list-style-type: none"> October 2017-July 2018
Area of Focus 2. Instructional Programs <ul style="list-style-type: none"> Contract with LSI for rigorous, standards based instruction PD Build background knowledge through field trips and mentoring 	<ul style="list-style-type: none"> PD session occurs addressing rigorous, standards-based instruction Field trips are scheduled and budgeted for 	<ul style="list-style-type: none"> School Board approved contract with LSI Field trip requests and requisitions 	<ul style="list-style-type: none"> Ongoing through out the SY (October-July)
Area of Focus 3. Differentiated Instruction <ul style="list-style-type: none"> Contract with LSI for rigorous, standards based instruction PD Hire Student Success Coach to provide individualized support to students identified through Early Warning System. Provide opportunities for parents and community to partner with the school in supporting the educational path the student/child is on. Implementation of DRUMBEAT program 	<ul style="list-style-type: none"> Professional development is provided by LSI to TOP schools Student Success Coach is in place at the school and supports the students Parent workshops to support parents DRUMBEAT drums are purchased, training provided and master schedule adjusted to provide class 	<ul style="list-style-type: none"> School Board approved contract Staffing roster confirms Student Success Coach position allocated Parent sign in sheets and workshop agendas Requisition of purchase, master schedule, and student roster 	<ul style="list-style-type: none"> January 2018 January 2018 January 2018 -July 2018 January 2018

School Name: Mulberry Senior Project Performance Accountability Form

Area of Focus 4: School Leadership <ul style="list-style-type: none"> Contract with LSI for Leadership PD on Marzano Standards-based Rigorous Instruction 	<ul style="list-style-type: none"> Professional development is provided by LSI to school leadership 	<ul style="list-style-type: none"> School Board approved contract 	<ul style="list-style-type: none"> January 2018
Area of Focus 5: Increased Learning Time <ul style="list-style-type: none"> Low 300 schools will implement this initiative as required based on State Statute. TOP3 funds will not be used to implement. 	<ul style="list-style-type: none"> Extended learning hours for students 	<ul style="list-style-type: none"> School day schedule 	<ul style="list-style-type: none"> October 2017
Area of Focus 6: Recruitment, Retention and Reward of Instructional Personnel <ul style="list-style-type: none"> Masters Cohort with USF tuition reimbursement Recruitment/retention bonus 	<ul style="list-style-type: none"> Cohort of teacher leaders seeking MS is formed Teachers informed and guided on recruitment/retention bonus parameters and school staffing is improved 	<ul style="list-style-type: none"> Teacher registration and attendance at MS cohort classes Staff list of those eligible for recruitment/retention bonus 	<ul style="list-style-type: none"> June 2018 Spring 2018

Note: Add additional lines if necessary



Competitive Application for Whole-School
Transformation Model (Traditional Public Schools) –
TOP 3
Polk County Public Schools
Mulberry High School

This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.

Mulberry High School -1131

WHOLE SCHOOL TRANSFORMATION -- DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

The Polk school district and the school conducted a comprehensive needs assessment that used quantitative and qualitative data, including feedback from families, teachers, students, within the following five domains inspired by the 5Essentials Framework: Effective Leadership, Collaborative Teaching, Ambitious Instruction and Learning, Supportive Environment, Family and Community Engagement.

Our District provides support to all schools graded as an “F” or “D” and all are required to complete a School Improvement Plan using the Florida CIMS online template and the 8-step problem solving process. The School Improvement Plan is used as an ongoing current guide for all stakeholders to review data, set goals, create action plans and monitor the progress of the goals. The School Improvement Plan is reviewed by the School Advisory Committee and is available for review by the public. Schools receive additional support from the Senior Director of School Improvement, the Regional Superintendent, District based curriculum coaches, and other district personnel as requested.

Drawing from the needs assessment provided in the SIP and TOP2 the following points of strength and opportunities for growth for the school and the district were identified in each of the five domains.

- 1. Family and Community Engagement:** Qualitative survey feedback from stakeholders – parents, teachers, students. Following are the survey questions that received the most positive (area of strength) and the most negative (opportunity for improvement) responses. This area is an opportunity for growth. Several individuals have ties with the community, however strong relationships with families and the community to support learning are lacking.

Parent Survey Results: 77 parents completed survey/1054 enrollment.

Area of Strength: I believe this school provides a safe learning environment.

Opportunity for Improvement: I believe school staff stay in touch with me through letters, events, phone calls, and/or emails.

Teacher Survey Results: 72 staff members completed survey/67 teachers

2 Areas of Strengths: I believe school staff care about students at this school. I believe this school provides a safe learning environment.

Opportunity for Improvement: I believe district administration clearly communicates expectations and deadlines.

Student Survey Results: 667 students completed survey/1054 enrollment

Area of Strength: I believe I am welcome and respected at this school.

Opportunity for Improvement: I believe this school maintains a clean and tidy appearance.

2. Ambitious Instruction: Student Performance on the FSA shows recurring low performance as evidenced by a school grade of “D” for second year in a row. Student performance in ELA showed 37% proficiency and only 31% of lowest 25% showing learning gains. Student performance in Math showed 33% of students are proficient and only 29% learning gains of lowest 25% of students. Observations of classroom instruction support the need for professional development designed to provide standards and curriculum resources. This area is an opportunity for growth.

3. Supportive Environment: Student Discipline data showed 1,278 discipline referrals for the school in the 2016-2017 school year. The district average for high schools was 2,372 indicating that this school does not have a problem in the area of student discipline though improvement can always be made to reduce the number. This area is a point of strength for Mulberry Senior. Structures for discipline and general safety are in place to create a safe and orderly environment; however high expectations for all students are not always evident.

4. Collaborative Teaching: Making up 59% (63) of the faculty and staff, the majority of the instructional staff are returning for the SY 2017-2018, with the remaining 41% (44) comprised of non-instructional personnel. Teacher VAM data for the 2016-2017 school year showed that 4% of teachers were Highly Effective, 54% were Effective, 21% were Needs Improvement, and 21% were Unsatisfactory.

5. Effective Leadership: This area is a point of strength for Mulberry High School. The principal was recently recruited to lead the school in 2015-2016. In his short time at Mulberry High School he has already instituted a number of changes that are providing expanded rigorous, accelerated, career tech options for students. He has a proven track record of success at other schools he has led. For instance, under his leadership, Mulberry Middle received the Positive Behavior Support- Gold Level School Recognition from 2013 to 2015. He was also recognized as, “Innovative Principal- State Finalist 2015” for school leadership in technology. “Innovative Principal- State Finalist 2015” for school leadership in technology. Mr. Young is actively involved in the Mulberry community serving in the Chamber of Commerce, Mulberry City Advisory Council, and the Kiwanis Club.

Mulberry High School has areas of strength to build on as evidenced above –recent change in leadership and a supportive environment. The Polk County School District also has several areas of strength: highly motivated to learn and improve, new effective leadership, and prior experience with positive implementation of school improvement interventions. Polk has struggled in the past with providing effective and sustainable school improvement so there is a heightened sense of urgency and awareness of the critical need to continuously refine our systems and structures. In summary, based on our needs assessment and consultation with stakeholders, a specific action plan has been determined and will be guided by the 5Essentials framework. Following this framework the areas of focus are Ambitious Instruction, Family Engagement, and Professional Capacity/Collaborative Teaching. These are best aligned with the target areas and will facilitate maximizing and sustaining overall school improvement at Mulberry High School.

A large group of staff representative of areas across the school district and the school participated in the formulation of this plan: Superintendent of Schools, Associate Superintendent and Chief Academic Officer, Associate Superintendent for Human Resources, Turnaround Lead and Regional Assistant Superintendent, Executive Principal for School Improvement, Senior Director of Federal Programs, Senior Director of Curriculum, Director of Grants Management, Principal and leadership team of the school.

Item 2: Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

For the current school year due to its new DA status, the school is forming a Community Assessment Team. The Community Assessment Team (CAT) includes district, regional, school and community stakeholders. The District team is led by the Superintendent and Deputy Superintendent and includes district leaders in Curriculum and Instruction, Technology, Student Support Services, Equity and Diversity Management, Assessment and Accountability, and ESOL. Regional Superintendents lead the district's five regions, and principals, teachers, students, parents, community/business partners, local government and community activists participate at the school and community level. The Regional Executive Director (RED) participates as the representative for the Florida Department of Education. Quarterly meetings with the team will involve review of student performance data (state and district-level assessments), attendance and discipline data, and data collected from ongoing instructional monitoring via school visits and classroom walkthroughs. Upon review and discussion of the data, the committee will engage in the 8-step problem solving process to continue the process of identifying root causes of existing barriers and will assist the district team in developing appropriate strategies and action steps to address each barrier.

The school already has a fully released Student Success Coach to focus on building the home school connection and strengthening the school's partnerships with families. This facilitator will assess needs/interests, develop and provide the community with workshops and training opportunities to build a strong bridge with the school and build the capacity of families and communities in helping all students enrolled be academically successful.

Mulberry High School will begin to implement Academic Parent Teacher Teams (APTT) training with a cadre of teachers. APTT is a program focused on improving schools by changing the manner in which we communicate with families. Initially, the team will work with the faculty and staff to accomplish the following:

- 2 days of Professional Development for administrators and teachers
- 3 Teacher planning support sessions (throughout the year)
- APTT classroom observations (3 times per year)
- School Leadership Team (3 debrief sessions throughout the year)
- 1 Family Focus Group (at year end)
- Teachers facilitate at least 3 parent/family meetings per year

In addition to APTT, a partnership with West Area Adult School has been established. This partnership provides classes to parents and the greater Mulberry community. In order to provide greater access, facilities resources will be shared between both the Mulberry High School and West Area Adult School campuses so that parents and other community members may take advantage of English Language Learning Classes, Adult Basic Education Classes, and classes that will lead to a Graduate Equivalent Diploma (GED) in English and Spanish.

Because the Mulberry Community has a high number of families who are part of the Migrant Education Program and have come to the area seeking and engaged in agricultural work, an additional Migrant funded Intervention Teacher is also available to support the students and families in the Mulberry area.

Mulberry High School will further ensure that it is accessible to the community through transparent and frequent communication on the opportunities it provides for engagement, including a summary as part of

the school's Parent Involvement Policy brochure that is sent home to all parents, making available at the front office and including as part of the agenda during the annual Title I meeting.

The Polk County Public School district leadership team will empower the school to create and foster partnerships aligning student and family needs by providing research based strategies for effective family engagement and technical assistance on professional development opportunities for building the school's capacity in this area.

The school district of Polk County Public Schools already has a number of initiatives to promote family and community engagement such as Parent Involvement Resource Centers and a BooksBridge Bus initiative (a traveling media center).

The school will continue to ensure that it is welcoming to families and the community by having an open-door policy and providing staff development on the importance of parent and family engagement as required under section 1116 of the Every Student Succeeds Act for Title I schools. Open, two-way and positive communication methods will promote the development and maintenance of relational trust. Involvement of stakeholders in providing input in decisions regarding services and resources will further develop a meaningful partnership and formation of trust.

The school administration/staff will actively engage in building partnerships with local community businesses and organizations by inviting community partners to the school as well as by the school leadership participating in community events and organizations. Meetings will be held between school administration and support staff and business/partner organization leadership. Decisions will be made to decide how the business/partner organization can assist and implement activities to support the school.

Part II: Implementation Plan

A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school's needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child's education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

The school district will:

6. Identify, recruit, retain, and reward instructional personnel.

Item 3: Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

The school already addresses the social-emotional needs of students through the following strategies:

1. 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. 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.
2. 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.
3. Student progress is checked in the guidance department during various contacts with the School Counselors, Dean, Testing Coordinator, Success Coach and Administrators.
4. School counselors conduct formal senior and junior conferences and have plans to incorporate sophomore conferences.
5. District school social workers are informed when attendance indicators are triggered. They make contact with parents/guardians during the course of their investigations.
6. Behavior and attendance contracts are utilized to aide in student/parent accountability.
7. 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.
8. Polk Virtual School and Florida Virtual School programs are suggested to aide students in credit recovery and grade improvement.
9. 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 contracted mental health therapist also serves students, according to needs included on Individual Education Plans or 504 Plans.
10. Plans are underway to hire a full-time school social worker to assist in bridging more families to wrap around services within the community through existing partnerships.

Wrap around services not only enhance the environmental performance of schools as institutions, but they can promote integrated governance, stakeholder and community involvement by imparting the values and tools that today's youth will need to build and maintain more sustainable societies. To help this unfold, Mulberry High School partners with the *Mulberry Community Service Center* which operates as a United Way Agency to provide services in the areas of Education, Safety Nets, Health and Financial Stability & Income.

In **Education**, specific activities include Mulberry High School students serve as mentors during afterschool hours at the Mulberry Boys & Girls Club, as well as providing money management education courses for individuals and families.

For **Safety Nets**, families are afforded opportunities for aid with food, clothing, rent/mortgage assistance, school uniforms/supplies, transportation, participation with Angel Tree and Christmas baskets.

Health services include providing medical assistance to students and parents, as well as referral services to Lighthouse, Central Florida Speech, Peace River and other local agencies.

Regarding **Financial Stability & Income**, services are provided for credit repair, free income tax preparations, bill payment assistance, special support to laid off workers, and job credentials training with additional opportunities for matching Next Step Grants. Families are have the opportunity to access multiple families resources at no charge, advance their earning power and improve their family financial stability, including a chance to have matched savings.

A new full-time *School Social Worker* would function alongside a new *Family Involvement Coordinator* to work closely with school counselors to identify student needs related to these areas for more effective use of the existing partnership for more student and family needs to be met. All of this would be done at no charge to families with the providing of curriculums, coaching, and follow up accountability.

Other wrap around services are provided through a partnership with **Central Florida Health Care** who not only services as a business partner for the Health Services Academy, but also provides for families Enabling Services to support the delivery of basic health services and facilitate access to comprehensive patient care and social services. This includes: case management, benefit counseling for SNAP/WIC, health insurance eligibility assistance, health insurance literacy/supportive counseling, interpretation, outreach and transportation. A major component of these services is to assist in meeting unmet basic resource needs, including food insecurity, housing instability, utility needs, transportation, exposure to violence, and socio-demographic information. General services also include primary medical/dental care, pediatrics, obstetrics, and gynecology.

Mulberry High School also partners with **Eckerd Connects—Paxen** by hosting its **About Face** program which serves Title I students ages 13 to 18 to provide after school homework assistance/skills improvement, life skills curriculum activities related to budgeting, career preparation, making choices, setting goals, communication, personal health, and time management, among other topics. The program goal is to see improvement in school performance and behavior. An additional aim is to instill a sense of what it is like to be an adult, asking that participants' behavior be a step above normal school expectations. By engaging with students on another platform, instructors provide forms of support networking that will create confidence and assistance when times are hard. This spills over to the community, as the family also benefits by the support provided for each student.

During summer months, Mulberry High School also works with the **About Face Forward March** program which works with our qualifying 18 year old graduates at the Mulberry Service Center to provide 5 weeks of career counseling and job placement assistance. This division of Eckerd Connect—Paxen is a transition program to assist students in creating a bridge to their next endeavor while also providing a monetary stipend in stages as they complete different benchmarks.

Another aspect of wrap around services is provided at Mulberry High School to its families through West Area Adult School's evening classes taught by their instructors to provide ESOL classes and GED classes in English and Spanish.

Mentoring for academic and emotional-social skills support is offered to students through approved volunteers within the district Community Service Program and also offered through a partnership with Polk State College during the school day where an Academic Advisor and Educational Talent Search representative works with students I small groups on targeted skills. A strategy to also be implemented

with Polk State College is PSC Student Mentors who will work with students in the areas of Corporate College/Engineering Production, Teacher Academy, and Health Sciences.

An additional strategy that will be implemented as part of the TOP3 initiative will be the implementation of the DRUMBEAT rhythm based intervention program. DRUMBEAT is an acronym for **D**iscovering **R**elationships Using **M**usic – **B**eliefs, **E**motions, **A**ttitudes and **T**houghts. The drumming in DRUMBEAT, like the activities in other experiential therapies, provides young people with a distraction from the confronting nature of the therapy itself and a common purpose for the group. The drumming creates a safe medium for communication and emotional expression and delivers a reward for quick success. Rhythm games are a core part of DRUMBEAT and encourage social interaction, teamwork, trust, and a playful environment for practicing social skills. A number of research studies have shown positive and powerful impact of the program including on measures of self-esteem, absenteeism, student engagement, and behavior incidents (Faulkner and Wood, 2014, “Reach Me and You Can Teach Me: Engagement and social learning through a hand drumming program in Australia.” *Relational Child and Youth Care Practice*, vol. 27, Issue 1). Participants practice social skills such as problem-solving, active listening, leadership, empathy and tolerance by making music. Their learning is extended through discussion that promotes self-reflection and awareness on how their thoughts, feelings and actions impact their relationships with others. DRUMBEAT has been proven to enable real change across a range of well-being measures which will help students and overflow to families which can lead to peaked interest and later develop as family night activities on campus. In turn, students will be able to use these skills to mentor peers as student leaders and as mentors for younger students through the partnership with the Mulberry Community Service Center at the Boys & Girls Club—essentially, serving as foundational training for students and staff members who volunteer to serve as mentors.

Action Steps:

- Conduct staff professional learning/training of new programs; review/updates on existing partnerships with purposes and expectations; define responsibilities/expectations/intended outcomes
- Inform/Promote programs with families; market availability
- Make purchases:

TOP3 funds will be used to purchase: Mentoring resources, drums, provide staff development on programs and to provide an additional teaching period, substitutes for teacher planning/monitoring, supplement partnership-provided resources as needed

Monitoring Plan:

- Incorporate checks for implementation and effectiveness for each partnership
- Develop system to review wrap around services with staff, students and families, including notifications on school website and social media pages
- Assess use of wrap around services by MHS stakeholders
- Collect feedback regularly from partnership representatives, school representatives and family participants
- Analyze participation data
- Aim to incorporate teaching and learning for sustainable community development and call for sustainable development to be integrated throughout the school’s culture

Evaluation:

- Partnership goals will be evaluated quarterly through a collection of data from participants and facilitators with adjustments made as necessary for upcoming sessions; use of surveys, sign-in sheets, feedback/suggestion boxes. Steps will be integrated for continual education training to help maintain sustainability by empowering all members of families towards independent thinking to increase their quality of life.
- DRUMBEAT goals and impact to be measured using comparison of student pre/post data

Item 4: Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

One of the crucial findings of the Chicago Reform movement chronicled by the University of Chicago research team of Anthony Bryk et al in 2010 was that “the quality of social relationships that exist in communities and the impact that this has every day in the neighborhoods as well as on their capacity to solve local problems” emerged as a strand of their research. They went on to argue that “not only are schools highly stressed organizations, but they exist in weak communities and confront an extra-ordinary density of human needs that walk through the front door every day.” They argued that the poorest of the poor in Chicago schools, required school staff to re-engage their communities in new ways. To be frank about failures of the past, but the importance of re-establishing connections to community agencies, church leaders, and border crossings resources in each community to stake out a future that they can see themselves being a part.

Mulberry High School reaches out to community stakeholders to gain the support and resources necessary to increase student achievement. Community 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.
- vii. Maintaining social media and school website updates regularly

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), Mulberry Chapter of the Future Farmers of America (FFA), the Panther Television Network (PTN), MHS Football Team, and MHS Cheerleaders. The student leadership class also provides various opportunities for students to network and serve in the greater Mulberry community, including serving an integral part in the unfolding of the Great American Teach-In where they served as Student Ambassadors to near 50 visiting speakers from the surrounding community and businesses.

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

Additional strategies for parent and family engagement to ensure educational success of all students enrolled will be implemented.

1. Mulberry High School will increase the effectiveness and awareness of its Parent and Family Resource Corner to provide support and access to materials to help parents help their children be successful in school;
2. The District ESOL and Federal Programs departments will facilitate providing workshops and classes (such as English, GED) at the school to build the capacity of parents to be successful partners in their child's education and as well as successful in the community. By supporting the family we help the students, the workforce and the community.
3. Administration will hire a *School-based Social Worker* to serve as the connection facilitator to effectively implement community resources, acting as a bridge between school and families. This individual will provide direct services to students and families. Also work closely with school counselors to identify student needs related to these areas for more effective use of the existing partnership for more student and family needs to be met. All of this would be done at no charge to families with the providing of coaching and follow up.
4. Administration will hire a *Family Involvement Coordinator* to lead the coordination of family outreach educational programs, financial aid, mentor programs, and student leadership.

Action Steps:

Purchase Resources using TOP3 funding:

- Salaries/Training/Professional Learning/Resources for a new School-Based Social Worker (SSW) and Family Involvement Coordinator (FIC)
- Assign administrator to oversee SSW and FIC
- Develop system to review availability of School Social Worker and Family Involvement Coordinator services with staff, students and families, including notifications on school website and social media pages
- Assess use of School Social Worker and Family Involvement Coordinator services by MHS stakeholders
- Analyze services through participation data and regular feedback

Monitoring Plan:

- SSW and FIC to submit to administration reports from service logs of services rendered, including statements concerning significant finding, deficiencies, needs, actions taken or actions recommended
- SSW and FIC to report regularly to assigned administrator for direction, fidelity checks and specific needs
- Collect and analyze participation data throughout the year; make changes in implementation as needed
- Conduct required surveys for events to get stakeholder feedback
- Document before/after renderings where applicable to help establish viable programs and ensure sustainability

Evaluation:

Goals and services will be evaluated monthly through a collection of data from School Social Worker, Family Involvement Coordinator and participants with adjustments made as necessary for improvements; both new staff members will be scheduled to meet with administration during the weekly guidance department meeting and provide updates. The use of surveys, sign-in sheets, feedback/suggestion boxes, family conference documentation, seminar/workshop documentation, and service logs will provide additional evidence for administration of what has occurred monthly.

Item 5: Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

A strategy the school will implement as part of TOP3 initiative is partnering with Learning Sciences International to provide professional development on a Marzano based instructional plan for the school. This would require a consultant services agreement customized to support the unique needs of the school and its faculty in implementing the Essentials Model for Achieving Rigor schoolwide.

Mulberry High School's teachers will use Learning Sciences International's (LSI) Standards Tracker to identify critical standards, create standards-aligned performance tasks, and connect them to lessons. With the Florida Standards pre-loaded in this online tool, including Marzano Center approved learning targets and success criteria, teachers will monitor student progress toward standards mastery in real time, making instructional adjustments within the lesson to ensure that all students meet the level of rigor required by the standard. Standards Tracker is an evidenced-based tool. Research studies have found moderate and significant correlation (.357) between Standards Tracker scores and student assessment scores (Basileo, 2016).

Through extensive field experience and research, LSI has discovered the critical role of onsite leaders. These Tracking Leaders, will be a critical component to implement and solidify the new model of instruction as a Demonstration School for Rigor (further described in Item 9). Mulberry High School will appoint teachers to serve as Tracking Leaders who will assist in driving both the technology and strategy implementation with their peers.

Tracking Leaders will be the first cadre to work with to work in the LSI Standards Tracker. These individuals will be technically competent teachers who understand the need and value of using technology to support learning and track student progress. They show a willingness to share their practice with peers. To accelerate learning, Tracking Leaders receive extensive support and training from LSI in advance of the rest of the school staff. Through interacting with and seeing the Tracking Leaders' success, staff will

have a better understanding of this instructional tool, and greater confidence in using it in their own classrooms.

The Administrative and Academic Leadership Team plans to meet every Monday after school. Teachers will meet during a common planning period by subject for collaborative planning sessions weekly 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 facilitates 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. Students also meet with administration a minimum of twice per school year for academic class meetings during which each student receives his/her Student Scholastic Record to review their progress towards graduation. 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. Additional resources are purchased through budget or Title I funding as approved to provide academic resources, college & career resources, as well as remediation/tutoring/enrichment resources. 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.

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 and/or industry certification standards by CTE course. Lesson plans are due weekly and required to be at least one week in advance, with the inclusion of the focus standards and lesson outline using the LSI Instructional Framework. Lesson plans are due in each teacher's online shared folder by 3:00 each Friday.

Mulberry High School teachers/staff use data to provide the road map to ensure students stay on track to acquire learning the standards and to 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. This is structured through incorporating MTSS/RtI for academics. Educators provide learner-centered classrooms using LSI Instructional Frameworks that encourage the use of technology as an instructional, problem solving, communication and productivity tool that enhances every area of the curriculum. Students engage in an accelerated learning process in honors level, advanced placement, and dual enrollment 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.

Parents of students who are identified by the early warning system due to attendance issues are sent letters and/or receive phone calls from the Assistant Principal of Administration. Students with academic or character concerns also meet with their assigned school counselor and student success coach to identify causes and develop strategies to improve behavior/performance and/or explore multiple pathways. 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. Critical seniors meet monthly with administration to discuss resources and tutoring opportunities.

Evidence-based programs designed to promote positive outcomes and prevent problem behavior in students are increasingly being used in educational settings. They have evolved out of different traditions including education, public health, psychology, prevention science, positive youth development, character education, and social and emotional learning (SEL). The *2015 CASEL Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition* identifies school-based programs that have been evaluated with middle and high school students and that promote students' personal and social competence. The *2015 CASEL Guide* applies a systematic framework for assessing the quality of SEL programs. Specifically, the *Guide* identifies and rates well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The main purpose of the *Guide* is to give educators information for selecting and implementing SEL programs in their districts and schools. The *Guide* also describes the significant advances the SEL field has made in the past decade, establishes new definitions of SEL at the secondary level, provides suggestions for future research and practice in SEL, and describes innovative approaches to educational practice (e.g., programs that promote mindful awareness) that may also contribute to students' social and emotional development.

Through this guide, Mulberry High School has identified a strategy that will be implemented to provide additional social-emotional skills support through research-based curriculum is SElect Program which focuses on social and emotional competence that provides a foundation for academic success and its recognition as a critical link to college and career readiness and dropout prevention. Research on SEL implementation suggests that the most effective strategies include four elements represented by the acronym SAFE: (1) *Sequenced*—connected and coordinated activities to foster skills development; (2) *Active*—active forms of learning to help students master new skills; (3) *Focused*—containing a component that emphasizes developing personal and social skills; and (4) *Explicit*—targeting specific social and emotional skills. Research also supports this conceptual model and that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Students receiving quality SEL instruction developed character standards as evident in having:

- Better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction.
- Improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.
- Fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal

The intended complementary and promising programs within the SElect Program to incorporate through leadership classes are:

- Building Assets, Reducing Risks
- Keepin it REAL
- Michigan Model for Health
- My Teaching Partner

Turnaround Option Plan –3 – Mulberry High

- Pure Power
- Step Up
- TestEdge
- The Fourth R
- CHARACTER^{plus} Way
- School-Connect

Action Steps:

- Purchase SEL curriculum/resources
- Arrange professional learning/training
- Provide planning/coaching/monitoring opportunities for teachers for effective implementation followed up with regular fidelity checks
- Department chairs to serve as liaisons with administration to provide weekly updates as necessary

Monitoring Plan:

- Incorporate incremental checks for implementation of LSI framework
- Teachers to post lesson plans online in share folder weekly with lesson plans at least one week in advance
- Continue regularly scheduled meetings with administration; use Outlook for meeting notices

Evaluation:

Goals/expectations for LSI framework implementation are evaluated weekly through various classroom observations, evaluative and non-evaluative. SEL implementation will be evaluated quarterly with changes made as necessary. Adjustments are made to instruction through collaborative planning sessions when lesson plans are created and during collaborative discussions with assigned administrators after observations occur. Documentation to include PLC/planning sign-in sheets & notes, online lesson plans, non-observable EPC binders, and feedback.

Item 6: Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.

Our partner organization, Learning Sciences International (LSI) will work with Mulberry Sr. and the district to provide supports to Mulberry Sr.'s faculty and administrators. Through its work with schools nationwide, LSI has identified the primary root cause of low ELA and Math scores. Despite conscientious efforts by teachers to align their lessons to the standards, they are using curricula and teaching routines that are not fully aligned to the cognitive taxonomy of the standards, usually at the Retrieval or Comprehension levels. Therefore, our findings results are that students lack exposure to content that allows them to build knowledge and skill that are assessed at higher levels.

We will address these findings, by using LSI's "Curriculum Lab" approach at Mulberry Sr. The Curriculum Lab team will consist of teacher leaders chosen for their knowledge and instructional effectiveness in their content areas, the principal, and district curriculum specialists. The process will start with job-embedded professional development for the Mulberry Sr. teacher leaders and principal. This entire team will participate in a baseline Curriculum Walk led by LSI. The school staff will observe the alignment of teaching and learning at Mulberry Sr. with the rigor of the standards lead by LSI. During

the summer, LSI faculty will then facilitate Summer Academies to help the Curriculum Lab team develop a better understanding of the instructional shifts required by the standards, what those instructional shifts look like in practice, and how to build instructional routines to reach the rigor of the standards. Next, the team will map elementary ELA curriculum to the standards. They will also create two full standards-based ELA units to be piloted at the school. In the fall of 2018, as the school implements the units in its classrooms, LSI faculty will guide Mulberry Sr. teacher leaders and district instructional coaches in providing supportive coaching and feedback for the implementation of the first unit. The Curriculum Lab team will conduct Curriculum Walks after each piloted unit to measure the impact of the unit on building student learning at the taxonomic level of the standards. The team will reflect on their findings and incorporate them in refining the units, using the same cycle of Build-Coach-Curriculum Walk-Reflect. Through the development of the two ELA units, both the school and the district curriculum specialists will develop capacity to create standards-aligned units and to provide effective peer coaching that results in evidence of student learning at higher levels of rigor. Additionally, in the summer of Year 2, Mulberry Sr. will participate in another Curriculum Academy focusing on Math to develop a better understanding of the instructional shifts required by the standards, what those instructional shifts look like in practice, and how to build instructional routines to reach the rigor of the standards. The team will map elementary Math curriculum to the standards and create two full standards-based Math units to be piloted at the Mulberry Sr. during the 2019-20 school year.

We know that the extent to which students learn new content is dependent upon many factors: skill of the teacher, interest level of the student, and complexity of the content. Research literature all support one important fact: what students already know is one of the strongest indicators of how well they will learn new information.

Numerous studies have confirmed the relationship between background knowledge and achievement (Marzano, 2004; Nagy, Anderson, & Herman, 1987; Bloom, 1976; Dochy, Segers, & Buehl, 1999; Tobias, 1994; Alexander, Kulikowich, & Schulze, 1994; Schiefele & Krapp, 1996; Tamir, 1996; Boulanger, 1981) as well as the positive correlation between poverty and low levels of background knowledge (Smith, Brooks-Gunn, and Klebanov, 1997).

Among the many potential outcomes, research has shown that field trips:

- Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011),
- Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012).
- Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992).

Providing mentoring opportunities is a direct approach (supported by the research literature mentioned above) that will enhance students' background knowledge and that the school is already providing and will continue to expand.

The more academically oriented experiences we have, the more opportunities we have to store those experiences as academic background knowledge. For this reason the TOP3 funds will be used to provide out of class learning opportunities (admission fees and travel) for students to have academically oriented

experiences such as field trips to museums, science centers, cultural centers/activities, zoological parks, and universities/colleges/career centers.

Action Steps:

- Arrange field trips for students to museums, science center, cultural centers, zoological parks and educational institutions with direct focus on exposure for students to gauge their next steps and build bridges for the pipeline after graduation towards college & career readiness
- Plan for every grade 9 student to visit a local college
- Review field trip purposes and expectations with student pre/post events
- Complete district field trip requirements/reserve transportation/send home permission slips

Monitoring Plan:

- Incorporate checks to gauge student interest, feedback and effectiveness of trips
- Requirement participant reflection for each activity and follow-up classroom connection through ELA coursework and connection to appropriate course standards
- Evaluation genuine effectiveness of activities to develop student background knowledge; adjust exposure opportunities accordingly

Evaluation:

Goals will be evaluated through a collection of data from participants and facilitators before/during/after trips with adjustments made as necessary for upcoming activities; use of surveys, sign-in sheets, reflections, feedback

Item 7: Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Two main professional development strategies will be implemented as part of the TOP3 project to provide additional professional development at Mulberry: 1. Masters Cohort program through a partnership with USF, and 2. Learning Science International's training of rigorous teaching and learning.

1. The College of Education at the University of South Florida will offer support and commitment to facilitate the offering of master's degrees for three cohorts of Polk County teachers as part of the TOP3 initiative. Teachers will be provided with tuition reimbursement and textbooks as part of this participation.
2. LSI's professional development series will ensure that every teacher can quickly learn and use effective strategies that have an immediate, positive effect on student learning. During each session, teachers will deeply explore, practice, and apply strategies so that they are fully prepared and comfortable using them the next day. The outcome for each professional learning day will be two-fold:
 - To establish a common language for teaching and learning; and
 - To acquire strategies that will be immediately and effectively implemented in classrooms.

The progression will encompass professional development, coaching, and support designed to deepen teacher practice and raise student autonomy—resulting in higher achievement. Each session will guide teachers in building their individual expertise while making the critical instructional shifts necessary to meet the demands of the new state standards.

As a Demonstration School for Rigor (further described in Item 9), Mulberry High School's leaders and teachers will experience rigorous teaching in all phases—planning, delivery, reflection, and adjustment—and how that teaching impacts student learning.

Professional Development

Vision Day: This session will provide the school staff a clear vision of what rigor is, an overview of the progression of training and coaching, and a first glimpse into the instructional shifts required by the standards. This work is connected to the Designing Implementation Day, and the school leadership team will share their experiences from that day.

Igniting Student Ownership: School staff will learn how to have students use Learning Targets and Success Criteria to influence their work and give feedback to a peer. Math and ELA Learning Targets and Success Criteria developed by experts are included in the Standards Tracker to help jump start teacher facilitation. The training format will allow participants to learn how to immediately shift toward a more student-centered classroom and allow time for them to plan their lesson implementing the techniques learned during the training.

Professional development will lead to classroom instruction with academic rigor, high order questions, high academic and character standards, and engaged, active student learning as a result of the many layers of support provided at the school:

1. Fully released on site academic coaches: Literacy, Math and Science subject area coaches
2. Student Success Coach to serve as a liaison with student, family, instructional staff in ensuring all students are placed in challenging courses and progress successfully to be on track for graduation and college/career success
3. Mentoring for inexperienced teachers
4. Collaborative planning opportunities for professional learning to ensure grade level and vertical curriculum alignment

Mulberry High School already promotes positive, collaborative 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 using the LSI Instructional Framework with a focus on: i. Standards-based Instruction ii. Student Engagement iii. Student-centered Learning Teachers also serve on various committees where they collaborate to solve school-wide issues, curriculum issues, student needs, community connections, and professional learning needs.

The school will also have a fully released on site Reading coach to support teachers. Multiple research studies have shown that Coaches have a positive effect on the success of teachers, students and school administration. To date, the most thorough and comprehensive study on coaching was done in 2004 by the Annenberg Foundation for Education Reform. It showed that coaches have the following impact: 1. encourage collaborative, reflective practice, 2. promote positive cultural change, 3. result in teachers'

increase in using data to inform practice, 4. promote the implementation of learning and reciprocal accountability, and 5. support collective leadership across a school system.

TOP3 funds are to be used to support the on-site customized professional learning provided by LSI, subs as needed for teachers to participate during the school year and stipends for teachers to participate during the summer. Additionally, TOP3 funds will be used to provide tuition reimbursement for teachers to obtain Master's Degree as part of collaboration with local university.

Action Steps:

Incorporate anticipated TOP3 fund purchases

Continue weekly PLCs with fidelity

Plan customized LSI professional learning opportunities

Schedule substitute teachers for participating teachers to attend professional learning

Process tuition reimbursements for teachers to obtain master's degrees

Monitoring Plan:

Develop partnership and articulation agreement in collaboration with a local university

Collection documentation from weekly PLCs, collaborative discussions, common assessments, and academic review

Evaluation:

Goals will be evaluated weekly through administrative meetings with teachers and collection of data from participants/facilitators with adjustments made as necessary for upcoming sessions; use of surveys, sign-in sheets, feedback/reflections

Item 8: Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

Polk County School Board is committed to ensuring that high quality educators are placed at the school by attracting, recruiting, and retaining high quality candidates. Polk County School Board's Recruiting office commits to attracting, assessing, recruiting, and facilitating the selection of high quality teachers to reflect school. The recruitment office will facilitate the selection of high quality teachers. They will also help to ensure a strong pool of candidates and support the selection processes for teachers and principals. Finally, they will assist departments in the recruitment and selection of high quality personnel and support staff.

Research conducted in multiple economy sectors shows that recruitment and retention bonuses for hard to staff positions is an effective strategy (Kowal, Hassel, Hassel, 2008: "Financial Incentives for Hard to Staff Positions: Cross sector lessons for Public Education"). While there is no specific formula amount or type of incentive, cross sector research shows that incentives of 10-30% off staff salary would be more in line with other (non-education) sectors.

One specific research study showed that paying math, science, and special education teachers in high-poverty schools \$1,800 bonuses (about \$2,500 adjusted for inflation), reduced teacher turnover by 17 percent (Clotfelter, Glennie, Ladd, Vigdor, 2008: "Would Higher Salaries Keep Teachers in High Poverty Schools?" Journal of Public Economics).

Another study conducted right here in Florida looked at \$1,200 (about \$1,700 adjusted for inflation) retention bonuses given to middle or high school teachers in certain subjects. The research found even more pronounced results: Teachers who received the relatively modest payment were about 25 percent less likely to quit than similar teachers who didn't receive the pay incentive. The researchers concluded that such bonuses are more effective than loan forgiveness of similar costs. (Feng & Sass, 2015: "The Impact of Incentives to Recruit and Retain Teachers in "Hard to Staff" Subjects: An analysis of the Critical teacher Shortage Program", CALDER American Institutes for Research)

Supported by this research and in order to provide operational flexibility and improve both the recruitment and retention of effective, highly effective, experienced teachers at the school the following additional strategies will be implemented as part of TOP3 and will build on to supplement the bonuses the district plans to provide using the School Improvement funds these schools receive:

- A recruitment sign on bonus will be provided to all instructional staff at the school who have a performance evaluation rating of effective or highly effective.
- A retention bonus will be provided to all instructional staff at the school who have a performance evaluation rating of effective or highly effective, stay at the school and have at least 51% of assigned students who achieve learning gains as measured by Reading and Math FSA proficiency or report card results.

The purpose and objective will be to create a stable and highly effective teaching team that will foster a positive, rigorous and engaging learning environment at the school. This will be accomplished through a collaborative and periodic stipend incentive that serves as a gesture of not only recognition of quality work but also of appreciation. The evaluation and effectiveness of this initiative will be measured by the degree of turnover in staff as well as by teacher attendance rates.

B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

Item 9: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

It is our intention to not just improve Mulberry High School, but for the school to become an exemplar of rigorous teaching, learning, and instructional leadership for the entire district. For this reason, we have asked LSI to be our partner in developing Mulberry High School as a Demonstration School for Rigor. LSI's Demonstration School for Rigor model will provide intensive training and coaching, rapidly building the expertise of Mulberry High School's faculty and school leadership. We will implement this deep professional learning within 30-day data cycles, collecting and examining with LSI objective metrics to monitor and accelerate progress. Each cycle will focus on one set of strategies at a time to quickly increase our capacity for rigorous instruction. Every administrator, teacher, and support player in the school will participate in stakeholder groups, each playing an integral part of the solution and overall success. The cycle consists of three phases: 1) Examine, Measure, and Analyze; 2) Implement; and 3) Measure, Analyze, and Adjust.

Examine, Measure, and Analyze

With our partner LSI, we will conduct quarterly RigorWalks to gain the actionable data needed to determine the status of teaching and learning within Mulberry High School. District and school leaders will examine objective metrics from LSI's RigorWalk instrument to address root causes and guide specific coaching to meet the unique needs of the school.

The findings from the RigorWalk, coupled with surveys of school culture and leadership, will provide immediate feedback and insight into barriers to achievement and opportunities for growth. The RigorWalk process will examine and identify the status of the following evidence-based pillars for school success:

- Conditions of Schoolwide Environment
- School Leadership
- Growth Mindset
- Standards-Based Professional Learning Communities
- Formative Assessment
- Rigorous and Standards-Based Instruction

Implement

LSI's professional development (PD) will ensure that every teacher can quickly learn and use effective strategies that have an immediate, positive effect on student learning. Teachers will deeply explore, practice, and apply strategies so that they are fully prepared and comfortable using them the next day. Coaching sessions for the principal and teacher leaders follow the PD to help teachers immediately begin using the strategies in their classrooms while providing feedback to help them rapidly develop a high level of skill.

Measure, Analyze, and Adjust

Additional RigorWalks with the district and school leaders will examine what changes are occurring in the indicators. If necessary, adjustments will be made based on the unique variables specific to the school before the next Implement cycle begins.

An Executive Action Team (E.A.T.) will continuously monitor data and make necessary adjustments to ensure high quality, rigorous instruction. This team, composed of the district leaders, principal, teacher leaders and a dedicated LSI senior consultant, will meet each month to eliminate any impediments and ensure success for the students of Mulberry High School.

School Leader Coaching

LSI's School Leader Coaching will build the skills of the school leader to effectively monitor teacher implementation of strategies in daily classroom practice. As an individualized, job-embedded, and focused mentoring of the school leader by an experienced LSI consultant, the principal will build expertise at recognizing rigorous instruction and evidences of student learning.

A district leadership team has been established that meets all of the conditions of Assurance #1. This leadership team will support the school's implementation of TOP, including TOP3 should it be awarded, by providing project management, monitoring and facilitating implementation of strategies with fidelity

and integrity. This team will provide a direct support system to the school based leadership and ensure compliance with Assurance #2.

Additionally, Polk's Community Assessment Team (CAT) was established as part of the TOP system of support. Led by the Superintendent, Deputy Superintendent, and Turnaround Lead, the District-Based Leadership Team (DBLT) consists of representatives from the following departments and areas: curriculum and instruction, professional development, human resources, federal program, student services, transportation, technology, ELL, public relations; community engagement, behavior and discipline, MTSS, budget, scheduling, data and assessment, school improvement, and the local bargaining unit. The team was already meeting monthly as a whole and the TOP Implementation Subcommittee meeting bi-weekly. Assistant Superintendents, Senior Directors, Directors, and other Executive staff members on the leadership team have assigned staff within their departments to provide specific assistance and, in some cases, dedicated support to the five schools in TOP.

Polk County School Board has a District Turnaround Lead Regional Superintendent in place to facilitate and promote the school improvement transformation and a team of Regional Assistant Superintendents that work together with him to ensure all schools demonstrate school improvement. Thus providing a district governance structure that complies with Assurance #3. The Regional Assistant Superintendent, Tami Dawson reports directly to the deputy superintendent. Her role and responsibilities are to implement and monitor a tiered model of clustering schools; coordinate additional resources and support based on needs of individual schools; oversee funding and deployment of district, regional, and site-based coaches; coordinate support with Department of Teaching and Learning to provide additional professional development; implement and monitor a structure for early return of school-based staff; negotiate with local bargaining organization to create a priority staffing model; negotiate with local bargaining organization a plan for performance and incentive pay; oversee funding and implementation of extended learning programs; and assemble and manage Office of School Improvement staff.

Timely and effective staffing of the school is one of the highest priorities in order to ensure the school turnaround efforts are successful and that students receive high quality instruction. For this reason the schools in Comprehensive or Targeted Support have the highest priority for staffing and MOUs are developed with the teachers' union to achieve both operational and staffing flexibility.

Item 10: Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

The District Managed Turnaround model proposed for Mulberry High School has been designed in tandem with the Turnaround Option Plan – Phase 2 development. All stakeholders have been involved in the development of both plans. The proposed initiatives and activities outlined as part of the TOP-3 application are aligned with and have the sole purpose of achieving the Areas of Focus identified in the TOP-2 – assessments, instructional programs, and differentiated instruction.

Specifically, the partnerships with LSI and USF will provide an accelerated professional learning plan for both effective leadership and ambitious, rigorous instruction that will transform not only the quality of teaching in the classroom but the culture of the school into a positive learning environment for students, faculty and families. Providing a recruitment and retention bonus for the instructional staff will serve as a gesture of the value and importance of each person's role at the school. The implementation of the DrumBeat program will further strengthen the positive and supportive learning environment while the expansion of field trips and mentoring opportunities for students will enhance their background knowledge and facilitate their acquisition of new knowledge.

Item 11: Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.

The progression of our work with LSI is deliberately designed as a gradual release model, wherein the school will develop internal capacity to sustain high quality instructional leadership, teaching and learning beyond the period of the Schools of Hope grant.

Continuous progress monitoring, evaluation of impact, and strategic implementation of improvements are planned and expected as the Turnaround initiatives take place during the year. Mid-year and end of year reflection and data analysis will allow the school and district to determine what initiatives had successful impact, are still important and relevant to continue at the school or have already achieved desired impact and are no longer needed. The prioritized strategies to sustain will be identified through this process and alternate funding sources determined to ensure continued school improvement and support. When the Schools of Hope funding expires collaborative district-wide budget planning will identify the funding to continue any strategies prioritized for this school.

Specifically, should the Recruitment/Retention bonuses prove to be initiatives with positive impact and return on investment then Title I School Improvement or Basic Schoolwide funds may be used to sustain the initiatives.

By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.