Terry Parker High School

2015-16 School Improvement Plan

Terry Parker High School

7301 PARKER SCHOOL RD, Jacksonville, FL 32211

http://www.duvalschools.org/tphs

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	C

Preliminary 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 was approved by the Duval County School Board on 12/7/2015.

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Terry Parker High School we feel that our mission is to support students as lifelong learners. Our charge is to provide a safe and supportive educational environment through which students will excel as learners while providing the traditional high school experiences that make all Alumni proud to be a Brave!

Provide the school's vision statement

Creating a safe and supportive environment for the advancement of all students as lifelong learners to promote success in post-secondary opportunities and beyond.

School Environment

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

At Terry Parker we seek to learn all we can about our students to better serve them. We routinely review our students academic history, discipline history, special needs, and student interests to provide the vital support needed to achieve in and outside the classroom.

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

After reviewing the Gallup survey it is our goal to ensure that every student feels safe and respected in school. We are addressing those needs by introducing a positive behavior support team, HERO positive behavior support data collecting system, conducting random weapons searches, and requesting all faculty be posted during transitions to greet, assist, and monitor the hallways. Furthermore, we will have frequent student focus group meetings to gather qualitative data and feedback from the student population to assist with making adjustments to ensure a safe environment for all students. The guidance, administrative, dean and SRO have an open door policy to address student safety concerns and those concerns take top priority in our building.

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

Terry Parker has developed a well implemented security plan that places the proper personal throughout the school before, during, and after school. This provides supports at all times throughout the day to keep the campus safe and quiet while minimizing distractions to instructional time. Teachers and Administrators discuss security, the code of conduct, and referral process during pre-planning along with opened communication to throughout the school year in regards to discipline and safety procedures. Faculty handbooks are distributed to staff along with code of conduct information for teachers to go over with students during the first week of school. Code of conduct assemblies are also in place during the first week of school informing students of the school rules and expectations. School improvement team meetings are once a week to open communication with teachers and administration to discuss areas of need and or improvement.

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

Our comprehensive school counseling program is designed to meet the needs of every student and include the following services:
Classroom guidance lessons help students understand themselves and others. Through classroom guidance, school counselors help students develop peer relationships; effective social, decision-making, and study skills; effective communications, conflict resolution,
and coping strategies; and more.
Individual student planning helps students set goals, establish academic and career plans, understand their own strengths and weaknesses, and prepare for the transition to the next stage of their life.
Responsive services assist students with particular needs such as adjusting to a new school, coping with grief following a crisis, and dealing with substance abuse or other risky behaviors. These services are provided through individual and small group counseling, peer facilitation and consultation, and referrals to professionals trained in mental health, welfare, and other specialties.
System support enhances school climate and relationships among members of the school community. School counselors coordinate parent outreach services, community support services, and consultations with other faculty and staff.

Early Warning Systems

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

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

* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
* One or more suspensions, whether in school or out of school
* Course failure in English Language Arts or mathematics
* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	36	36	41	45	158
One or more suspensions	168	122	120	74	484
Course failure in ELA or Math	28	46	47	11	132
Level 1 on statewide assessment	237	116	88	54	495
	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

1) Student Progress Reports and Scholarship Warnings to communicate if a student is not mastering content.
2) FOCUS parent and student portal for easy access to grades and course progress
3) Restorative Justice program to provide students with natural consequences to undesirable behavior as well as peer counseling groups.
4) Wrap around services such as Full Service schools, Communities In Schools, and other mentoring programs.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/202253.

Description

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

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

Terry Parker is transparent and aggressive with sharing our current successes and new initiatives with community stakeholders. We actively pursue opportunities to share information about Terry Parker at local community gatherings including Lion's Club meetings, Optimist Club meetings, Alumni Group, Arlington Rotary Club, and Arlington Counsel. It is our goal to use these meetings to gain input and support from community stakeholders and to remain transparent in our way of work.

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).

School Leadership Team

Membership:

Name	Title
Blakely, Katrina	Assistant Principal
Harrington, Lydia	Instructional Coach
Griffin, Karen	Teacher, ESE
Pardue, Megan	Principal
Bloodworth, Thomas	Teacher, ESE
Day, Sherrill	Teacher, K-12
Echevarria, Michael	Teacher, K-12
Curran, Pat	Teacher, K-12

Duties

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

* Administrators will monitor implementation and fidelity of school-wide strategies during classroom walkthroughs and track progress during CPC meetings. Administrators will hold data chats with teachers each 9 weeks to review grade analysis form. In addition to CAST evaluations administrators will provide explicit feedback on instruction observed during classroom visits.
* Coaches will provide support for teachers by co-planning lessons that provides differentiated instruction based on student data. They will train teachers on interventions through professional development. The coach will model effective instructional strategies in the classroom and/or co-teach target student's needs.

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

Data will be tracked from teacher based assessments throughout the year as well as Curriculum Guide Assessments that are given at the end of each quarter. Using the data teachers will make small groups in class and provide any interventions necessary to the small group or individuals. Professional Development sessions will be implemented if necessary for specific interventions based on data.
Our Annual Title I Parent Meeting was held on Tuesday, September 8, 2015. During this evening, our presentation included explaining the source for Title I funds, what makes Terry Parker High School a Title I School, and gathered input on what opportunities, workshops, or resources parents wanted to see this school year. At TPHS, our Parent Involvement Plan (PIP) includes a variety of ways that both parents and students can obtain resources to assist in academic achievement. The 2015-2016 budget accounts for educational materials for parents and students to borrow. This includes SAT/ACT Guides, Scientific Calculators, Books, along with educational incentives for parents to use with students. Supplies for parent Make and Take workshops, copy paper for flyers, and handouts are also accounted for in the budget. Our goal is to extend an invitation and welcome parents to be involved in their child's education as often as possible and to be an active participant within our school. Some activities that are planned for this school year are town hall meetings (Dinner with the Principal where there is an open forum to discuss parent concerns and/or suggestions), and Financial Aid/Parent Night. Other workshops that parents have requested include Career Planning, Content Specific Workshops for Parents to assist students at home, and supporting our Homeless Population. We will offer workshops and parent nights to address these needs throughout the school year. Transportation will be provided to the Single Parents Night and to the Financial Aid/Parent Night.

Also, we will have a guest speaker during the Single Parent Night. For these two particular parent nights, child care will be provided as well for those who have younger children.
For additional information - SEE PIP

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Megan Pardue	Principal
Katrina Blakely	Teacher
David Roberts	Teacher
Marilyn Fenton-Harmer	Business/Community
George Bennett	Business/Community
Sam Jallah-Harding	Student
Vaughn Kemp	Parent
Mary Naumann	Education Support Employee
Candace Bird	Parent
Mikalah Bird	Student

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council reviewed the 2014-2015 School Improvement Plan and was given the opportunity to voice concerns and offer revisions to address the concerns. We believe that the School Improvement Plan is a living document that serves as the driving force behind all SAC meetings.

Development of this school improvement plan

The School Advisory Council continuously reviews and gives input to the School Improvement Plan while it is in a draft phase. The Council members will add additional information and corrections where necessary throughout the fiscal year.
All stakeholders will have input in the SIP through individual contributions or representative contributions.

Preparation of the school's annual budget and plan

While developing the School Improvement plan budget items are discussed. It is the council's goal to include all resources needed to fully implement the plan.

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

Each of the projects that SAC approves are far reaching and therefore good for the entire student population. Previous funds have been use for calculators for the entire math department and new laptop carts.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Pardue, Megan	Principal
Harrington, Lydia	Instructional Coach
Griffin, Karen	Teacher, ESE
Blakely, Katrina	Assistant Principal
Curran, Pat	Teacher, K-12
Day, Sherrill	Teacher, K-12
Bloodworth, Thomas	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

• Pullout of lowest 25% in reading for intervention work
• Content area vocabulary initiative
• Parent Reading Toolbox of currently used strategies on website
* ACT/SAT/FCAT/FSA Bootcamps during the school day
* Monthly AVID and reading/writing strategies professional development focused on specific content areas

Public and Collaborative Teaching

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

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

* Pre-planning professional development included sessions that focused on the DCPS 4-Pillars of Excellent Instruction and overall school goals and vision.
* Professional development calendar includes several opportunities for teachers to strengthen skills modeled by their colleagues.
* Master schedule has been constructed to include common planing opportunities.
* All novice teachers are given a mentor and will complete several tasks to improve instruction.
* Teachers are encouraged to collaborate and those efforts are supported by the administration.

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

* Novice teachers will be assigned mentors by PDF Pat Curran by September 12, 2015
* Provide on-going support through Professional Development via Early Release Wednesdays as well as during common planning facilitated by Administration, Coaches, and District Support
* Meet with new teachers once a month to ensure that teacher needs are addressed and the necessary accommodations are made. Megan Pardue, Katrina Blakely, Lydia Harrington, Glen Stroman, Pat Curran
*Celebrate teacher success and accomplishments

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

Selection Criteria:
Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:
• subject/ grade level
• certification
• disposition/interpersonal skills
• common planning
• level of expertise/ area of need
• additional training in Foundations of Mentoring is valued
Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.
Mentoring activities include MINT meetings, peer observations, mentor observation of MINT teachers, MINT teacher observations of mentor teachers, and conferences with mentor teacher and the Professional Development Facilitator will occur on a regular basis.
District support includes cadre support, workshops and professional development opportunities to increase both teaching and content level skills.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

* All teachers will review test specifications and utilize them to plan common lessons that embed rigorous and complex text in all content areas.
* Teachers will follow District Curriculum Guides to maintain appropriate pacing as well as aligned activities/tasks to the complexity of each standard.
* Administrators, Coaches and Specialist will observe and assist as needed to ensure all instructional programs are aligned to Florida's standards.
* Formative Assessments will be used to gather common data to inform teachers of common misconceptions and what standards to remediate.

Instructional Strategies

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

Terry Parker uses data from performance matters, IEP/504 Plans, academic history, Achieve 3000, and additional resources to determine our student's needs. As this data is accessed adjustments are made to support students individual needs. A few examples of differentiated instruction are: adjusting student level of support by placing them into learning strategies, placing them in intensive subject areas, adjusting levels of articles assigned from Achieve 3000, and or meeting to make or update accommodations to promote student academic success.

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: After School Program

Minutes added to school year: 4,320

Teacher tutoring is available to all students. Coaches and teachers will refer students to attend based on student needs. Terry Parker will also use computers to support students to transitions to the computer Florida State Assessment.

Strategy Rationale

The strategy will increase our graduation rate and help students meet their academic needs.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Pardue, Megan, parduem@duvalschools.org

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

Teachers will maintain a sign in sheet that contains student names, subject studied and follow up assignments.

Strategy: Weekend Program

Minutes added to school year: 2,340

FCAT preparation for 9-10th grade students, Advanced Placement and Industry Certification preparation and Dual Enrollment course support.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Teachers will collect attendance, lesson artifacts, and assessments for all students to monitor progress and effectiveness of instruction.

Student Transition and Readiness

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

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

Our transition supports includes but is not limited to Communities in Schools Student Enrichment
* Communities In Schools Student Enrichment - The Communities In Schools Site Coordinator carries

a caseload of students, including many 9th graders. Students receive counseling, basic needs resources, academic assistance and for some an individual mentor. The Site Coordinator monitors the students' grades, attendance and behavior and when needed communicates with teachers to help work with issues that are obstacles to the students' success in the 9th grade and beyond.

College and Career Readiness

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

Also to help students prepare for life beyond high school we are offering SAT/ACT prep classes during the school day. In the Senior Service Office, college admission speakers are coordinated for juniors and seniors to hear firsthand what it takes to get into the school of their choice. The School Counseling Department, in conjunction with the administrative team, conducts informational nights for parents and students to communicate and develop goals for academic planning. The School Counseling Department also meets with individual classes during the second half of the year conduct student course selections for the upcoming year and highlight yearly requirements for promotion and graduation. During meetings with Seniors, the Senior Counselor and Graduation Coach will discuss with students what they need to do in their senior year and what they will need to do to be successful at the next level. Family nights are also held once per quarter for AVID, Title One, and Financial Aid.

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

We offer the following CTE courses at Terry Parker:
* ACES - No certification at this time
* Culinary Arts 1,2,3,4 & Culinary Specialties - Servsafe certification and National Certificate of Achievement (ProStart)
*Television Production - Adobe Premiere Pro

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

ACES - During master scheduling Terry Parker has made every effort to aline ACES to APES.
Culinary - Culinary Arts CTE classes support academic courses by implementing reading strategies, writing strategies and related Culinary Math concepts to support student achievement. Also differentiated lessons are provided to meet the individual needs of students. Student strength and weaknesses are identified then supported through individualized curriculum.
Digital Video - Is used as an entry course for the IB 6th subject and supports academic courses by implementing reading strategies. writing strategies and critical thinking skills.

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

Things we do at Parker to promote readiness for public post-secondary level include but I'm sure aren't limited to:
• Scheduled College visits to Terry Parker
• Meetings with graduation coach and school counseling department for data chats
• ACT/SAT prep classes
• Transportation to ACT/SAT testing sites

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

The following documents were submitted as evidence for this section:

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

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

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If Terry Parker students feel they belong belong to a safe and positive learning environment, student attendance, student achievement and graduation rate will increase.

G2. If all teachers incorporate literacy strategies that are also aligned to AVID strategies, then student achievement and graduation rate will increase.

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. If Terry Parker students feel they belong belong to a safe and positive learning environment, student attendance, student achievement and graduation rate will increase. `1a`

Targets Supported `1b`

🔑 G071679

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	81.0
Algebra I FSA EOC Pass Rate	37.0
FSA English Language Arts - Achievement	44.0
Bio I EOC Pass	62.0
U.S. History EOC Pass	67.0
Attendance rate	97.0

Resources Available to Support the Goal `2`

- Hero PBIS Model

- 5000 Role Model

- Carnegie Learning and iReady for Enrichment Math Students

- School-wide learning strategies (Cornell Notes and Interactive Notebooks)

- USH and Biology Florida Continuous Improvement Model (FCIM) Focus Lessons

- Achieve 3000

Targeted Barriers to Achieving the Goal `3`

- Learning environment is not optimal for students based on TNTP survey.

Plan to Monitor Progress Toward G1. `8`

A variety of data will collected and analyzed to determine if the strategies are working to meet the behavior goal such as referral, attendance,grades, and TNTP survey data. The leadership team will examine these data points to determine if the new strategies need to be implemented.

Person Responsible
Megan Pardue

Schedule
On 6/10/2016

Evidence of Completion
The leadership team will analyze on a monthly basis through the number of referrals, attendance rates, as well as the quarterly TNTP survey data. Furthermore, the leadership team will compare these data sets to previous months in order to determine if the strategies are impacting our behavior goal.

G2. If all teachers incorporate literacy strategies that are also aligned to AVID strategies, then student achievement and graduation rate will increase. `1a`

🔑 G071680

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	81.0
FSA Mathematics - Achievement	37.0
FSA English Language Arts - Achievement	44.0
Bio I EOC Pass	62.0
U.S. History EOC Pass	67.0

Resources Available to Support the Goal `2`

- School wide training on Cornell Notes and other AVID strategies
- Common planning embedded in the master Schedule
- Vocabulary Initiative
- Model lesson plans
- School based coaches and district support
- Achieve 3000, archive of articles at differing lexile levels, newpapers, NTTimes database, History.com
- After school tutoring
- Credit Recovery for Algebra I retakes
- SAC funding
- Enrichment Math
- Track Performance Matters data
- School-wide Literacy Team

Targeted Barriers to Achieving the Goal `3`

- Professional development not targeted to specific subject areas
- New computer based assessment (FSA)

Plan to Monitor Progress Toward G2. `8`

Data will be reviewed to monitor progress

Person Responsible

Schedule
On 6/10/2016

Evidence of Completion
Data chat records will be kept in evidence folders.

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. If Terry Parker students feel they belong belong to a safe and positive learning environment, student attendance, student achievement and graduation rate will increase. 1

🔑 G071679

G1.B1 Learning environment is not optimal for students based on TNTP survey. 2

🔑 B186872

G1.B1.S1 The Curriculum/ Instruction and Professional Development action teams will survey teachers to determine professional development needs in order to create a positive learning environment. 4

🔑 S198288

Strategy Rationale

Teachers will be equip with the tools and understanding for handling disruptive classroom behaviors that hinders learning to occur in the classroom.

Action Step 1 5

Teachers will be surveyed to determine professional development needs in order to create a positive learning environment.

Person Responsible

Katrina Blakely

Schedule

Evidence of Completion

Survey data

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

Students will be surveyed to determine if they belong to a safe and positive learning environment.

Person Responsible

Megan Pardue

Schedule

Evidence of Completion

Gallop Survey data will be use to analyze if the students feel they below to a safe and learning environment.

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

Admin will conduct walk-throughs to determine if teachers are implementing the strategies from the Lunch and Learn.

Person Responsible

Katrina Blakely

Schedule

Evidence of Completion

Admin will utilize the school-wide Google document to record observations and provide feedback to teachers.

G2. If all teachers incorporate literacy strategies that are also aligned to AVID strategies, then student achievement and graduation rate will increase. 1

G071680

G2.B1 Professional development not targeted to specific subject areas 2

B186873

G2.B1.S1 Professional Development will included examples of what implementation looks like in several subject areas 4

S198291

Strategy Rationale

Strategies presented in CPC meetings are far reaching and can be applied to a variety of subjects.

Action Step 1 5

Utilize school-wide literacy team to model how to incorporate reading strategies across all content areas.

Person Responsible

Lydia Harrington

Schedule

Biweekly, from 10/5/2015 to 4/29/2016

Evidence of Completion

Early release agendas, power points, pd calendar, and products

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Admin and instructional coach walk-through data

Person Responsible

Megan Pardue

Schedule

Daily, from 8/24/2015 to 5/27/2016

Evidence of Completion

Walk-through data form, CAST evaluation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Individual support will be given via Coaching Cycle as well as small group support via common plannning

Person Responsible

Megan Pardue

Schedule

Weekly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Leadership team meeting notes, walk-through data, CAST data

G2.B1.S2 Coaches and Lead teachers will model lessons embedding Literacy strategies. `4`

🔧 S198292

Strategy Rationale

Modeling the literacy strategies will show how to implement specific content-area strategies in the classroom.

Action Step 1 `5`

Selected lead teachers will model how to embed literacy strategies in all content areas

Person Responsible

Lydia Harrington

Schedule

On 6/10/2016

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Teachers will observe another classroom to see literacy strategies embedded in a lesson

Person Responsible

Lydia Harrington

Schedule

On 6/10/2016

Evidence of Completion

Teachers will embed literacy strats in their lessons

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Formative data will be collected as well as walk-through data to ensure that literacy strategies are being used

Person Responsible

Lydia Harrington

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Google form will be used to collect walk-through data

G2.B2 New computer based assessment (FSA) 2

B186874

G2.B2.S1 Teachers will review test item specification and use them to plan lessons and create assessments. 4

S198293

Strategy Rationale

If teachers use item specs to drive instruction teachers and students will be more familiar with the way the test will be designed and have practice with the various assessment types.

Action Step 1 5

Teachers will meet weekly for at least 90 minutes to ensure that all assignments and activities are aligned with the complexity of the standard being taught using the item specifications

Person Responsible

Megan Pardue

Schedule

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

Evidence of Completion

Weekly common planning agendas, minutes, products, lesson plans, walk through data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators will support and monitor by participating in all common planning with their specific subject areas

Person Responsible

Megan Pardue

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans will be submitted to administrators weekly for review

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 [7]

Consistent classroom observations conducted by administrators and instructional coaches

Person Responsible

Megan Pardue

Schedule

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

Evidence of Completion

Feedback from classroom observations and lesson plans

G2.B2.S2 Teachers will engage students in blended learning opportunities regularly such as ACHIEVE3000, I-Ready, and Gizmos to enhance technology skills. [4]

🔧 S198294

Strategy Rationale

Students need as much practice as possible to feel comfortable with using technology.

Action Step 1 [5]

Teachers will have access to computer carts to engage students in blended learning opportunities

Person Responsible

Megan Pardue

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 [6]

Usage data will be analyzed weekly

Person Responsible

Megan Pardue

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Usage data from each program

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

A laptop cart schedule will be distributed and discussed weekly at the leadership team meeting

Person Responsible

Megan Pardue

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Leadership meeting agendas, laptop cart schedules

G2.B2.S3 Teachers will collaborate weekly to plan common lessons by following the DCPS curriculum guides which embeds aligned activities to the complexity level of the standard as well as FSA assessment types. `4`

🔧 S198295

Strategy Rationale

Professional Learning Communities are designed to discuss what students need to know/be able to do, how to teach the information to students, how to assess to ensure understanding, and then discuss how to remediate/enrich if necessary. The curriculum guides are designed to be aligned to the complexity of the FSA which will ensure appropriate grade-level rigor.

Action Step 1 `5`

Teachers will meet with content specific learning communities at least once a week for 90 minutes.

Person Responsible

Megan Pardue

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Each PLC is expected to have a weekly agenda, meeting notes, and a product based on the agenda created.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Administrators and Instructional Coaches will attend weekly PLC meetings.

Person Responsible

Megan Pardue

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Each Administrator will be responsible for keeping a notebook with meeting agendas, notes, and products.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Leadership Team will create a professional development calendar to ensure content-specific professional development throughout the school year.

Person Responsible

Katrina Blakely

Schedule

On 6/10/2016

Evidence of Completion

1) Professional Development Survey, 2) Professional Development Calendar

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be surveyed to determine professional development needs in order to create a positive learning environment.	Blakely, Katrina	9/30/2015	Survey data	one-time
G2.B1.S1.A1	Utilize school-wide literacy team to model how to incorporate reading strategies across all content areas.	Harrington, Lydia	10/5/2015	Early release agendas, power points, pd calendar, and products	4/29/2016 biweekly
G2.B1.S2.A1	Selected lead teachers will model how to embed literacy strategies in all content areas	Harrington, Lydia	8/24/2015	lesson plans	6/10/2016 one-time
G2.B2.S1.A1	Teachers will meet weekly for at least 90 minutes to ensure that all assignments and activities are aligned with the complexity of the standard	Pardue, Megan	8/24/2015	Weekly common planning agendas, minutes, products, lesson plans, walk through data	5/30/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	being taught using the item specifications				
G2.B2.S2.A1	Teachers will have access to computer carts to engage students in blended learning opportunities	Pardue, Megan	8/24/2015		6/10/2016 weekly
G2.B2.S3.A1	Teachers will meet with content specific learning communities at least once a week for 90 minutes.	Pardue, Megan	8/24/2015	Each PLC is expected to have a weekly agenda, meeting notes, and a product based on the agenda created.	6/10/2016 weekly
G1.MA1	A variety of data will collected and analyzed to determine if the strategies are working to meet the behavior goal such as referral, attendance,grades, and TNTP survey data. The leadership team will examine these data points to determine if the new strategies need to be implemented.	Pardue, Megan	9/11/2015	The leadership team will analyze on a monthly basis through the number of referrals, attendance rates, as well as the quarterly TNTP survey data. Furthermore, the leadership team will compare these data sets to previous months in order to determine if the strategies are impacting our behavior goal.	6/10/2016 one-time
G1.B1.S1.MA1	Admin will conduct walk-throughs to determine if teachers are implementing the strategies from the Lunch and Learn.	Blakely, Katrina	12/18/2015	Admin will utilize the school-wide Google document to record observations and provide feedback to teachers.	daily
G1.B1.S1.MA1	Students will be surveyed to determine if they belong to a safe and positive learning environment.	Pardue, Megan	5/30/2016	Gallop Survey data will be use to analyze if the students feel they below to a safe and learning environment.	one-time
G2.MA1	Data will be reviewed to monitor progress		8/24/2015	Data chat records will be kept in evidence folders.	6/10/2016 one-time
G2.B1.S1.MA1	Individual support will be given via Coaching Cycle as well as small group support via common plannning	Pardue, Megan	8/24/2015	Leadership team meeting notes, walk-through data, CAST data	5/23/2016 weekly
G2.B1.S1.MA1	Admin and instructional coach walk-through data	Pardue, Megan	8/24/2015	Walk-through data form, CAST evaluation data	5/27/2016 daily
G2.B2.S1.MA1	Consistent classroom observations conducted by administrators and instructional coaches	Pardue, Megan	8/24/2015	Feedback from classroom observations and lesson plans	5/30/2016 daily
G2.B2.S1.MA1	Administrators will support and monitor by participating in all common planning with their specific subject areas	Pardue, Megan	8/24/2015	Lesson plans will be submitted to administrators weekly for review	6/10/2016 weekly
G2.B1.S2.MA1	Formative data will be collected as well as walk-through data to ensure that literacy strategies are being used	Harrington, Lydia	8/24/2015	Google form will be used to collect walk-through data	6/10/2016 weekly
G2.B1.S2.MA1	Teachers will observe another classroom to see literacy strategies embedded in a lesson	Harrington, Lydia	8/24/2015	Teachers will embed literacy strats in their lessons	6/10/2016 one-time
G2.B2.S2.MA1	A laptop cart schedule will be distributed and discussed weekly at the leadership team meeting	Pardue, Megan	8/24/2015	Leadership meeting agendas, laptop cart schedules	6/10/2016 weekly
G2.B2.S2.MA1	Usage data will be analyzed weekly	Pardue, Megan	8/24/2015	Usage data from each program	6/10/2016 weekly
G2.B2.S3.MA1	Leadership Team will create a professional development calendar to ensure content-specific professional development throughout the school year.	Blakely, Katrina	8/24/2015	1) Professional Development Survey, 2) Professional Development Calendar	6/10/2016 one-time
G2.B2.S3.MA1	Administrators and Instructional Coaches will attend weekly PLC meetings.	Pardue, Megan	8/24/2015	Each Administrator will be responsible for keeping a notebook with meeting agendas, notes, and products.	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If all teachers incorporate literacy strategies that are also aligned to AVID strategies, then student achievement and graduation rate will increase.

G2.B1 Professional development not targeted to specific subject areas

G2.B1.S1 Professional Development will included examples of what implementation looks like in several subject areas

PD Opportunity 1

Utilize school-wide literacy team to model how to incorporate reading strategies across all content areas.

Facilitator

Literacy Team

Participants

All Terry Parker Teachers

Schedule

Biweekly, from 10/5/2015 to 4/29/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be surveyed to determine professional development needs in order to create a positive learning environment.	$0.00
2	G2.B1.S1.A1	Utilize school-wide literacy team to model how to incorporate reading strategies across all content areas.	$0.00
3	G2.B1.S2.A1	Selected lead teachers will model how to embed literacy strategies in all content areas	$0.00
4	G2.B2.S1.A1	Teachers will meet weekly for at least 90 minutes to ensure that all assignments and activities are aligned with the complexity of the standard being taught using the item specifications	$0.00
5	G2.B2.S2.A1	Teachers will have access to computer carts to engage students in blended learning opportunities	$0.00
6	G2.B2.S3.A1	Teachers will meet with content specific learning communities at least once a week for 90 minutes.	$0.00
		Total:	$0.00