

# Terry Parker High School



# 2016-17 Schoolwide Improvement Plan

## Terry Parker High School

7301 PARKER SCHOOL RD, Jacksonville, FL 32211

<http://www.duvalschools.org/tphs>

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

### 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 a monitoring status of "Former F" (see page 4). 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>.

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## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Terry Parker High School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

At Terry Parker High School it is our mission of providing educational excellence is reflected in every school, in every classroom, for every student, every day.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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.

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

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.

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

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.

### 3. Early Warning Systems

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

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

- \* 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	36	36	41	45	158
One or more suspensions	0	0	0	0	0	0	0	0	0	168	122	120	74	484
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	28	46	47	11	132
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	237	116	88	54	495
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	49	87	45	78	259

**c. 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.

**B. Family and Community Engagement**

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

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

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

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

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310411>.

**2. Description**

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

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

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.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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



Name	Title
Almond, Ernest	Dean
Hubler, Lacie	Instructional Coach
Griffin, Karen	Teacher, ESE
McKinney, Megan	Principal
Farmer, Nina	Dean
Robinson, Cameron	Instructional Coach
Curran, Pat	Teacher, K-12
Harris, Oscar	Assistant Principal
Rowan, Tonya	Assistant Principal
Santiago, Lourdes	Assistant Principal

#### **b. Duties**

##### ***1. 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.

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

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, October 11, 2016. 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 2016-2017 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

## 2. School Advisory Council (SAC)

### a. Membership

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

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

### b. Duties

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

##### *a. Evaluation of last year's school improvement plan*

The School Advisory Council 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.

##### *b. 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.

##### *c. 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.

**2. 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.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
McKinney, Megan	Principal
Hubler, Lacie	Instructional Coach
Griffin, Karen	Teacher, ESE
Robinson, Cameron	Instructional Coach
Curran, Pat	Teacher, K-12
Day, Sherrill	Teacher, K-12
Bloodworth, Thomas	Teacher, ESE
Rowan, Tonya	Assistant Principal

**b. Duties**

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

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

**D. Public and Collaborative Teaching**

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

**1. 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.

## **2. 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 Jim Lewis
- \* 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.
- \* Celebrate teacher success and accomplishments

## **3. 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

- \* 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.

## **b. Instructional Strategies**

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

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.

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

**Strategy:** 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**

McKinney, Megan, mckinneym4@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***

Providing additional support for students will improve high stake test results as well as assist with advance course work.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

McKinney, Megan, mckinneym4@duvalschools.org

***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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

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.

**b. College and Career Readiness**

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

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.

**2. 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

**3. 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 align 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.

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

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

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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



C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Terry Parker students feel they belong to a safe and positive learning environment, student attendance, student achievement and graduation rate will increase.
- G2.** If Terry Parker develops great educators and leaders through meaningful professional development, then the students will meet the demands of the Florida Standards and the school will address students' individual needs.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If Terry Parker students feel they belong to a safe and positive learning environment, student attendance, student achievement and graduation rate will increase. 1a

G086611

### Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0
Algebra I EOC Pass Rate	25.0
FSA ELA Achievement	37.0
Bio I EOC Pass	60.0
U.S. History EOC Pass	67.0
Attendance rate	97.0

### Targeted Barriers to Achieving the Goal 3

- Learning environment is not optimal for students based on student and external stakeholder responses to the TNTP survey.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Hero PBIS Model
- 5000 Role Model Mentor Program
- Take Stock in Children Mentor Program
- Communities in Schools
- Full Service schools
- Challenge Day

### 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 data, 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 McKinney

#### Schedule

Biweekly, from 9/14/2016 to 6/9/2017

#### 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 Terry Parker develops great educators and leaders through meaningful professional development, then the students will meet the demands of the Florida Standards and the school will address students' individual needs. 1a

G086612

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	88.0
FSA Mathematics Achievement	25.0
FSA ELA Achievement	37.0
Bio I EOC Pass	60.0
U.S. History EOC Pass	67.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher understanding of new FL standards.
- Writing and delivery of engaging lessons that empower students to think at the next level.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- PD surrounding the unpacking of the standards to ensure that all of the standard is being taught with fidelity.
- Common planning embedded in the master Schedule
- Utilization of the DCPS work protocol in a consistent manner.
- Model lesson plans that utilizes subject area Item Specifications
- School based coaches and district support
- Achieve 3000, archive of articles at differing lexile levels in ELA, Science, and SS classrooms, iLit
- After school tutoring
- Creating a model classroom across all content areas.
- Create frequent common formative assessments that assess students at the complexity level.
- New Math Progression focusing on data-driven scheduling to ensure students are supported in the areas needed.
- School-wide progress monitoring plan
- School-wide Literacy Team

**Plan to Monitor Progress Toward G2.** 8

Pre and Post assessments will be created by instructional coaches at the complexity level of the standard to assess students' progress.

**Person Responsible**

Megan McKinney

**Schedule**

Every 3 Weeks, from 8/22/2016 to 6/9/2017

***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 to a safe and positive learning environment, student attendance, student achievement and graduation rate will increase. **1**

 **G086611**

**G1.B1** Learning environment is not optimal for students based on student and external stakeholder responses to the TNTP survey. **2**

 **B230187**

**G1.B1.S1** Teachers will be surveyed and behavior data will be collected to determine professional development needs in order to create a positive learning environment within their classroom. **4**

 **S242823**

### 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 and behavior data will be collected to determine professional development needs in order to create a positive learning environment within their classroom

### Person Responsible

Nina Farmer

### Schedule

On 6/9/2017

### 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 McKinney

**Schedule**

On 1/9/2017

***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 professional development opportunity

**Person Responsible**

Megan McKinney

**Schedule**

Daily, from 9/14/2016 to 6/9/2017

***Evidence of Completion***

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

**G1.B1.S2** Faculty and staff will be trained on the HERO system to provide positive feedback to students who are modeling appropriate behavior. 4

 S242824

### Strategy Rationale

Students need to be recognized for appropriate behavior which will provide ownership and pride within the school.

### Action Step 1 5

Teachers will use the HERO system to track positive behaviors for the students in the classroom.

#### Person Responsible

Megan McKinney

#### Schedule

Daily, from 8/31/2016 to 6/9/2017

#### Evidence of Completion

Data will be collected from the HERO program to indicate teacher usage

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teacher usage data from the HERO program will be used to determine implementation.

#### Person Responsible

Megan McKinney

#### Schedule

Biweekly, from 9/14/2016 to 6/9/2017

#### Evidence of Completion

Data from the HERO program, discipline referral rate

## Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Data will be collected biweekly to ensure teachers are using the program to document positive behaviors.

### Person Responsible

Megan McKinney

### Schedule

Biweekly, from 9/14/2016 to 6/9/2017

### Evidence of Completion

HERO data, discipline referral data, student feedback, teacher feedback

**G1.B1.S3** Hero PBIS model is implemented as a new initiative at Terry Parker this school year regarding student behavior called PBIS. PBIS stands for “Positive Behavior Interventions and Support.” It is a planned approach for school behavior that emphasis: prevention of problem behaviors through proactive instruction of desired behavior; regular reinforcement of appropriate behavior; monitoring and correction of problem behavior; application of more intensive and individualized behavior support for students who do not respond to prevention effort 4

 S242825

### Strategy Rationale

Students will feel they belong to a safe and positive learning environment.

## Action Step 1 5

Implement HERO Positive Behavior Interventions and Support Plan

### Person Responsible

Megan McKinney

### Schedule

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

### Evidence of Completion

HERO Reports and Discipline Reports



**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Observe Positive Behavior Interventions

**Person Responsible**

Megan McKinney

**Schedule**

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

***Evidence of Completion***

Classrooms, common area observations, and positive behavior incentives

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Track Positive Behavior Interventions

**Person Responsible**

Megan McKinney

**Schedule**

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

***Evidence of Completion***

Referrals, Positive Behavior Logs, and participation in positive behavior incentives (sign in sheets)

**G2.** If Terry Parker develops great educators and leaders through meaningful professional development, then the students will meet the demands of the Florida Standards and the school will address students' individual needs. 1

G086612

**G2.B1** Teacher understanding of new FL standards. 2

B230188

**G2.B1.S1** Teachers, coaches, and administrators will included using the DCPS work protocol on a regular basis in common planning. 4

S242826

### Strategy Rationale

The utilization of the DCPS work protocol will ensure teachers are teaching at the complexity level appropriate to the standard in Math, ELA/Reading, Biology, and US History.

### Action Step 1 5

Teachers will learn how to use the EQUIP work protocol to align student tasks and assignments to the complexity level of the standard.

#### Person Responsible

Lacie Hubler

#### Schedule

Biweekly, from 9/14/2016 to 6/9/2017

#### 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 McKinney

#### Schedule

Daily, from 9/14/2016 to 6/9/2017

#### Evidence of Completion

Walk-through data form, CAST evaluation data, student assignments/tasks, PLC documentation

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

Individual and small group support will be given via Instructional coaches and administrators during common planning and as needed.

### Person Responsible

Megan McKinney

### Schedule

Weekly, from 9/14/2016 to 6/9/2017

### Evidence of Completion

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

## G2.B3 Writing and delivery of engaging lessons that empower students to think at the next level. 2

 B230190

**G2.B3.S2** Empower model teachers to share and model best practices and strategies that engage student learning. 4

 S242831

### Strategy Rationale

When teachers are able to see strategies work in similar classrooms with similar students, they are able to replicate good teaching and learning.

## Action Step 1 5

Allow for teachers to visit model classrooms to observe good teaching practices such as the gradual release model, flexible grouping, teacher-led small group, data chats, etc.

### Person Responsible

Megan McKinney

### Schedule

Daily, from 9/14/2016 to 6/9/2017

### Evidence of Completion

Coaching cycle evidence, walk-through next steps

### Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Administration walk-through next steps as well as coaching cycles will be documented and monitored to prove fidelity of the implementation

**Person Responsible**

Megan McKinney

**Schedule**

Weekly, from 9/14/2016 to 6/9/2017

***Evidence of Completion***

Coaching logs, admin walk-through data and next steps, PLC agendas and minutes

### Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

After teachers have observed model classrooms, the expectation will be to mirror a strategy that was observed such as flexible grouping, rotations, teacher-led small group, differentiation based on formative data, gradual release model, questioning.

**Person Responsible**

Megan McKinney

**Schedule**

Weekly, from 9/14/2016 to 6/9/2017


***Evidence of Completion***

Walk-through data, teacher feedback

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B1.S1.MA1 M324931	Students will be surveyed to determine if they belong to a safe and positive learning environment.	McKinney, Megan	1/9/2017	Gallop Survey data will be use to analyze if the students feel they belong to a safe and learning environment.	1/9/2017 one-time
G1.B1.S3.MA1 M324934	Track Positive Behavior Interventions	McKinney, Megan	8/15/2016	Referrals, Positive Behavior Logs, and participation in positive behavior incentives (sign in sheets)	6/2/2017 biweekly
G1.B1.S3.MA1 M324935	Observe Positive Behavior Interventions	McKinney, Megan	8/15/2016	Classrooms, common area observations, and positive behavior incentives	6/2/2017 daily
G1.B1.S3.A1 A314220	Implement HERO Positive Behavior Interventions and Support Plan	McKinney, Megan	8/15/2016	HERO Reports and Discipline Reports	6/2/2017 weekly
G1.MA1 M324936	A variety of data will collected and analyzed to determine if the strategies are working to meet...	McKinney, Megan	9/14/2016	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.	6/9/2017 biweekly
G2.MA1 M324947	Pre and Post assessments will be created by instructional coaches at the complexity level of the...	McKinney, Megan	8/22/2016	Data chat records will be kept in evidence folders.	6/9/2017 every-3-weeks
G1.B1.S1.MA1 M324930	Admin will conduct walk-throughs to determine if teachers are implementing the strategies from the...	McKinney, Megan	9/14/2016	Admin will utilize the school-wide Google document to record observations and provide feedback to teachers.	6/9/2017 daily
G1.B1.S1.A1 A314218	Teachers will be surveyed and behavior data will be collected to determine professional development...	Farmer, Nina	9/14/2016	Survey data	6/9/2017 one-time
G2.B1.S1.MA1 M324937	Individual and small group support will be given via Instructional coaches and administrators...	McKinney, Megan	9/14/2016	Leadership team meeting notes, walk-through data, CAST data	6/9/2017 weekly
G2.B1.S1.MA1 M324938	Admin and instructional coach walk-through data	McKinney, Megan	9/14/2016	Walk-through data form, CAST evaluation data, student assignments/tasks, PLC documentation	6/9/2017 daily
G2.B1.S1.A1 A314221	Teachers will learn how to use the EQUIP work protocol to align student tasks and assignments to...	Hubler, Lacie	9/14/2016	Early release agendas, power points, pd calendar, and products	6/9/2017 biweekly
G1.B1.S2.MA1 M324932	Data will be collected biweekly to ensure teachers are using the program to document positive...	McKinney, Megan	9/14/2016	HERO data, discipline referral data, student feedback, teacher feedback	6/9/2017 biweekly
G1.B1.S2.MA1 M324933	Teacher usage data from the HERO program will be used to determine implementation.	McKinney, Megan	9/14/2016	Data from the HERO program, discipline referral rate	6/9/2017 biweekly
G1.B1.S2.A1 A314219	Teachers will use the HERO system to track positive behaviors for the students in the classroom.	McKinney, Megan	8/31/2016	Data will be collected from the HERO program to indicate teacher usage	6/9/2017 daily
G2.B3.S2.MA1 M324945	After teachers have observed model classrooms, the expectation will be to mirror a strategy that...	McKinney, Megan	9/14/2016	Walk-through data, teacher feedback	6/9/2017 weekly
G2.B3.S2.MA1 M324946	Administration walk-through next steps as well as coaching cycles will be documented and monitored...	McKinney, Megan	9/14/2016	Coaching logs, admin walk-through data and next steps, PLC agendas and minutes	6/9/2017 weekly

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*Terry Parker High School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.A1  A314225	Allow for teachers to visit model classrooms to observe good teaching practices such as the gradual...	McKinney, Megan	9/14/2016	Coaching cycle evidence, walk-through next steps	6/9/2017 daily

## V. Professional Development Opportunities

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

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

**G1.B1** Learning environment is not optimal for students based on student and external stakeholder responses to the TNTP survey.

**G1.B1.S1** Teachers will be surveyed and behavior data will be collected to determine professional development needs in order to create a positive learning environment within their classroom.

### PD Opportunity 1

Teachers will be surveyed and behavior data will be collected to determine professional development needs in order to create a positive learning environment within their classroom

#### Facilitator

Deans of Discipline

#### Participants

Teachers

#### Schedule

On 6/9/2017

**G2.** If Terry Parker develops great educators and leaders through meaningful professional development, then the students will meet the demands of the Florida Standards and the school will address students' individual needs.

**G2.B1** Teacher understanding of new FL standards.

**G2.B1.S1** Teachers, coaches, and administrators will included using the DCPS work protocol on a regular basis in common planning.

### **PD Opportunity 1**

Teachers will learn how to use the EQUIP work protocol to align student tasks and assignments to the complexity level of the standard.

#### **Facilitator**

Instructional Coaches

#### **Participants**

All Terry Parker Teachers

#### **Schedule**

Biweekly, from 9/14/2016 to 6/9/2017



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers will be surveyed and behavior data will be collected to determine professional development needs in order to create a positive learning environment within their classroom	\$0.00
2	G1.B1.S2.A1	Teachers will use the HERO system to track positive behaviors for the students in the classroom.	\$0.00
3	G1.B1.S3.A1	Implement HERO Positive Behavior Interventions and Support Plan	\$0.00
4	G2.B1.S1.A1	Teachers will learn how to use the EQUIP work protocol to align student tasks and assignments to the complexity level of the standard.	\$0.00
5	G2.B3.S2.A1	Allow for teachers to visit model classrooms to observe good teaching practices such as the gradual release model, flexible grouping, teacher-led small group, data chats, etc.	\$0.00
Total:			\$0.00