Terry Parker High School

2019-20 Schoolwide Improvement Plan

Table of Contents

Terry Parker High School

7301 PARKER SCHOOL RD, Jacksonville, FL 32211

http://www.duvalschools.org/tphs

Demographics

Principal: Robert Hudson

Start Date for this Principal: 8/2/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (52%) 2016-17: B (55%) 2015-16: C (43%) 2014-15: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

Table of Contents

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)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Terry Parker High School aims to provide meaningful daily instruction and multiple pathways to ensure all students, regardless of program, are given the tools necessary to succeed in life. Terry Parker High School provides opportunities for students to apply knowledge in real-world experiences, to gain knowledge in developing interpersonal skills, and to bridge the gap between high school and global citizenship.

Provide the school's vision statement.

Students will be competent consumers of information as they seek out and create opportunities to expand their awareness and knowledge of the world. They will empower their own educational path and be leaders in programs on our campus with the aim of making our school, as well as, the world a better place.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
McKinney, Megan	Principal	
Almond, Ernest	Dean	
Griffin, Karen	Teacher, ESE	
Robinson, Cameron	Instructional Coach	
Santiago, Lourdes	Assistant Principal	
Harris, Oscar	Assistant Principal	
Day, Sherrill	Teacher, K-12	
Curran, Pat	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	431	491	376	325	1623
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	49	37	32	161
One or more suspensions	0	0	0	0	0	0	0	0	0	35	27	18	20	100
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	30	18	12	4	64
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	67	55	40	28	190

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	27	18	13	21	79

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	18	32	23	1	74
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	5	4	0	12

FTE units allocated to school (total number of teacher units)
59

Date this data was collected or last updated
Monday 8/12/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	31%	47%	56%	36%	46%	53%
ELA Learning Gains	43%	48%	51%	49%	45%	49%
ELA Lowest 25th Percentile	34%	42%	42%	39%	39%	41%
Math Achievement	40%	51%	51%	54%	59%	49%
Math Learning Gains	46%	52%	48%	51%	52%	44%
Math Lowest 25th Percentile	44%	47%	45%	40%	45%	39%
Science Achievement	46%	65%	68%	55%	64%	65%
Social Studies Achievement	64%	70%	73%	63%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	**10**	**11**	**12**	
Number of students enrolled	431 (0)	491 (0)	376 (0)	325 (0)	1623 (0)
Attendance below 90 percent	43 ()	49 ()	37 ()	32 ()	161 (0)
One or more suspensions	35 (0)	27 (0)	18 (0)	20 (0)	100 (0)
Course failure in ELA or Math	30 (0)	18 (0)	12 (0)	4 (0)	64 (0)
Level 1 on statewide assessment	67 (0)	55 (0)	40 (0)	28 (0)	190 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
09	2019	27%	48%	-21%	55%	-28%
	2018	25%	48%	-23%	53%	-28%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	31%	48%	-17%	53%	-22%
	2018	37%	49%	-12%	53%	-16%
Same Grade Comparison		-6%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	67%	-23%	67%	-23%
2018	50%	63%	-13%	65%	-15%
Compare		-6%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	68%	-7%	70%	-9%
2018	61%	64%	-3%	68%	-7%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	57%	-36%	61%	-40%
2018	24%	61%	-37%	62%	-38%
Compare		-3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	61%	-12%	57%	-8%
2018	32%	57%	-25%	56%	-24%
Compare		17%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	7	30	34	14	30		24	46		89	31
ELL	9	26	16	26	43		18	23		76	38
ASN	30	42		62						100	93
BLK	24	40	40	34	42	34	42	58		94	54
HSP	29	36	17	34	53	64	42	60		96	50
MUL	42	50		79			40	85		100	63
WHT	50	58	50	57	55	60	67	84		88	73
FRL	26	39	32	34	41	43	42	55		93	55

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	20	9	7			21	33		78	45
ELL	4	30	26	13			31	39		86	67
ASN	39	56	30	53				75		93	69
BLK	27	38	27	27	50	54	44	61		88	60
HSP	35	44	30	35	54		59	61		86	74
MUL	62	65		47			82	69		90	78
WHT	50	50	17	44	58		69	78		95	83
FRL	32	43	30	31	51	50	50	62		90	63

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	22	19	20	47		21	40		90	43
ELL	8	34	35	63	63		40	46		61	82
ASN	56	65									
BLK	29	45	43	54	52	46	48	59		86	71
HSP	34	53	34	63	59	50	58	71		83	70
MUL	46	60		33	27		67	48		75	
WHT	51	53	22	55	51	29	65	71		91	86
FRL	32	48	39	53	52	43	46	59		87	69

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	547

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA Lowest 25 Percentile showed the lowest performance. The contributing factor to last year's performance was the students were placed in an English Honors course since we do not offer standard classes. As a result, the students experienced instruction that was at a faster pace than normal.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The ELA Lowest 25 Percentile showed the greatest decline from the prior year. Unfortunately, the reading teacher did not follow the curriculum guide given by the district and did not provide differentiated instruction on a daily basis.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap compared to the state average was the ELA Lowest 25 Percentile and Math Proficiency. In both subjects, we were one percentage below the state average. The factor that contributed the most is that we did not offer consistent tutoring for these students outside of the classroom.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Geometry Achievement. As a result of monthly monitoring, students improved their Geometry ability.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One potential concern is that we have several students that are failing English and Math courses due to the academic rigor.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Proficiency
2. Algebra 1 Proficiency
3. LPQ in ELA
4. LPQ in Math

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve Reading proficiency across all grade levels.
Rationale	If Terry Parker aligns instruction with standards with a focus on literacy, then student achievement will increase in all subject areas.

State the measurable outcome the school plans to achieve	Reading proficiency will improve to 35% on the Reading Florida Standards Assessment.
Person responsible for monitoring outcome	Megan McKinney (mckinneym4@duvalschools.org)
Evidence-based Strategy	*Tutoring for students after SAI funds are expended. *Adding a reading, science, and math teachers will reduce class size and will provide opportunity to cohort based on data.
Rationale for Evidence-based Strategy	Admin staff and teachers will collaborate during professional learning communities to ensure all instruction is heavily align to the standard being addressed. The rationale is we must give what students need to know and be able to do to be successful on the FSA at the end of the year in a variety of courses. The following will be evidence of effectiveness of the strategy including but not limited to: Observational data from Administration and Instructional Coaches, Utilization and review of Standards Walk Through form, Analysis of student work, Analysis of Achieve3000 data, Analysis of PMA data.

Action Step	
Description	1. Administration will determine next steps after walking classrooms together at least once a week to increase the use of literacy strategies and ensure alignment through a coaching cycle. 2. Teachers will unpack all standards during PLC meetings and decide on aligned activities to enhance student learning and promote literacy strategies including formative assessment options. 3. Administrators will continue to facilitate the use of planning protocols through gradual release process. 4. Admin will create a planning cycle using the Common Planning Tool, Student Equip Protocol, Standard Analysis Tool, and Data Analysis Tool 5. Adding a reading teacher via Title 1 will assist with class size and to be able to cohort students based on data. 6. Attend the AVID Institute to train the trainer with reading and writing strategies from AVID. Students are scheduled into AVID to assist with reading proficiency along with post secondary plans. 7. Adding a reading teacher via Title 1 will assist with class size and to be able to cohort students based on data. 8. Adding a science teacher via Title 1 will assist with class size and to be able to cohort students based on data.
Person Responsible	Megan McKinney (mckinneym4@duvalschools.org)

#2	
Title	Improve Mathematics proficiency
Rationale	If Terry Parker improves algebra 1 and geometry proficiency, then all other math areas will improve.

State the measurable outcome the school plans to achieve	Algebra 1 proficiency will improve to 35% on the Algebra 1 EOC. Geometry proficiency will improve to 55% on the Geometry EOC.
Person responsible for monitoring outcome	Megan McKinney (mckinneym4@duvalschools.org)
Evidence-based Strategy	*Materials will be purchased to support students LP 25 students. *Tutoring for students after SAI funds are expanded *Increasing the number of positions in mathematics will decrease the class size as well as provide opportunity in the students' schedules to offer a remediation course.
Rationale for Evidence-based Strategy	Admin staff and teachers will collaborate during professional learning communities to ensure all instruction is heavily align to the standard being addressed. The rationale is we must give what students need to know and be able to do to be successful on the FSA at the end of the year in a variety of courses. The following will be evidence of effectiveness of the strategy including but not limited to: Observational data from Administration and Instructional Coaches, Utilization and review of Standards Walk Through form, Analysis of student work, Analysis of PMA data.

Action Step

Description	1. Utilize a math interventionist via GEAR UP to ensure teachers have support in the classroom in regards to mathematics strategies and alignment of student tasks and activities 2. Administration and Coach will determine next steps after walking classrooms together at least once a week to increase the use of literacy strategies and ensure alignment through a coaching cycle. 3. Teachers will unpack all standards during PLC meetings and decide on aligned activities to enhance student learning and promote literacy strategies including formative assessment options. 4. Coaches and Administrators will continue to facilitate the use of planning protocols through gradual release process. 5. Coaches will create a planning cycle using the Common Planning Tool, Student Equip Protocol, Standard Analysis Tool, and Data Analysis Tool 6. Students will be double blocked in math to provide remediation every other day based on formative data from the classroom. 7. A science position was added to the SIP to assist with class size in addition the teacher is dual certified in both math and science. We are using science cross curricular to assist with math proficiency.
Person Responsible	Megan McKinney (mckinneym4@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Terry Parker provides positive relationship with parents and families through on going communication monthly via Blackboard Communication. Additionally, there are planned parent nights throughout the year where parents and families have opportunities to discuss their students' progress as well as communicate with all internal stakeholders of the school. Furthermore, Terry Parker has created a Family and Community Engagement Room where external stakeholders can utilize technology and other resources to reinforce academic as well as social emotional needs. 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.

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

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.

We have a mental health counselor assigned to our school three days a week. In order for a student to receive services, a student has to be referred from the counselor or a teacher.

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

For incoming students, the school provides several events such 9th Grade Game Night, 9th Grade Summer Orientation.. For the outgoing cohort of students, we provide a Financial Aide Night and College Application Seminar.

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.

After analyzing FSA, EOC, and AP/IB data, the leadership team determines which subgroups of students are not making adequate progress. For example, our PFEP plan is designed based on the needs of the students such as our PSAT/ACT/SAT scores are below the national average. Therefore, we have established a PSAT Parent Night to inform parents the importance the assessment and how they help

their child be successful. Furthermore, we hired additional tutors for Saturday school for the group of students who are taking AP courses since our scores are far below the national average.

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

We use several strategies to advanced college and career awareness such as college rep visits. For example, the month of September we have over 50 colleges visiting our school. Also, during senior nights, we have stakeholders such as certified accountants to help students with the financial aid process for college application.