



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Terry Parker High School  
7301 PARKER SCHOOL RD  
Jacksonville, FL 32211  
904-720-1650  
<http://www.duvalschools.org/tphs>

## School Demographics

**School Type**  
High School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
62%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
71%

## School Grades History

**2013-14**  
B

**2012-13**  
C

**2011-12**  
C

**2010-11**  
B

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA   | N/A    | N/A |

  

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|----------|------------------------|----------|------------------|
| No       | No                     | No       | No               |

## Current School Status

### School Information

#### School-Level Information

##### School

Terry Parker High School

##### Principal

Scott Schneider

##### School Advisory Council chair

Tony Johnson

#### Names and position titles of the School-Based Leadership Team (SBLT)

| Name             | Title               |
|------------------|---------------------|
| Sabrina Hamilton | Assistant Principal |
| Michele Green    | Assistant Principal |
| Lourdes Santiago | Assistant Principal |
| Tina Wilson      | Assistant Principal |

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Principal: Scott Schneider

Chair: Tony Johnson

Co-Chair: George Bennett

Secretary: Katrina Blakely

Made up of two teachers, community members and parents.

#### Involvement of the SAC in the development of the SIP

SAC reads over 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.

#### Activities of the SAC for the upcoming school year

SAC will meet once per month and hear what is going at the school as well as take requests for funds. SAC members attend and promote the meetings and council at Open House.

**Projected use of school improvement funds, including the amount allocated to each project**

Each of the projects that SAC approves are good for the entire student population. In previous years, calculators were bought for the entire math department, t-shirts for the program Challenge Day.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators****# of administrators**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

| <b>Scott Schneider</b> |                           |                            |
|------------------------|---------------------------|----------------------------|
| Principal              | Years as Administrator: 5 | Years at Current School: 3 |

**Credentials**

\*Bachelor of Arts in Education from University of North Florida  
 \*Masters in Art and Teaching: Educational Leadership from University of North Florida

**Performance Record**

2012-2013, Terry Parker High School  
 Grade:P  
 Reading Mastery: 37 % ( +4%)  
 Math mastery: 50% (+3%)  
 Science Mastery: 54% (+8%),  
 Writing Mastery: 62 (-26 due to increase to 3.5)  
 Reading gains: 60% (+7%)  
 Math gains: 71% (+4%)  
 BQ Reading: 67% (+4%)  
 BQ Math: 75% (-9%)  
 2011-2012, Terry Parker High School  
 Grade: C,  
 Reading Mastery: 33 % ( +2%)  
 Math mastery:47% (-21% due to Alg. EOC)  
 Science Mastery: 46% (5 pt Increase),  
 Writing Mastery: 88 (2 pt Increase)  
 Reading gains: 53%(10% increase)  
 Math gains: 67%(5% decrease)  
 BQ Reading: 63%(9% increase)  
 BQ Math: 84% (17% increase)  
 Total points: 497(increase of 25 points)  
 Overall gains, 25 point increase.  
 Assistant Principal Ribault High School 2009-2011  
 School grade: 2010 moved from D to C  
 School grade:2009 moved from F to C  
 Assistant Principal Robert E. Lee High School 2006-2009  
 School grade 2008- D to C  
 School grade 2007- increased 30+ points maintained D

| <b>Sabrina Irene Hamilton</b> |                            |                            |
|-------------------------------|----------------------------|----------------------------|
| Asst Principal                | Years as Administrator: 10 | Years at Current School: 0 |

**Credentials**

Bachelors in Education (Specific Learning Disabilities) Masters in Education Leadership

**Performance Record**

Ms. Hamilton has experience with increasing student achievement and working with low performing students in reading. As an Assistant Principal at Ribault High School for 10 years the school grade has improved from F-D-C-A. She has monitored graduation and at risk graduation rate where the school overall graduation rate significantly increased 22%.



**Michele Green**

Asst Principal

Years as Administrator: 10

Years at Current School: 3

**Credentials**

Bachelors in Secondary Education with emphasis on History  
 Masters in Educational Leadership  
 Certifications in History 6-12 and Educational Leadership K-12

**Performance Record**

Reading  
 Yr % Level 3+ % Learning Gains Lower 25 School Grade  
 10-11 15% 30% 40% C  
 11-12 31% 51% 61% A  
 12-13 28% 46% 58% Pending  
 US History  
 12-13 86% Pass

**Lourdes Santiago**

Asst Principal

Years as Administrator: 2

Years at Current School: 4

**Credentials**

Bachelor of Art in Education, Master of Science in Management and Administration of Educational Programs. I am currently certified in Educational Leadership (All Levels), Elementary Education (Grades K-6), Exceptional Student Education (Grades K-12), and have an Endorsement in English for Speakers of Other Languages (ESOL)

**Performance Record**

Year % Level 3+ % Learning Gains Lower25 School Grade  
 09-10 31% 43% 39% C  
 10-11 31% 43% 54% B  
 11-12 33% 53% 63% C  
 12-13 37% 60% 67% Unknown

**Tina Miranda Wilson**

Asst Principal

Years as Administrator: 0

Years at Current School: 5

**Credentials**

Associates of Arts  
 Bachelors in Chorale Music  
 Masters in Educational Leadership

**Performance Record**

Year % Level 3+ % Learning Gains Lower25 Grade  
 09-10 31% 43% 39% C  
 10-11 31% 43% 54% B  
 11-12 33% 53% 63% C  
 12-13 37% 60% 67% Unknown

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Patricia Goodall Melvin**

Full-time / District-based

Years as Coach: 14

Years at Current School: 6

**Areas**

Reading/Literacy

**Credentials**

M.Ed. Secondary Reading

**Performance Record**

Since my arrival at Terry Parker, our school grade has improved from 1point away from an F to a B to a C.

Year % Level 3+ % Learning Gains Lower 25 School Grade

07-08 29% 42% 41% D

08-09 29% 39% 39% D

09-10 31% 43% 39% C

10-11 31% 43% 54% B

11-12 33% 53% 63% C

12-13 37% 60% 67% Unknown

**Sarah Wiggins**

Full-time / District-based

Years as Coach: 1

Years at Current School: 5

**Areas**

Mathematics

**Credentials**

BA in Middle School mathematics and Science Education  
 Certified in Mathematics Grades 6-12 and Middle Grades  
 integrated curriculum grades 5-9

**Performance Record**

Since my arrival at Terry Parker, our school grade has improved from 1point away from an F to a B to a C.

Year % Level 3+ % Learning Gains Lower 25 School Grade

09-10 62% 69% 64% D

10-11 68% 72% 67% B

11-12 47% 67% 84% C

12-13 50% 71% 75% Unknown

**Classroom Teachers****# of classroom teachers**

85

**# receiving effective rating or higher**

78, 92%

**# Highly Qualified Teachers**

93%

**# certified in-field**

78, 92%

**# ESOL endorsed**

13, 15%

**# reading endorsed**

5, 6%

**# with advanced degrees**

31, 36%

**# National Board Certified**

2, 2%

**# first-year teachers**

4, 5%

**# with 1-5 years of experience**

30, 35%

**# with 6-14 years of experience**

22, 26%

**# with 15 or more years of experience**

30, 35%

**Education Paraprofessionals****# of paraprofessionals**

11

**# Highly Qualified**

11, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

- \* Novice teachers will be assigned mentors by PDF Pat Curran by September 3, 2013
- \* Provide on-going support through Professional Development via Wednesday Training and Monday whole group CPCs 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. Scott Schneider, Sabrina Hamilton, Lydia Harrington, Pat Melvin, Pat Curran

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The pairing of MINT/Mentor teacher is based on subject area, expertise in content, and effectiveness of the mentor teacher.

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.

District support includes cadre support, workshops and professional development opportunities to increase both teaching and content level skills.

MINT Mentors 2013-2014

Mint Teacher Year Department Mentor

Anderson, Robert 3 Sci Potter

Campbell, Elisabeth 3 ELA Echevarria

DeBuys, Claire 2 Math Day

Grill, Amanda 2 Math Fenton

Harold-Jackson, Ter 2 Elective Smith

Jacobs, Mark 2 Math Fenton

McElhinney, Math 2 Read Brown, Crissy

Robinson, Carla 2 Read Brown, Crissy

Salazar, Jonathan 2 Sci Lewis, Jim

Yant, Deborah 2 Math Curran

Anderson, Brittany 1 ELA Grubbs

Balom, Tommy 1 Excel Bloodworth

Davis, William 1 Math Bloodworth

Edgerton, Amanda 1 Sci Day

Jones, Lindsay 1 Read Melvin, Pat

McClendon, William 1 Elective Curran

Reidell, Ronald 1 Excel Bloodworth

Saville, Laura 1 Elective Jursa

MINT Meeting Dates

September 9, 2013

October 7, 2013

November 4, 2013

December 9, 2013

January 6, 2014

February 3, 2014

March 3, 2014

April 7, 2014

May 5, 2014

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

## **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Administrators will monitor implementation during classroom walkthroughs and track progress during CPC meetings. Coaches will provide support for teachers by helping plan lessons that provides differentiated instruction in the classroom 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.

## **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The MTSS and SIP fidelity will be monitored during classroom walkthroughs and CPC meeting products. Common planning agendas are kept with artifacts showing lesson plans or other requested documents.

## **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Listed assessments are give as dignotic exams and/or progress monitors. Data is used to determined appropriate interventions in related subject areas, and behavior.

- Pre-CAST, CGA, IOWA, DAR, teacher-observed qualitative data, behavior and attendance records

Mid year Sources:

- CGA, DAR, teacher-observed qualitative data, behavior and attendance records

End-of-Year Sources:

- FCAT, Post-CAST, CGA, IOWA, behavior and attendance records

Insight and inform will be used to monitor Curriculum Guide Assessments. Carnegie Learning will be used for tracking the intensive support. Iready will be used as a diagnostic test and supplemental material will be provided from Iready based on the students' results.

## **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The entire faculty will receive in-depth training provided by Pat Melvin, Reading Coach on early release Wednesday that will show teachers how their in-class interventions and strategies correlate with the respective tiers. Teachers will communicate with parents about interventions offered, progress monitoring, and ways parent can support.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 6,120

Teacher tutoring for all students. Coaches and teachers will refer students to attend based on student needs.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Administration will check student sign in sheets and teachers will monitor student progress as a follow up to the sessions.

**Strategy:** Before or After School Program**Minutes added to school year:** 6,720

Provide additional instruction to students who require End of Course retake preparation or Credit Recovery.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Schools will email their Saturday attendance rosters, for staff and students, to their region chief.

**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 Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Schools will email their Saturday attendance rosters, for staff and students, to their region chief.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

| <b>Name</b>      | <b>Title</b>        |
|------------------|---------------------|
| Scott Schneider  | Principal           |
| Sabrina Hamilton | Assistant Principal |
| Michelle Green   | Assistant Principal |
| Lourdes Santiago | Assistant Principal |
| Tina Wilson      | Assistant Principal |
| Carla Robinson   | Department Head     |
| Pat Melvin       | Reading Coach       |
| Karen Griffin    | ESE Lead            |

**How the school-based LLT functions**

- Monthly meetings to review alignment of our work with DCPS Comprehensive K-12 Reading Plan.
- Assess faculty professional development needs
- Form plans on effective implementation of reading/writing goal.
- Address need for instructional rigor in reading in all subject areas

**Major initiatives of the LLT**

- Pullout of lowest 25% in reading for intervention work
- Media Center quarterly Lunch and Read with teachers and students
- Content area vocabulary initiative
- CAR-PD initiative for science and social studies teachers
- Parent Reading Toolbox of currently used strategies on website

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

All teachers have been trained on the CSI model and the WICOR strategy. Teachers will apply the CSI model and WICOR strategies to subject related articles. Reading across the content and these strategies are required and monitored from implementation by administrators.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Terry Parker High School's master schedule provides students the opportunity to take many classes that will be highly beneficial to their futures. On top of rigorous core courses, Terry Parker offers four classes that end with an industry certification (CTE Courses). We also offer four Dual Enrollment courses, fourteen Advanced Placement courses, and thirteen International Baccalaureate courses. These courses and their curriculums give students the connection to the real world. Each of these courses are tied to our overall school goals of increasing reading and math proficiency. Terry Parker High School is in its eighth year of the AVID (Advancement Via Individual Determination) Program. This course uses a hands-on curriculum to assist students with core courses but also showing the relationship between the skills they are learning in core classes and their post-secondary future. We also are continuing to offer a variety of elective courses in science & technology, culinary, ROTC, TV production, music, photo shop, and world languages. All of these courses incorporate future job related activities in their curriculum.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

This year there is a ninth grade transition course offered to all 9th graders. 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 Guidance Department, in conjunction with the administrative team, conducts a Curriculum Night in March for parents and students to communicate and develop goals for academic planning. The Guidance 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.

**Strategies for improving student readiness for the public postsecondary level**

The faculty and staff will increase their efforts to adequately prepare students for success in postsecondary education by analyzing gathered data from the high school feeder report and other pertinent sources. The vision of Terry Parker High School and its stakeholders is to instill a college going culture among the student population beginning with their ninth grade entry year and supplying them all the tools and knowledge necessary to reach their academic goals while gaining opportunities for scholarships, postsecondary readiness test waivers, and having the discussions necessary to empower students to take full advantage of available resources, gain learning strategies and skills to excel in all categories that have been identified for improving student readiness levels for public post secondary education. The strategies that will be used/put into place are as follows: SAT/ACT Prep Course, College Awareness Lessons on Wednesdays, SAT/ACT Test Deadline Announcements, College Bound Brave Incentives, Classes: Math for College Readiness, English for College Readiness, and Math for College Success. Additionally, the School Counselor Advisory Council will meet twice per year, hosted by the Guidance Department, to discuss promotion and graduation requirements, postsecondary readiness



criteria, the advantages of becoming postsecondary ready, pending changes to curriculum, and successes and/or major achievements by Terry Parker staff and students.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 46%           | 37%           | No          | 51%           |
| American Indian            |               |               |             |               |
| Asian                      | 53%           | 63%           | Yes         | 57%           |
| Black/African American     | 36%           | 26%           | No          | 42%           |
| Hispanic                   | 43%           | 34%           | No          | 49%           |
| White                      | 62%           | 52%           | No          | 66%           |
| English language learners  | 29%           | 19%           | No          | 36%           |
| Students with disabilities | 23%           | 13%           | No          | 31%           |
| Economically disadvantaged | 38%           | 31%           | No          | 45%           |

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 77            | 21%           | 24%           |
| Students scoring at or above Achievement Level 4 | 44            | 12%           | 14%           |

### Florida Alternate Assessment (FAA)

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               |               |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               |               |

### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 221           | 60%           | 65%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 247           | 67%           | 68%           |

**Comprehensive English Language Learning Assessment (CELLA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 17   | 81%           | 82%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | <i>[data excluded for privacy reasons]</i> |               | 44%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | <i>[data excluded for privacy reasons]</i> |               | 44%           |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 150           | 56%           | 75%           |

**Area 2: Writing**

|   | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|---|--|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 252  | 62%           | 75%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               | <i>[data excluded for privacy reasons]</i> |               |               |

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group                      | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students               | 34%           | 50%           | Yes         | 41%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 30%           | 40%           | Yes         | 37%           |
| Hispanic                   |               |               |             |               |
| White                      | 47%           | 59%           | Yes         | 52%           |
| English language learners  |               |               |             |               |
| Students with disabilities | 24%           | 21%           | No          | 32%           |
| Economically disadvantaged | 33%           | 46%           | Yes         | 39%           |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               |               |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               |               |

**Learning Gains**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students making learning gains (EOC and FAA)       | 415           | 71%           | 75%           |
| Students in lowest 25% making learning gains (EOC) | 439           | 75%           | 80%           |

**Postsecondary Readiness**

|   | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | 104           | 39%           | 53%           |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 117           | 58%           | 76%           |
| Students scoring at or above Achievement Level 4 | 21            | 10%           | 13%           |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 169           | 44%           | 76%           |
| Students scoring at or above Achievement Level 4 | 51            | 13%           | 15%           |

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

|  | 2013 Actual #                              | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> |               |               |
| Students scoring at or above Level 7   | <i>[data excluded for privacy reasons]</i> |               |               |

**Biology I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 213           | 54%           | 60%           |
| Students scoring at or above Achievement Level 4 | 35            | 8%            | 10%           |

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****High Schools**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more <i>accelerated</i> STEM-related courses            | 283           | 19%           | 20%           |
| Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses |               | 0%            |               |
| Students taking one or more advanced placement exams for STEM-related courses        | 0             | 0%            |               |
| CTE-STEM program concentrators   | 40            |               | 45            |
| Students taking CTE-STEM industry certification exams                                | 0             | 0%            |               |
| Passing rate (%) for students who take CTE-STEM industry certification exams         |               | 0%            |               |

**Area 6: Career and Technical Education (CTE)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses  | 430           | 28%           |               |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 0             | 0%            |               |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses                              |               | 0%            |               |
| Students taking CTE industry certification exams   | 96            | 63%           | 64%           |
| Passing rate (%) for students who take CTE industry certification exams                                  |               | 90%           | 91%           |
| CTE program concentrators  | 45            | 2%            | 3%            |
| CTE teachers holding appropriate industry certifications   | 4             | 100%          | 100%          |

**Area 8: Early Warning Systems**

**High School Indicators**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time   | 367           | 23%           | 22%           |
| Students in ninth grade with one or more absences within the first 20 days                                     | 41            | 10%           | 9%            |
| Students in ninth grade who fail two or more courses in any subject  | 53            | 14%           | 13%           |
| Students with grade point average less than 2.0  | 29            | 2%            | 1%            |
| Students who fail to progress on-time to tenth grade   | 53            | 14%           | 13%           |
| Students who receive two or more behavior referrals  | 569           | 37%           | 35%           |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 403           | 26%           | 23%           |

**Graduation**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students dropping out of school, as defined in s.1003.01(9), F.S.  | 45            | 19%           | 10%           |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | 237           | 82%           | 85%           |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.   | 117           | 56%           | 66%           |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)  | 3             | 73%           | 79%           |

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Terry Parker parents have several avenues to be involved in their student's education. Opportunities include but are not limited to: PTSA, Volunteers, Title I, IB, AVID, Club and Sport Booster programs, ROTC, and SAC.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

**Area 10: Additional Targets****Additional targets for the school**

We will increase our code red drills to ensure all TPHS faculty and staff are aware of the procedures and able execute them quickly and efficiently. We plan to do this by having face to face training, providing teachers with emergency folders, and having code drills.

**Specific Additional Targets**

| Target                       | 2013 Actual # | 2013 Actual % | 2014 Target % |
|------------------------------|---------------|---------------|---------------|
| Increase drills and training | 2             | 50%           | 100%          |

## Goals Summary

- G1.** Goal is to reduce the achievement gap between the AMO targets and current scores through the use of the interactive notebooks, CIS model and WICOR strategy.

## Goals Detail



**G1.** Goal is to reduce the achievement gap between the AMO targets and current scores through the use of the interactive notebooks, CIS model and WICOR strategy.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- School wide training on Cornell Notes
- textbooks
- common planning embedded in the master Schedule
- CIS plan for electives

- Vocabulary Initiative
- supportive leadership
- model lesson plans
- School based coaches and district support (Ms. Jenkins, Ms. Siebert, V. Walton, C. McDuffie)
- archive of articles at differing lexile levels, newspapers, NTTimes database, History.com, media specialist
- after school tutoring
- Credit Recovery for Algebra I retakes
- SAC funding
- Enrichment Math

#### **Targeted Barriers to Achieving the Goal**

- Varied implementation (Lack of teacher follow through and consistency across curriculum)
- not much professional development targeted to specific subject areas

#### **Plan to Monitor Progress Toward the Goal**

Data will be review to monitor progress

#### **Person or Persons Responsible**

Administrators, Coaches, Teachers

#### **Target Dates or Schedule:**

Every nine weeks

#### **Evidence of Completion:**

Data chat records will be kept in evidence folders.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Goal is to reduce the achievement gap between the AMO targets and current scores through the use of the interactive notebooks, CIS model and WICOR strategy.

**G1.B1** Varied implementation (Lack of teacher follow through and consistency across curriculum)

**G1.B1.S1** All teachers will be trained on school wide strategies.

#### **Action Step 1**

Arrange training on Cornell Notes (note taking), CIS model, and WICOR. Provide necessary instructional materials.

#### **Person or Persons Responsible**

Principal: Mr. Schneider

#### **Target Dates or Schedule**

Pre-planning

#### **Evidence of Completion**

Sign in Sheet, strategy use documented in lesson plan, use observed in classroom visit

#### **Facilitator:**

Pat Melvin, Lydia Harrington

#### **Participants:**

Entire Faculty, Administrators

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Evidence of implementation

#### **Person or Persons Responsible**

Coaches and Administration

#### **Target Dates or Schedule**

Daily Classroom Walkthroughs, Bi-Weekly CPC meetings

#### **Evidence of Completion**

Use of strategies seen documented in lesson plans, and observed during class.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Monitor student progress in subject area. Monitor students use of strategies and identify if additional support is needed.

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

During teacher student data chats.

#### **Evidence of Completion**

Teacher-Student data chats will be documented and kept in teachers data notebook.

### **G1.B1.S5 Monitor use of strategies during classroom walkthroughs and discussed in CPC meetings.**

#### **Action Step 1**

Evaluate student work for schoolwide strategies and check for schoolwide consistency.

#### **Person or Persons Responsible**

Coaches and Administrators

#### **Target Dates or Schedule**

During classroom walkthroughs, in CPC meetings, and during administrative evaluations.

#### **Evidence of Completion**

Artifacts will be archived in data notebooks and will be reflected in student work.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S5**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

## **Plan to Monitor Effectiveness of G1.B1.S5**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our Annual Title I Parent Meeting was held on Friday, September 9, 2013. 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 2013-2014 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 Donuts for Dads, Schneider Time (Dinner with the Principal where there is an open forum to discuss parent concerns and/or suggestions), Single Parents Resource Night, 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.

This school year, we have increased our course offering to include courses that students may test and achieve certification in Adobe Premier (Video Editing), Adobe Photoshop (Photographic Editing), Coastal and Environmental Science, and Culinary Arts. We offer students that can work a minimum of fifteen hours a week, a flexible schedule in which they are assigned a OJT supervisor who monitors their employment via documentation and by making site visits to their place of employment. Students who meet the criteria to enroll in OJT courses must be enrolled and in good standing for graduation.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Goal is to reduce the achievement gap between the AMO targets and current scores through the use of the interactive notebooks, CIS model and WICOR strategy.

**G1.B1** Varied implementation (Lack of teacher follow through and consistency across curriculum)

**G1.B1.S1** All teachers will be trained on school wide strategies.

### PD Opportunity 1

Arrange training on Cornell Notes (note taking), CIS model, and WICOR. Provide necessary instructional materials.

#### Facilitator

Pat Melvin, Lydia Harrington

#### Participants

Entire Faculty, Administrators

#### Target Dates or Schedule

Pre-planning

#### Evidence of Completion

Sign in Sheet, strategy use documented in lesson plan, use observed in classroom visit

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal  | Description  | Total    |
|-------|--|----------|
| G1.   | Goal is to reduce the achievement gap between the AMO targets and current scores through the use of the interactive notebooks, CIS model and WICOR strategy. | \$15,000 |
| Total |  | \$15,000 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Other    | Total    |
|----------------|----------|----------|
| SAC            | \$15,000 | \$15,000 |
| Total          | \$15,000 | \$15,000 |

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Goal is to reduce the achievement gap between the AMO targets and current scores through the use of the interactive notebooks, CIS model and WICOR strategy.

**G1.B1** Varied implementation (Lack of teacher follow through and consistency across curriculum)

**G1.B1.S1** All teachers will be trained on school wide strategies.

#### Action Step 1

Arrange training on Cornell Notes (note taking), CIS model, and WICOR. Provide necessary instructional materials.

#### Resource Type

Other

#### Resource

Exam Fees, Instructional Supplies, and Novels

#### Funding Source

SAC

#### Amount Needed

\$15,000