

Duval County Public Schools

Terry Parker High School



2021-22 Schoolwide Improvement Plan

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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: 7/1/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Duval County School Board.

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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Daniels, Evan	Principal	<p>Responsibilities</p> <p>Instructional Leader and oversight of daily school operations</p>
Holmes, Loietta	Assistant Principal	<p>Responsibilities</p> <p>Master Schedule</p> <p>Interim and Report Card Distribution</p> <p>PTSA/SAC</p> <p>Schedule Changes</p> <p>OOF Notifications</p> <p>Substitute/Class Coverage</p> <p>IPDPs</p> <p>ACT Campus Contact</p> <p>Teacher Certifications</p> <p>JTR/Interns</p> <p>Graduation Checks</p> <p>AM/PM Duty</p> <p>Extra-Curricular Supervision</p> <p>Lunch Supervision</p> <p>Safety Nets</p> <p>School Improvement Plan</p> <p>PLC/Common Planning</p> <p>Departments</p> <p>ELA/Reading, Counselors, School Counselor Support Staff, ESOL Paras, Grad Coach and Reading Interventionist</p>
Harris, Oscar	Assistant Principal	<p>Responsibilities</p> <p>Student Services</p> <p>Student IDs</p> <p>Transportation</p> <p>Monthly Safety Drills</p> <p>Marquee</p> <p>Athletics</p> <p>Contracted Services</p> <p>GearUp</p> <p>TRIO</p> <p>AM/PM Duty</p> <p>Extra-Curricular Supervision</p> <p>Lunch Supervision</p> <p>Safety Nets</p> <p>School Improvement Plan</p> <p>PLC/Common Planning</p> <p>Departments</p> <p>Electives, ISSP, Student Services and Student Svcs. Support Staff</p>

Name	Position Title	Job Duties and Responsibilities
Greene, Eric	Assistant Principal	<p>Responsibilities</p> <p>Student Health Svcs.</p> <p>Constituent Concerns</p> <p>Community/Business Partners</p> <p>Title 1</p> <p>Volunteers/Mentors</p> <p>Testing</p> <p>Attendance</p> <p>AM/PM Duty</p> <p>Extra-Curricular Supervision</p> <p>Lunch Supervision</p> <p>Safety Nets</p> <p>School Improvement Plan</p> <p>PLC/Common Planning</p> <p>Departments</p> <p>Mathematics, Mathematics Coach, Security and Main Office Support Staff</p>
Williams, Angela	Assistant Principal	<p>Responsibilities</p> <p>Comprehensive administrative responsibilities</p> <p>AM/PM Duty</p> <p>Extra-Curricular Supervision</p> <p>Lunch Supervision</p> <p>Safety Nets</p> <p>School Improvement Plan</p> <p>PLC/Common Planning</p> <p>Departments</p> <p>PRIDE, ESE, ESE Support Staff and ESE Paras</p>
Trotter, Kellie	Teacher, ESE	<p>Responsibilities</p> <p>Oversee ESE Department and provides oversight over Federal Guidelines and compliance associated with IEP implementation.</p>
Day, Sherrill	Teacher, K-12	<p>Responsibilities</p> <p>Provide Upper-Level Math instruction to students</p>
Johnson-Hart, Stephanie	Dean	<p>Responsibilities</p> <p>Discipline for all students</p> <p>Alternative School Packets</p> <p>PD related to Culture and Climate</p> <p>Oversee Braves Bodega</p> <p>Student IDs</p> <p>AM/PM Duty</p> <p>Extra-Curricular Supervision</p> <p>Lunch Supervision</p>

Name	Position Title	Job Duties and Responsibilities
Durden-Walter, Donna	Instructional Coach	Responsibilities Oversee Standards-Based Instruction Early Release/PD PLC/Common Planning Weekly Focus Walks Pull-Out with Target Students Push-Ins with Target Students Coaching Cycles Provide Demonstration Lessons Analyze student/school data Collaborate w/District Specialists AM/PM Duty Extra-Curricular Supervision
Wilson, Latarsha	School Counselor	Responsibilities Oversee School Counseling Team Progress monitoring (All Cohorts) Provide Post-Secondary Info. SAT/ACT Tutoring/Registration Monitor Negative withdrawal Codes Counsel for alternative educational opportunities Collaborate w/District Specialists AM/PM Duty Extra-Curricular Supervision
Danier, Marjorie	Math Coach	Responsibilities Oversee Standards-Based Instruction Early Release/PD PLC/Common Planning Weekly Focus Walks Pull-Out with Target Students Push-Ins with Target Students Coaching Cycles Provide Demonstration Lessons Analyze student/school data Collaborate w/District Specialists AM/PM Duty Extra-Curricular Supervision

Demographic Information

Principal start date

Wednesday 7/1/2020, Robert Hudson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

86

Total number of students enrolled at the school

1,530

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	412	401	320	247	1380	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	81	52	30	264	
One or more suspensions	0	0	0	0	0	0	0	0	0	82	84	44	31	241	
Course failure in ELA	0	0	0	0	0	0	0	0	0	40	100	49	16	205	
Course failure in Math	0	0	0	0	0	0	0	0	0	29	70	36	33	168	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	132	141	122	104	499	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	278	186	15	10	489	
Number of students with a substantial reading deficiency	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	199	205	89	55	548	

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	50	71	56	0	177
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	62	53	13	166

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				31%	47%	56%	35%	47%	56%
ELA Learning Gains				43%	48%	51%	43%	49%	53%
ELA Lowest 25th Percentile				34%	42%	42%	27%	42%	44%
Math Achievement				40%	51%	51%	33%	51%	51%
Math Learning Gains				46%	52%	48%	54%	55%	48%
Math Lowest 25th Percentile				44%	47%	45%	51%	50%	45%
Science Achievement				46%	65%	68%	54%	61%	67%
Social Studies Achievement				64%	70%	73%	66%	67%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	27%	48%	-21%	55%	-28%
Cohort Comparison						
10	2021					
	2019	31%	48%	-17%	53%	-22%
Cohort Comparison		-27%				

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
2021					
2019	44%	67%	-23%	67%	-23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	68%	-7%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	21%	57%	-36%	61%	-40%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	61%	-12%	57%	-8%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District progress monitoring tools used to monitor data was inclusive of (Achieve 3000 and DCPS Progress Monitoring Assessments).

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28%	27%	26%
	Economically Disadvantaged	26%	24%	20%
	Students With Disabilities	8%	6%	4%
	English Language Learners	8%	11%	7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	30%	25%
	Economically Disadvantaged	30%	26%	19%
	Students With Disabilities	18%	17%	13%
	English Language Learners	100%	75%	75%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	69%	65%	58%
	Economically Disadvantaged	57%	63%	52%
	Students With Disabilities	.%	.%	.%
	English Language Learners	.%	.%	.%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	.%	.%	.%
	English Language Learners	.%	.%	.%

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	36%	29%
	Economically Disadvantaged	26%	32%	29%
	Students With Disabilities	7%	19%	13%
	English Language Learners	0%	3%	3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	22%	13%
	Economically Disadvantaged	26%	20%	14%
	Students With Disabilities	17%	18%	6%
	English Language Learners	23%	26%	16%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	33%	30%
	Economically Disadvantaged	34%	31%	29%
	Students With Disabilities	27%	24%	10%
	English Language Learners	0%	11%	25%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	65%	60%	57%
	Economically Disadvantaged	64%	59%	54%
	Students With Disabilities	22%	27%	38%
	English Language Learners	0%	33%	20%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	18%	14%
	Economically Disadvantaged	14%	13%	13%
	Students With Disabilities	5%	10%	8%
	English Language Learners	0%	2%	3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	19%	15%
	Economically Disadvantaged	23%	16%	9%
	Students With Disabilities	8%	18%	9%
	English Language Learners	21%	10%	24%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	46%	29%
	Economically Disadvantaged	33%	47%	26%
	Students With Disabilities	33%	47%	19%
	English Language Learners	30%	24%	17%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	21%	14%
	Economically Disadvantaged	17%	22%	14%
	Students With Disabilities	13%	4%	18%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	0%	0%
	Economically Disadvantaged	0%	0%	0%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0%	43%	9%
	Economically Disadvantaged	0%	50%	0%
	Students With Disabilities	.%	0%	0%
	English Language Learners	0%	50%	0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	80%	56%	48%
	Economically Disadvantaged	75%	55%	53%
	Students With Disabilities	0%	0%	33%
	English Language Learners	.%	0%	0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	36	35	8	24	29	18	23		79	45
ELL	9	35	32	10	30	50	17	25		88	69
ASN	18	42		8						100	91
BLK	22	33	33	9	19	26	26	42		92	76
HSP	16	30	35	15	23	60	29	45		88	79

2021 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 2019-20	C & C Accel 2019-20
MUL	30	35		15						100	73
WHT	38	40	33	19	21		48	62		84	81
FRL	20	31	36	8	17	26	28	42		90	71
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	11
Percent Tested	82%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
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	37
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	48
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
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	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	47
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across all grade levels, subgroups, and core content areas decreases were evident with the exception of 10th grade ELA.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

When analyzing various data sources and assessments the greatest area for improvement is in the area of mathematics.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Mathematics had a decrease of 20+ points in each accountability area. Intentional focus on teaching assignments and student course progression have taken place to immediately to address this need for improvement. Additionally, the hiring of a math coach to help drive PLC and common planning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

10th grade ELA showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Intentional focus on teaching assignments in addition to scripted lessons aligned to weakest standards. In an effort to ensure sustainability a veteran standards coach with a proven track record for academic success was hired.

What strategies will need to be implemented in order to accelerate learning?

Continuous use of the SWT form by administrators to provide feedback to classroom instruction. Aligning professional development to individual teachers areas of need in classroom instruction, standards alignment, and classroom management.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Weekly PLC and common planning to drive best practices for student learning. District and regional support per content area providing support throughout the year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Continuous monitoring of standards aligned instruction with the STW form. Additional support from district resources will be utilized when available.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	The identified area of focus is standards-based aligned planning, tasks and assessments. During the 20-21 school year, less than 50% of our teachers demonstrated strengths in standards based instructional planning aligned to tasks and assessments. Throughout the 20-21 school year a concerted effort was made to ensure there was a focus on the aforementioned.
Measurable Outcome:	Based upon the instructional review rubric, the vast majority of content area teachers will be able to create and deliver standards aligned instruction and assessments as measured by the Standards Based Walk-Through tool.
Monitoring:	This area of focus will be monitored by all administrators through use of district Standards Walk Through (SWT) document in addition to an aligned focus with the assessment component embedded into Common Planning. Campus administrators participate in weekly standards walk throughs (SWT). District admin and support staff conduct Instructional Reviews each semester to ensure alignment of tasks and assessments.
Person responsible for monitoring outcome:	Evan Daniels (danielse1@duvalschools.org)
Evidence-based Strategy:	Utilizing the learning arc framework, teachers and administrators will engage in high quality common planning and Professional Learning Communities, yielding students the opportunity to demonstrate mastery on grade level standards.
Rationale for Evidence-based Strategy:	According to the Opportunity Myth, it is our responsibility to ensure students are exposed to standards-aligned instruction and to ensure they're preparedness for assessments designed by the state in addition to the following years' progression of standards.

Action Steps to Implement

Train leadership team, teachers and administrators on the relationship between the SIP and the standards based initiative requirement in addition to Florida Standards and Item Specifications.

Person Responsible Evan Daniels (danielse1@duvalschools.org)

Facilitate professional development with leadership team on the Stands Based Instructional Review process.

Person Responsible Evan Daniels (danielse1@duvalschools.org)

Professional development sessions will focus on unpacking standards and deepening knowledge of the pedagogy needed to deliver effective standards aligned instruction. These sessions will include student work analysis protocol and how to effectively provide feedback.

Person Responsible Loietta Holmes (holmesl@duvalschools.org)

Title 1 funds will be utilized as an additional layer of support to students by funding the following positions (science math, ELA, Reading Interventionist and Math Coach). The aforementioned salaried positions will assist in ensuring student growth and ultimate proficiency.

Person Responsible Evan Daniels (danielse1@duvalschools.org)

Administrators, Academic Coaches, and identified lead teachers will facilitate professional development sessions weekly.

Person Responsible Evan Daniels (danielse1@duvalschools.org)

Identify and equip Academic Coaches and lead teachers via the gradual release model to develop agendas for common planning and facilitate weekly common planning sessions. Ultimately resulting in sole ownership of teachers.

Person Responsible Evan Daniels (danielse1@duvalschools.org)

Administrators will conduct weekly walkthroughs to track and monitor progress.

Person Responsible Evan Daniels (danielse1@duvalschools.org)

#2. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:	Based on the data from the 5 Essentials Survey there will be an increase in the area of School Safety by 5 points. The 5 Essentials Survey data indicated that the area of School Safety was VERY WEAK (VW) as evidenced by a 10 point increase during the 20-21 school year and still remaining in the VW category.
Measurable Outcome:	The 5 point increase in the area of School Safety will lead to an increase in positive culture and climate for all stakeholders.
Monitoring:	This area of focus will be monitored by use of SESIR reports, analyzing student discipline referrals, continued input from stakeholders, increased random searches, monthly PBIS meetings and district support.
Person responsible for monitoring outcome:	Oscar Harris (harriso@duvalschools.org)
Evidence-based Strategy:	The school has implemented a PBIS plan with fidelity to support the safety area of focus in conjunction with support from DCPS Office of Climate and Culture. An additional dean has been purchased with Title 1 funds to support the area of School Safety and Culture and Climate.
Rationale for Evidence-based Strategy:	The PBIS plan will lead to an increase in School Safety in addition to positive social and emotional relationships among students, staff, parents and other stakeholders.

Action Steps to Implement

1. Facilitate quarterly cultural competency training sessions for staff and checkpoints throughout the year.
2. Administrators and School Counselors will track and monitor IEP goals in FOCUS and with teaches.
3. Utilize Blackboard to strengthen home/school communication with parents and guardians schoolwide.
4. Continue to implement AVID and PBIS strategies to increase the desired behaviors.
5. Implement monthly leadership socials with specific targets and goals (i.e. No Referrals and 95% attendance Celebrations)
6. Utilize School Counselors to facilitate whole group and small group sessions to address behavior and attendance.
7. Administrators will conduct weekly walkthroughs with Deans to track and monitor progress.
8. ESOL paraprofessionals will be utilized to communicate with non-English speaking students and parents.

Person Responsible Oscar Harris (harriso@duvalschools.org)

Utilize Title 1 Funds to hire a Dean and Parent Liaison to support the Culture and Environmental needs of the school. An additional dean will directly effect and support the needs of the school, as we work collaboratively to strengthen culture and climate among students and the Parent Liaison will assist with the specific needs of our parental stakeholders..

Person Responsible Evan Daniels (danielse1@duvalschools.org)

#3. Other specifically relating to Graduation Rate

Area of Focus Description and Rationale:	Graduation Rate is the identified area of focus. Within the 1920 school grade calculation, Parker earned a 90% graduation rate. There was a 3% decrease between the 1819 and 1920 school years. A significant indicator of the overall success of the school, negative codes and proper student scheduling will remain a priority for school administration throughout the 2021-2022 school year.
Measurable Outcome:	Based on the DCPS provided At-Risk Grad Tracker, the school administration and 12th grade school counselors will be able to identify negative codes and strategically target location and/or conference with students regarding potential options that will support their earning a high school diploma.
Monitoring:	This area of focus will be monitored to ensure the desired outcome by participation in district grad check meetings, implementation of student contract with Graduation Coach, school counselors participating in data chats with cohort students and an intentional focus on student registration and attendance for all scheduled assessments.
Person responsible for monitoring outcome:	Loietta Holmes (holmesl@duvalschools.org)
Evidence-based Strategy:	Utilizing the DCPS provided At-Risk Grad Tracker, school-based administration, graduation coach and school counselors will engage in in-depth trainings and Professional Learning Communities with other DCPS schools and GRIT Team, resulting in an increase student graduation rate.
Rationale for Evidence-based Strategy:	It is our professional responsibility that students are prepared for post-secondary college and/or career opportunities upon graduation. These actions will ensure an increased number of students will be positively impacted by successfully receiving a high school diploma.

Action Steps to Implement

Participation in Bi-Weekly collaboration with GRIT Team POC to discuss negative codes and at-risk students.

Person Responsible Loietta Holmes (holmesl@duvalschools.org)

Weekly admin/School Counseling/Grad Coach Meetings to discuss student progress and tracking.

Person Responsible Evan Daniels (danielse1@duvalschools.org)

Administration and School Counselors will meet quarterly with at-risk students and parents to discuss student progress, graduation readiness, etc.

Person Responsible Loietta Holmes (holmesl@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to comparison data provided by SafeSchoolsforAlex.org during the 19-20 school year, Terry Parker High School needs to remain focused on Violent Incidents - 47 (Primary Concern) and Drug/Public Order Incidents - 33 (Secondary Concern). The school leadership team will utilize the 5 Essentials data in addition to school based survey data to track and monitor the areas of focus. The team will make adjustments as necessary that will lead to meeting or exceeding targets.

Title 1 Funds will be used to purchase Interactive Carts, which have been identified as part of our schoolwide budget. The aforementioned items will be utilized to directly utilized to enhance classroom instruction and improve student student achievement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

All stakeholders are invited to school events and activities at Terry Parker High School. The events are publicized on the schools' social media outlets and the monthly school calendar which is distributed to all stakeholders. The school host events and information is translated in multiple languages. Parents of ESE students are also encouraged to attend and provide input. The school promotes district and community events as well to ensure all stakeholders remain abreast on what is available in the district and school community. The school utilizes weekly calls to communicate with parents/guardians. During school events, stakeholders are encouraged to provide feedback and input regarding how future experiences can be enhanced.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Darrin Williams, SAC Chairperson
 Doug Blackman, SAC Vice Chairperson
 Kendrick Dunklin, SAC Secretary
 Mary Naumann, Educational Partner

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
3	III.A.	Areas of Focus: Other: Graduation Rate	\$0.00
Total:			\$0.00