

Duval County Public Schools

Terry Parker High School



2022-23 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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (44%) 2018-19: C (50%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">82%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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Purpose and Outline of the SIP

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hudson, Robert	Principal	Oversee Implementation of Standards-Based Instruction for Social Studies/ Culinary/Admin/Acc Coordinator Professional Learning Community. Oversee Evaluations for All Standards/Academic Coaches Maintain Comprehensive Data Spreadsheet for School Conduct Data Analysis sessions to determine causality for SS Department Develop (w/ SS teachers) prescription sets for learning Budget/Trust Money United Way Leadership team/Admin/Design team meeting schedules and agendas Monitor Data Department Heads/Lead Teachers School/District Advisory Council Newsletter RTI/Leadership Team Monthly/Weekly Calendar Building Usage (Coverage/Security) Payroll Observations/Interns Build Activity and Athletic Coverage Graduation Planning Day Activities/Schedule Early Release/Professional Development Schedule Faculty Meetings/Early Release Staff Recognition Teacher Appreciation Week/Staff Morale Administrative Duties/Internal Accounts
Martinez, Jennifer	Assistant Principal	Oversee Implementation of Standards-Based Instruction for Science/ World Languages /Fine Arts Professional Learning Community Conduct Data Analysis sessions to determine causality for Science Department Develop (w/ Science teachers) prescription sets for learning Senior Administrator Testing Support Title I Support Student Lunch Assignments ESOL Walkies Labeling and distribution Open House School Improvement Plan Attendance (AIT) meetings (Admin lead support) School Technology School Climate Surveys Cafeteria Supervision 2nd Lunch Hallway Supervision (See Plan) Transportation Liaison (Deans support) Teacher/ Employee of the Year

Name	Position Title	Job Duties and Responsibilities
		Supervise Ex-Interns Bulletin boards – Distribution and responsibilities Teacher Appreciation Week/Staff Morale Lead Additional Responsibilities as Assigned by the Principal
Greene, Eric	Assistant Principal	Oversee Implementation of Standards-Based Instruction for Math/ROTC/P.E./Dean Professional Learning Community Collect and Analyze Math Data Develop (w/ Math teachers) prescription sets for learning Oversee School-Wide Discipline 9th-11th Title I and Parent Involvement Testing Lead Closing of School Information Budget with Principal Attendance (AIT) meetings (counselor) Athletics Supervisor Supervise Main Office Substitute folders and placement (Admin support) Conduct Safety Inspections, Fire and Safety Drill Practice (Raptor) Cafeteria Supervision 3rd Lunch Hallway Supervision (See Plan) Black Box (All Safety Drills) Constituent Complaints Keys Orientation New Teacher Orientation Title IX Investigator Oversee ABM/Chartwells Facilities/school inventory Security Plan for Building Supervise Security Personnel Building Usage Off-Campus Lunch Passes Schedule Weapons and Drug Checks Marquee Additional Responsibilities as Assigned by the Principal
Holmes, Loietta	Assistant Principal	Oversee Implementation of Standards-based for ELA/Reading/CTE/School Counselors Professional Learning Community. Collect and Analyze ELA/Reading Data for Comprehensive Spreadsheet Develop (w/ ELA/Reading teachers) prescription sets for learning Orientation Supervise Main Office FTE Master Schedule Student Schedules Constituent Complaints Room Assignments

Name	Position Title	Job Duties and Responsibilities
		Monitor Report Card Entries Teacher Grade Analysis Cafeteria Supervision 1st Lunch Hallway Supervision (See Plan) New Teacher Orientation Teacher Certification/OOF Letters Supervise Counselors Faculty Incentives Student Recognition/Honor Roll Title IX Coordinator Supervise Teacher intern and Pre-interns Uniforms Contact Hall Passes Assist with conducting Safety Inspections, Fire and Safety Drill Practice Additional Responsibilities as Assigned by the Principal
Danier, Marjorie	Graduation Coach	<ul style="list-style-type: none"> • Student Discipline 12th Grade • Assist with security plan for the building • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Class 3 letters to Seniors • School Website • PERT Testing • HBCU college fair • Academic signing day support • Junior council • Lunch Coverage • Leadership Team • Faculty Incentives/motivation • Foundations/CHAMPS • Webmaster <p>• Additional Duties as Assigned by the Principal</p>
Durden- Walter, Donna	Instructional Coach	<ul style="list-style-type: none"> * Provide coaching to: ELA, Writing, Reading, and Science/SS * ELA/ Reading Department Chair *Teacher Support Modeling and Assist w/Planning Lessons Assist with Providing Resources and Strategies Bookroom support/coverage Disaggregate Data (ELA, Writing, Reading Facilitate PLC's/Data Chats with Reading /Writing/ELA/SS teachers Develop Focus Calendar Testing Support Small Group Push in – Pullout Hallway Supervision Novel Distribution School Improvement Team

Name	Position Title	Job Duties and Responsibilities
		Support Calendar – Weekly *Other Duties as assigned by the Principal
Weaver, MaryBeth	Magnet Coordinator	IB Coordinator Early College Acceleration Teacher Support Student academic and behavior support Parent communication for acceleration students on progress Lunch Coverage Support (Short Staffed) C-Hall Supervision Transitions/AM/PM Leadership Team Additional Duties as Assigned by the Principal
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
Hutchinson, Andrew	Dean	School wide discipline and supervision

Demographic Information

Principal start date

Friday 7/1/2022, Robert Hudson

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

79

Total number of students enrolled at the school

1,331

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

26

Identify the number of instructional staff who joined the school during the 2022-23 school year.

23

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	480	391	296	236	1403
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	66	194	134	121	515
One or more suspensions	0	0	0	0	0	0	0	0	0	0	115	111	64	45	335
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	11	65	19	11	106
Course failure in Math	0	0	0	0	0	0	0	0	0	0	17	47	27	27	118
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	166	169	101	0	436
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	154	63	102	73	392
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	162	125	109	83	479

Using current year data, complete the table below with the number of students identified as being "retained.":

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	22	66	44	3	135
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	18	37	35	25	115

Date this data was collected or last updated

Monday 8/22/2022

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	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	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

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	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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	21%	45%	51%				31%	47%	56%
ELA Learning Gains	37%						43%	48%	51%
ELA Lowest 25th Percentile	32%						34%	42%	42%
Math Achievement	19%	37%	38%				40%	51%	51%
Math Learning Gains	37%						46%	52%	48%
Math Lowest 25th Percentile	58%						44%	47%	45%
Science Achievement	38%	43%	40%				46%	65%	68%
Social Studies Achievement	44%	53%	48%				64%	70%	73%

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

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
2022					
2019	44%	67%	-23%	67%	-23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	68%	-7%	70%	-9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	57%	-36%	61%	-40%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	61%	-12%	57%	-8%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	5	21	28	12	49	63	19	18		83	49
ELL	9	29	22	14	44		30	29		89	62
ASN	41	53								93	100
BLK	15	33	31	13	41	55	29	38		92	62
HSP	18	35	23	25	37		42	42		89	63
MUL	32	52		22			64			91	80
WHT	33	40	43	32	19		58	76		90	73
FRL	18	37	36	18	40	59	36	39		88	66
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

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
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	28
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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, sub content groups, and core content areas there were some improvements in all math categories, science proficiency and a slight gain in learning gains ELA. Decreases in ELA and Social Studies proficiency, acceleration, and graduation rate.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When analyzing various sets of data and assessments, the greatest area of growth will be in all areas ELA , Science and Social Studies proficiencies as well as graduation rate.

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

ELA had dropped in each category due to teacher turnover, lost of learning due to COVID pandemic.

New actions will be taken such as focusing on teacher support and resources aligned with the new B.E.S.T Standards and increase of monitoring with teacher feedback. Data analysis with tracking and interventions after each PM/PMA.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math gains (+16) and Math bottom quartile gains (+24) showed the most improvement from the prior school year.

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

Increase of admin supervision and accountability. Increase in district region specialist support. Actions taken were the incorporation of close monitoring of PMA data, student task and assessment alignment. Increase in small group instruction in the classroom and math intervention pull outs.

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

Continuous use of the Benchmark Walkthrough Tool (BWT) form to increase accountability, provide timely feedback to classroom instructors, and to monitor student data.

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.

Aligning professional development to support areas of concerns/needs of individual teachers. Bi-weekly Professional Learning Communities (PLC). Bi-weekly Common Planning with district and regional support staff. Identifying teacher leaders to support novice teachers as well as finding leadership opportunities within the school.

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 the BWT tool to insure continuous improvement in the classrooms and provide cross-curricular instruction that supports independent learning of students.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Standards based planning and instruction will be a focal point due to the number of new teachers, first year teachers, and a turnover in the leadership team.
 Areas of focus will be:
 -Calibrating leadership team with the new B.E.S.T standards and standards walk-through tool.
 -Supporting and providing teachers that are in need and/or new to teaching with the appropriate resources and training in standards based planning and instruction.
 -We have allocated Title I funds for a reading and math interventionist.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the first semester using the standards based walk through tool, 75% of core classes will be implementing instruction, tasks, and materials directly aligned with appropriate standards, more specifically in ELA and Math with the B.E.S.T new standards.

Our goal is to increase proficiency in all areas while focusing on learning gains through ELA and Math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Through the administrative team, we will utilized the standard walk-through tool, PM data, teacher assessment.

Person responsible for monitoring outcome:

Robert Hudson (hudsonr1@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

If instruction and tasks are aligned to the standards to meet the needs of all students based on data, then all students will be prepared to be successful on the state exams at the end of the school year. Based on standards walk-through tool, our team can measure classrooms that have aligned standards and experiences in core classes.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

-Time and resources to differentiate instruction.
 -Understanding standard-aligned materials and resources.
 -Collecting data and analyzing to change instructional practices.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Learning Communities focused on data chats and standards. Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies.

Person Responsible

Robert Hudson (hudsonr1@duvalschools.org)

Use standards walk-through tools weekly to make sure standard based instruction, tasks, and assessments are meeting expectations.

Person Responsible

Robert Hudson (hudsonr1@duvalschools.org)

Core classes identify standards and develop common assessments.

Person Responsible

Eric Greene (greenee1@duvalschools.org)

Teacher led data chats with students to identify areas of needs, supports, and pin-point where students are at and where they need to be.

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

Provide timely, effective feedback to PLCs and individual teachers.

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

ELA push-ins/pull-outs and support with ELA teachers.

Person Responsible Donna Durden-Walter (durdend@duvalschools.org)

Algebra 1 and Geometry push-ins/pull-outs and support with Algebra/Geometry teachers.

Person Responsible Amanda Edgerton (edgertona@duvalschools.org)

#2. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Graduation Rate is the identified area of focus. Within the 20-21 school grade calculation, Parker earned a 91% graduation rate. There was a 1% increase between the 19-20 and 20-21 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 team especially with the increase of concordant scores for the 22-23 school year. throughout the 2021-2022 school year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the DCPS provided At-Risk Grad Tracker, the school administration and 12th grade school counselors/graduation coach will be able to identify at-risk students and negative codes to strategically meet and/or conference with students regarding alternative options that will provide students the opportunity to earning a high school diploma.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by the assigned administrator, counselors, and graduation coach to ensure the desired outcome are being achieved by participation in district grad check meetings, implementation of student contract, monitoring student progress and ensuring students are registered and participating in upcoming assessments.

Person responsible for monitoring outcome:

Jennifer Martinez (martinezj2@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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 the GRIT Team, resulting in an increase student graduation rate.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Participation in Bi-Weekly collaboration with GRIT Team POC to discuss negative codes and at-risk students. Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies.

Person Responsible Marjorie Danier (danierm@duvalschools.org)

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

Person Responsible Jennifer Martinez (martinezj2@duvalschools.org)

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

Person Responsible Jennifer Martinez (martinezj2@duvalschools.org)

#3. Positive Culture and Environment specifically relating to School Safety Discipline

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

In the 5 Essentials Survey data obtained from students indicated that the area of School Safety was VERY WEAK (VW) with a decrease of 3 point from the 20-21 school year to the 21-22 school year. Teachers safety dropped 10 points from the prior school year.
 - Title I funds were utilized to fund a full-time Dean's position, full-time Assistant Principal add on, and a part-time Parent Liaison, to help increase safety and improve school culture.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduce the number of Class II and Class III results which will result in a positive, safe school culture for both students and teachers.

The 10 point increase in the area of School Safety will lead to an increase in positive culture and climate for all stakeholders.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Reducing the major class II and class III referrals by 20% and will be monitored monthly through Focus referral reports.

Monitoring of the 5 Essential Survey from prior year to check for improvement.

Person responsible for monitoring outcome:

Eric Greene (greenee1@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The school will implement a PBIS plan with fidelity to support the areas of safety concern in conjunction with support from DCPS Office of School Climate and Culture. A dean has been purchased with Title 1 funds to support the area of school safety.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly PBIS meetings with Deans and PBIS team members to review and improve policies in place and to increase teacher/student incentives to promote positive school culture. Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies.

Person Responsible

Jennifer Martinez (martinezj2@duvalschools.org)

Increase parent/guardian communication via social media, school website, and parent link call outs. ESOL paraprofessionals will be utilized to communicate with non-English speaking students and parents.

Person Responsible

Robert Hudson (hudsonr1@duvalschools.org)

Utilize School Counselors to facilitate whole group and small group sessions to address behavior and attendance.

Person Responsible

Loietta Holmes (holmesl@duvalschools.org)

Implement monthly leadership socials with specific targets and goals (i.e. No Referrals and 95% attendance Celebrations)

Person Responsible Jennifer Martinez (martinezj2@duvalschools.org)

Participate in monthly PBIS and BTAT meetings to increase safety and security within the school setting.

Person Responsible Andrew Hutchinson (hutchinsona@duvalschools.org)

The Parent Liaison will actively work to increase parent involvement and build relationships that will in turn help decrease discipline related issues.

Person Responsible [no one identified]

The Parent Liaison will actively work to increase parent involvement and build relationships that will in turn help decrease discipline related issues.

Person Responsible [no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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