

Mandarin High School

4831 GREENLAND RD, Jacksonville, FL 32258

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

26%

Alternative/ESE Center

No

Charter School

No

Minority

32%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	B

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mandarin High School is dedicated to providing a high quality, equal education for all students, while we daily inspire a well-rounded, literate, character-filled cohort of young people who will graduate on time with a career choice in mind and have all the knowledge and skills necessary to succeed in a diverse and global society.

Provide the school's vision statement

MHS will INSPIRE, engage, and educate every student every day, preparing him/her for Graduation and entry into post-secondary education and/or the work force.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Mandarin High School prides itself on building relationships between teachers and students. Many different methods are utilized to help them learn about individual student cultures and beliefs, such as student interest inventories in the first week of school, the use of the passion protocol in classes to see how students think and work, and utilizing Foundations and CHAMPs models in order to treat all students in the same manner. Additionally, teachers are encouraged to recognize students with Excellence Awards. Teachers and students participate in the Adopt-A-Mustang event where athletes are mentored by adults on campus. In addition, the M&Ms (Motivating Mentors) program provides community mentors to 10 to 20 students who may be struggling in or out of school. These mentors come in and help support the work of the school. Additionally, all students receive a birthday card from the Principal in celebration of their birthday. The school has many different clubs to address the interests and needs of all student groups and cultures, including a Multicultural Club and student festival. Another layer of support, the Leadership Focus group, meets every Friday morning to address the needs of the high risk senior student population in an effort to ensure graduation. Throughout the year there are many different special events for all students that allow for positive interactions between students, parents, and adults on campus.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Mandarin High School takes care to make sure all students feel safe and respected whenever they are on our campus. Every day begins with a morning message from the Principal. This message discusses the importance of respect, responsibility, character, honor, and integrity in the lives of all students. In addition, Mandarin has added another security guard and should have an additional School Resource Officer on campus as well. Additionally, there are security cameras located strategically around campus to monitor activity. Teachers keep their classroom doors locked at all times and students and adults are required to wear an ID whenever they are on campus. Code Red drills and Fire Drills are performed on a regular basis to prepare students in the event of a real emergency, and to prevent panic in real-time situations. Another area of impact is the administration has created a weekly search schedule for the school that encompasses all departments, all areas of the school, and all grade levels. Furthermore, through the use of Foundations, a nationally recognized evidence based program that encourages positive behavior and efficient management of school operations, a school-wide climate and culture of mutual respect permeates our campus. As a result,

all teachers and adults on campus stand in the hallways and are visible between classes at all times to let the students know there is an adult presence throughout the school day to support all needs. Mandarin High School also implements Restorative Justice, Peer Mentoring, and Teen Court in order to help mediate student disputes, low-level offenses, and personal issues students may have. Mandarin is also a zero-tolerance school for bullying. We also have L.U.C.K. (Let Us Confidentially Know) boxes on campus for any student to report information to adults in a confidential manner. Guidelines for Success also outline the behaviors expected of the student body and can be seen posted in all classrooms and common areas throughout Mandarin High School. A school-wide theme of "Excellence with Heart!" communicates to the student body the faculty and staff care about them and expect them to care about one another as well. At MHS, it is well known that students don't care what you know until they know that you care.

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

At Mandarin High School, instructional time is protected through the school-wide use of Foundations and CHAMPs, which are both Positive Behavior Management Systems. The Foundations Team meets regularly to make recommendations to the Shared Governance Team regarding the management of tardies, low-level disciplinary actions, and general operational procedures. There are established protocols taught to all faculty and staff by administration and the school Dean of Discipline, which ensure consistency of implementation of behavioral expectations across the board. Bi-annual assemblies are held to communicate clear and consistent school-wide behavioral expectations to the student body.

Furthermore, instructional time is protected by holding all announcements until the end of the day to minimize the number of disruptions to the instructional process. Guidelines for Success (GFS) are taught to the students from day one and frequently reviewed to remind students of the expectations for appropriate behavior.

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

At Mandarin, all faculty are trained on the Social Emotional Learning Index (SEL) through job embedded professional development using district and local resources and personnel. Five School Counselors are on campus at all times to address the varying needs of the entire student population. In addition, district counselors and psychologists are available to any student in need. Outside agencies partner with the school to provide an additional layer of support to the more serious needs of specific students. Peer mentors are available throughout the year for students. Outside mentors from the community help to support students, as well. All teachers are required to have EESS training and through this training the various needs of differing student groups are discussed.

Teachers and staff are also provided access to scholarly articles related to the social-emotional learning needs of all students.

Character Education is required for all schools, and Mandarin High School does this in order to support the social-emotional needs of all students. Any student assigned to the In-School Suspension Program will also be given further Character Education.

Early Warning Systems

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

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

- Students with attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, is an early warning sign for MTSS need
- One or more suspensions, whether in school or out of school is another warning
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	9	8	6	9	32
Course failure in ELA or Math	10	46	67	24	147
Level 1 on statewide assessment	64	78	0	0	142

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	27	51	34	32	144

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Students are placed in a mentoring situation with community mentors who come in regularly to encourage student attendance and academic conscientiousness/ Motivating Mentors (M&Ms)
- After School tutoring in Math and ELA to help ramp students up
- Peer Mentoring, Restorative Justice, Teen Court all help with behaviors
- PLC's design plans around the MTSS and strategize ways to assist student academics and behavior
- All teachers have common planning to analyze data and differentiate instruction
- MTSS plans for individual students
- ISSP
- Peer Mediation
- After School Detention
- Adopt-A-Mustang Program
- Challenge Day/Be the Change Club
- Parent/Teacher Conference
- Parent Communication (email. phone calls)
- SOS (Student Option for Success)
- Nighttime Substance Abuse Education Program

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Mandarin High School implements multiple ways of communication with parents to keep them informed and involved in the education of their children. School Messenger phone calls are sent weekly. An up-to-date website contains everything about the school for easy access for parents and community members. Also, the MHS PTSA, SAC, Athletic Boosters, Band Boosters, Choral and ROTC Boosters, as well as the two Career Academy Advisory Boards are involved parent groups who are welcomed regularly onto our campus. A Hospitality Committee ensures that these groups always have refreshments and smiles--reflecting courtesy and respect.

The school's Mission and Vision are on all printed materials, agendas, etc., and prominently placed onto the website and all newsletters. When you dial into MHS and Press 1, you also hear the Principal telling you about the school's Mission and Vision. At every turn MHS strives to get parents involved and will host a DCPS Parent Academy in December.

Mandarin High School will also do the following to ensure positive parent relationships:

- Mandarin High School will earn enough volunteer hours in 2014-15 to achieve the Gold School Award (twice as many volunteer hours as the student population, which would be an increase from 5900 to 6000 hours); the Silver School Award, and hopefully the 5-Star Award this school year.
- The AICE Program will institute a Booster Parent Group to help support and facilitate the continuance of this honorable program and increase more parental volunteer hours.
- PTSA will increase its membership by 10 % over last school year.
- Guidance will hold grade level Parent Nights to bring the parents to the table of their child's education, and to ensure clear information dissemination
- MHS will host a Volunteer Appreciation Luncheon in April 2015 to honor and recognize its parental volunteers for all their continued support and encouragement.
- Athletic Boosters provide volunteers at all school events and amass huge numbers of volunteer hours.
- MHS hosts its monthly SAC meetings with a complimentary luncheon and lots of gratitude.
- The quarterly Medical Career Academy Advisory Board Meeting is always welcomed with a complimentary breakfasts.
- Band, Chorus, and ROTC all have booster organizations that are encouraged to volunteer their hours with our school, and are recognized for their efforts.

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

-- Mandarin High School has many business partnerships, to include: Certus Bank, Coggin Nissan, Chow Down Alley, Red Elephant, Brewsters Ice Cream, Firehouse Subs, Carrabas, Mama Q's Pizza, Mayo Clinic, Baptist South Hospital, Nemours Children's Hospital, Junior Achievement, Take Stock in Children, Mandarin Food Bank, Chick-Fil-a, Kilwin's Ice Cream, Cady and Cady Studios, and Herff Jones, who all work collaboratively with our school in a multitude of ways. They give money, time, energy, and mentor our young people, and provide fund-raising opportunities on a regular basis.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Richardson, Donna	Principal
Holloway, Brian	Assistant Principal
Lucas, Janetta	Assistant Principal
Moore, Allen	Assistant Principal
Pecarek, Elizabeth	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- Principal – Dr. Donna A. Richardson - Establishes a school-wide vision and mission. Provides input, monitors and ensures the Plan and MTSS strategies are implemented. Personally heads up the Reading Department and monitors the implementation of instructional protocols throughout the school. Serves on Shared Governance, evaluates faculty and staff.
- Assistant Principal – Brian Holloway - serves to monitor and ensure the Science Department implements the SIP and the teachers follow the MTSS guidelines.
- Assistant Principal – Janetta Lucas - serves to monitor and ensure the Math Department implements the SIP and the teachers follow the MTSS guidelines.
- Assistant Principal – Allen Moore - serves to monitor and ensure the Social Studies Department implements the SIP and the teachers follow the MTSS guidelines.
- Assistant Principal – Beth Pecarek - serves to monitor and ensure the English Department implements the SIP and the teachers follow the MTSS guidelines.

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

The individual PLC designs common lessons and analyzes the data based on assessments. The PLC then identifies the students in need and discusses differentiation strategies that will address those needs. At the next meeting, the PLC further identifies any students who still have failed to meet the standard. A variety of intervention strategies involving the student, parent and teacher are then implemented to meet the individual need of the students thus following the multi-tiered framework. Teachers also plan lessons together and develop rubrics and common assessments to address student learning.

Funds received for academic success are of paramount importance to the Mandarin High School community. Mandarin High School strategically and systematically focuses on excellence through teaching and learning in an effort to improve student achievement. This year's theme centers around exhibiting "excellence with heart" every day. The funds received in support of these efforts come from various community sources. They help with building the culture and climate of our entire school and are used as incentives for our faculty, staff, and students. Many of the programs include a Leadership Focus Mentoring Group, which is a subgroup of at-risk black male seniors that are being mentored by the administration to instill in them the benefits of obtaining a postsecondary education, and build character traits and leadership skills as future leaders of our society. Additional funded programs include, but are not limited to: the Genre Fan Fair, Lunch and Lap, Excellence Awards, the No Luncheon, Honor Roll recognitions, Motivating Mentors and Challenge Day, etc. Our Saturday School

Program is an extended enrichment component of our instructional week. This program provides an opportunity for students who are in need of additional time to master the standards. Our ultimate goal is to ensure that all students are successfully prepared for a postsecondary education and/or the work force.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Steve Mizrahi	Parent
Cathy Rozansky	Parent
Terri Brown	Parent
May King	Business/Community
Wanda Lastrapes	Business/Community
Robert Richter	Business/Community
Rhonda Price	Parent
Jeff Sapolsky	Parent
Donna Richardson	Principal
Janetta Lucas	Parent
Sonja Kunzendorf	Teacher
Christine Bizier	Education Support Employee
Jamee Mayo	Student
Mallory Kazaleh	Student

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council regularly monitors the School Improvement Plan. They help write the PLAN with their input and participation on SIP Writing Committees, and annually do a major analysis of the Plan at the Mid-Year SIP Report Out and Analysis. The SAC analyzes data and reviews the school's budget to ensure that the fiscal management is profitable and positive. They also review dollar requests by individual teachers and departments, and dispense SIP funds according to the school's academic needs and profile.

Development of this school improvement plan

Members of the SAC participate on the SIP Writing Committee and help edit the plan for clarity and inclusion of their precepts. Members of the SAC and the Chairman of the SAC review the School Improvement Plan offer suggestions and ask questions about any sections they wish. They also read the plan and vote to accept or deny the plan as written with the recommendations they make, and give valuable input about the academic targets and school-wide expectations. They recognize it is a living document and revisit it on a regular basis to help the school adjust accordingly based upon the needs of the school. SAC will also work closely with the school on various projects listed in this school improvement plan and help to implement and develop any new initiatives as outlined in the

plan through monthly meetings and school and committee feedback. For example, helping to support the work of school initiatives like the Library Card Drive.

Preparation of the school's annual budget and plan

The SAC reviews the school's budget each year in the Fall and in the Spring. The membership discusses the monetary needs and assesses the proper allocation of monies to fund programs, teachers, and other supply and student necessities.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC will decide whether to approve funds to send teachers to trainings, purchase equipment or programs to be used in the classrooms per SAC request procedures. Last year there were no funds, but previously the SAC has purchased student planners, science clickers, textbooks, consumables, various supplies, and graphing calculators, to name a few items.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Price, Scott	Teacher, K-12
Decker, Megan	Teacher, K-12
Earhart, Kay	Instructional Coach
Huffingham, Jennifer	Teacher, K-12
Koehler, Carole	Teacher, K-12
McDonald, Damien	Teacher, K-12
Millstone, Marcia	Teacher, K-12
Pecarek, Elizabeth	Assistant Principal
Richardson, Donna	Principal
Russo, Alissa	Teacher, K-12
Santana, Michael	Teacher, K-12
Schmitt, Jim	Teacher, K-12
Lucas, Janetta	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The 5th annual Genre Fan Fair will occur on December 4th-5th involving more than 40 students displaying books that the students individually selected, in a science-project-like format (display board, verbal presentation). The Genre Fan Fair, a cross-curricular reading project, encourages all students to read a novel and present the book at the December Genre Fan Fair.

Dr. Richardson includes a Word of the Day in her morning message every single day. She also includes a famous quote each morning and cites sample sentences for the words of the day. The first-ever Shakespeare Festival in March 2015 will generate excitement and literary appreciation by showcasing student presentations of scenes from his plays and recitation of soliloquies and sonnets.

The school employs a full-time reading coach to lead the professional development of all teachers, particularly training in the latest research-based reading protocols. Through regular common-planning meetings, teachers are charged with the task of incorporating these protocols into their lessons. The administration has also made reading instruction a school-wide expectation. There is a monthly focus on reading, starting with vocabulary, and reading strategies are presented and monitored by the administration, reading coach, and literacy committee. The Literacy Team comes up with a root word for the month. Interactive classroom word walls reflect these words and roots cross curricularly.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

At MHS, all new teachers are buddied up with veteran, CET Trained teachers to help them navigate the high expectations of public education. They meet regularly and obtain the one-on-one assistance necessary to help them become successful teachers who are able to complete the MINT program within two to three years, depending on their initial expertise and experience. All MHS Teachers meet during Common Planning Periods and collaborate around Lesson Planning within their given departments. Also, faculty socials are held periodically to allow for inter-faculty socialization and familiarization of each other. Personality protocols are also instituted to inform teachers of their similar and dissimilar teaching and learning styles. We did a PASSION Protocol during preplanning to help them connect with one another and provide many opportunities for them to interact and get to know more about their colleagues. The school also has a Hospitality Committee that sends flowers to ailing faculty, and for other special events – signed from the faculty to generate an atmosphere of caring. The school-wide theme is Excellence With Heart, and faculty are encouraged to treat each other and all people on our campus with loving kindness, courtesy, and respect. There is a sweet camaraderie evident on our campus as every opportunity possible is afforded to ensure all teachers and staff connect and care about our student body and each other.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Mandarin High School has a very rigorous and in-depth method of hiring and retaining qualified teachers. We use the BBI method which is the Behavior-Based Interview method. We also employ the PAR and STAR methods to assess and evaluate candidates. Our Principal, Assistant Principal of Curriculum, and Department Heads sit in on interviews. Human Resources and Open HR provide viable candidates for hire, and the school's reputation as an outstanding institution helps to bring candidates to our door.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our new teacher program follows the county's MINT program and calendar to train new teachers. Mentors are usually chosen because of classroom experience and are paired according to a combination of experience and subject area with a mentee. All mentors have gone through CET Training done by the District to certify them as mentors. Many times proximity on campus is a factor in facilitating the mentors' and mentees' ability to meet, discuss, and observe.

MINT support activities include:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching

- new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
 - PDF monthly MINT learning sessions that focus on identified areas of need
 - collaborative learning groups or PLCs provide additional layers of support and learning opportunities
- Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.
- Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:
- subject/ grade level
 - certification
 - disposition/interpersonal skills
 - common planning
 - level of expertise/ area of need
 - additional training in Foundations of Mentoring is valued

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Mandarin High School utilizes the core instructional programs and materials purchased by Duval County Public Schools. All of these Instructional Programs are research based and vetted by the district before implementation in the schools. MHS also uses the AICE and AP curriculum to support high levels of academic achievement. Each of these programs are aligned to not only the high academic standards set out by the programs, but to the Florida standards as well.

Instructional Strategies

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

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

Strategy: After School Program

Minutes added to school year: 4,860

The after school program meets twice a week for 90 minutes is designed to assist students with core course recovery and remediation. Students are identified by assessments and by their individual teachers. Students not specifically identified are also encouraged to come to the tutoring sessions for additional help. All four core curricula areas will be addressed and assist students in recovering failed classes and to help prepare students for course assessments.

Strategy Rationale

Students needing assistance and remediation of core concepts for EOC and FSA assessments outside of the classroom environment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lucas, Janetta, lucasj@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students grades are tracked along with EOC results, teacher based assessments, and district assessments. The results are used to determine the level of effectiveness of certain programs used in the after school sessions. Adjustments to strategies are then implemented if necessary. Attendance data and assessment results, classroom completion, student confidence levels as soon through tutoring completion sessions.

Strategy: Summer Program

Minutes added to school year: 1,920

Incoming 9th Graders are offered a Summer Bridge to help them transition from middle to senior high school. Four MHS Academic Teachers guide the two week-long camps by exposing them to high school. They are acclimated early to their new school experience.

Strategy Rationale

Research data shows all who have participated in the bridge for the past five years have been socially and academically successful.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Magloff, Kathryn, magloffk@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student attendance data, student test and grade data, and student discipline data are analyzed throughout the student's tenure in high school to determine effectiveness of early introduction and early intervention.

Student Transition and Readiness

PreK-12 Transition

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

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

College and Career Readiness

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

Counselors encourage students to take the Choices Interest Inventory or ASVAB to explore various career opportunities in their areas of interest. Counselors meet individually with students to discuss their course selections and align the courses that they take in high school with their future postsecondary plans. Seniors meet individually with their counselors to discuss college and career plans to help them prepare for their postsecondary education.

Students are also cohorted through the AVID program and take specific courses designed to prepare students for their post secondary education. Students take trips to universities and colleges and implement Cornell Note Taking to ensure they have the organizational skills necessary to be academically successful at any grade level. Students love the AVID program and the cohort of teachers chosen to lead this program.

Incoming 9th graders are offered a Summer Bridge to help them transition from middle to high school. Four MHS academic teachers guide the two week-long camps by exposing these new students to the expectations awaiting them in high school. They are acclimated early to their new school experience, and research data shows all who have participate in the Bridge for the past five years have been socially and academically successful.

Mandarin High School also pairs with the Mayo Clinic for the school's Medical Career Academy.

Members of the school's Medical Career Academy are offered guidance and mentoring through this important partnership. The Medical Career Academy Advisory Board also offers students and staff in the academy many opportunities to interact with members of the field and offers very exciting opportunities for internship, externship, mentoring, and next steps.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Mandarin High School has a Medical Academy to help prepare students who are interested in pursuing careers in the medical field. Their academic and some of their electives are designed to assist them in seeing the relationship between their courses and their future careers. This Career Academy will have students earning their Allied Health certification as a Certified Medical Administrative Assistant (CMAA). We also offer numerous CTE elective courses, to include TV Production which leads to Adobe Premiere Pro certification, Culinary Arts which leads to ServSafe certification, and Introduction to Informational Technology which leads to CIW-IBA certification. All of these programs culminate in an Industry Certification exam, as do both the Medical and Biotechnology Career Academies. These relevant technical programs prepare our young people for many different careers.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Mandarin High School has this year began a BioTech career academy. These classes are aligned through the Science classes and core instructional courses which will eventually be aligned with the Biotechnology curriculum. Students are also preparing for career readiness through the ROTC program at Mandarin.

In order to improve student readiness for public post-secondary study, MHS annually increases the number of students enrolled in AICE, and A.P. level courses. Additionally, Dual Enrollment studies on campus and off campus are increasing. Partnerships with all major post secondary institutions in Northeast Florida guide the academic focus at MHS. Guidance counselors are addressing all seniors on campus who have not taken and achieved the required cut score on either SAT, ACT, or PERT assessments, and are encouraging them to register for the next sessions available. The counselors are also procuring financial waivers for those students eligible. All sophomores take the PSAT in October while all freshman and juniors are strongly encouraged to register for this test. There is a school-wide expectation that all students will take either the SAT, ACT, and/or PERT prior to Graduation. These assessments will assist Mandarin in its post-secondary readiness factor for the school-wide grade. Students who have not achieved a satisfactory score on the PERT are enrolled in College Readiness Math and English courses in addition to regular academic classes.

Ongoing data analyses of student attendance, assessment results, and overall achievement drives scheduling decisions for appropriate course placement.

Mandarin's percentage of graduates who enter and successfully complete college courses exceeds the state average.

SAT/ACT Review Courses held after school to provide preparation for assessment success. Also, ACT/SAT information and strategies have been interwoven into the English for College Prep classes to ensure additional preparedness for these high stakes tests.

Professional development activities for teachers include elements of infusing and increasing academic rigor into instruction and assessment. Data analysis, differentiated instruction and interventions foster further achievement.

Frequent monitoring of student data and timely communication with parents and other resources, ensure higher academic achievement and continued student focus on college readiness.

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

Based on the analysis of the High School Feedback Report, MHS is showing increases across the board in Pre-Graduation Indicators. MHS offers the SAT and ACT whenever it is offered on campus as a convenience for MHS students. Dual Enrollment courses have been doubled in the last year. Major Recruitment by AP and AICE teachers and administrator to increase the number of students taking at least one level 3 high school Science or Math course. A College Ready atmosphere is also touted with all those College Ready students receiving College Ready t-shirts and school-wide recognition. Remedial Reading and Writing statistics have gone from 72% to 79% successfully completing these courses.

Certified Reading teachers have been employed to teach the Reading Retake and Enrichment courses and a school-wide theme of "Excellence with Heart" adds a caring component to the SEL (Social, Emotional Learning) Index of all students in our school.

School Improvement Goals

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Improve reading comprehension skills to facilitate gains on the History EOC..

- G2.** As a science department, Mandarin students will out perform every other comprehensive Duval County high school on the Biology EOC.

- G3.** Raise the percentage of students passing the Geometry EOC with a level 3 or above on the first attempt.

- G4.** Substantially raise the reading comprehension skills and vocabulary acquisition for all segments of the student body and to promote a culture of reading that will instill a habit of lifelong literacy.

- G5.** Raise the percentage of students passing the Algebra 1 EOC with a level 3 or above on the first attempt.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improve reading comprehension skills to facilitate gains on the History EOC.. 1a

G040248

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- History EOC Assessment
- PLCs will institute CRISS/CAR-PD strategies and lessons
- Social Studies teachers will support ELA teachers by utilizing Achieve3000
- Novice teachers will utilize reading coach for specific protocols and implementation
- Professional Development (JEPD) will support teacher understanding of protocols, gradual release, rotations, and differentiation

Targeted Barriers to Achieving the Goal 3

- Lack of student buy-in resulting in decreased motivation towards course and EOC.

Plan to Monitor Progress Toward G1. 8

Continuous student assessment throughout the year, commencing with baseline assessments. This will ensure a constant, up to date evaluation of student progress.
Data from both formal and informal assessments throughout the year, exit slips, culminating in final state U.S. History EOC.

Person Responsible

Allen Moore

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

PLC notes, lesson plans, data notebooks, performance matters data

G2. As a science department, Mandarin students will out perform every other comprehensive Duval County high school on the Biology EOC. 1a

G040249

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	78.0

Resources Available to Support the Goal 2

- Biology review sessions
- Lower quartile/at risk students pull out review sessions
- Individual teacher tutoring hours

Targeted Barriers to Achieving the Goal 3

- Comprehensive nature of the exam results in problems in retention.

Plan to Monitor Progress Toward G2. 8

Assessment

Person Responsible

Brian Holloway

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data from assessments given by the district or the classroom teacher.

G3. Raise the percentage of students passing the Geometry EOC with a level 3 or above on the first attempt. 1a

G040250

Targets Supported 1b

Indicator	Annual Target
Geometry EOC Pass Rate	59.0

Resources Available to Support the Goal 2

- The CGA Baseline assessment, CGA1, CGA2, CGA3, Geometry EOC results

Targeted Barriers to Achieving the Goal 3

- Lack of challenging assignments leading to students' decrease in motivation

Plan to Monitor Progress Toward G3. 8

Student engagement through high order questioning and projects

Person Responsible

Janetta Lucas

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data from the assessments, exit slips, observations

G4. Substantially raise the reading comprehension skills and vocabulary acquisition for all segments of the student body and to promote a culture of reading that will instill a habit of lifelong literacy. 1a

G040251

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- School-based full-time Reading Coach and District Literacy Specialist
- Weekly PLCs during ELA common-planning period
- Coaching Cycle (pre-conference, modeling, feedback)
- Literacy Team drawn from administration and all content areas (to promote a culture of reading)
- "Word of the Day" spotlighted in principal's morning epistle
- Achieve 3000/Level Set
- Mini-Libraries in all classrooms
- Word Walls in all content areas
- CGA Baseline, CGAs 1-3, and CGA Post
- District- provided Curriculum Learning Guides
- Write to Learn web-based program
- Online Textbooks
- Media Center with lending privileges for all students

Targeted Barriers to Achieving the Goal 3

- Lack of textual comprehension.

Plan to Monitor Progress Toward G4. 8

Data will reveal students who run the risk of falling further behind in general literacy, thus enabling the school to offer different levels of reading-enrichment courses. Reading retake courses are also offered for students at risk of not passing the FCAT Reading exam required for graduation.

Person Responsible

Elizabeth Pecarek

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Teachers will have online full data histories of each of their students by the end of the year to a) gauge how far progress has been made toward the goal of substantially improved reading comprehension, and b) as a resource for the students' teachers next year.

G5. Raise the percentage of students passing the Algebra 1 EOC with a level 3 or above on the first attempt. 1a

G040252

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	53.0

Resources Available to Support the Goal 2

- District Math Coach
- Curriculum Guide Assessments
- Pearson, MathXL, and Algebra Nation resources
- Weekly PLCs for Algebra 1 common planning
- Carnegie Learning for Enrichment Students
- Laptop carts in Enrichment classroom
- Online resources from the state and textbook at home
- Provide Focus Lessons and Spiral Review home learning that will address student achievement gathered from data.
- Provide test practice on the computers.

Targeted Barriers to Achieving the Goal 3

- Weakness in mathematical skills

Plan to Monitor Progress Toward G5. 8

Lesson Plans, Assessments, Exit Slips, Projects

Person Responsible

Janetta Lucas

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data discussion, student work displayed, lesson plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Improve reading comprehension skills to facilitate gains on the History EOC.. **1**

 G040248

G1.B2 Lack of student buy-in resulting in decreased motivation towards course and EOC. **2**

 B097353

G1.B2.S1 Differentiated instruction and open-ended projects where students make choices based on interest **4**

 S108579

Strategy Rationale

Students who are more involved in the instruction and project decisions are more likely to connect with the curriculum and content itself.

Action Step 1 **5**

School-wide monthly focus on reading starting with vocabulary, including word of the day, cross curricular academic vocabulary, implementation of instructional protocols, and utilization of working word walls

Person Responsible

Allen Moore

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Focus calendars, PLC minutes, lesson plans

Action Step 2 5

Utilization of full time school based reading coach to aide in implementation of latest research based reading and instructional protocols.

Person Responsible

Kay Earhart

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Focus calendars, PLC minutes, lesson plans

Action Step 3 5

Teachers participating in common planning meetings to discuss reading strategies per content area

Person Responsible

Allen Moore

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Focus calendars, PLC minutes, lesson plans

Action Step 4 5

Create a print rich environment to include magazines, books, newspapers, and current events

Person Responsible

Damien McDonald

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

classroom walkthrough log and observation forms, lesson plans

Action Step 5 5

Administrative support for truancy and PLC work on engaging lessons

Person Responsible

Allen Moore

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

AIT meeting information, PLC minutes, lesson plans, data notebooks

Action Step 6 5

Baseline assessments, progress monitoring via district CGAs

Person Responsible

Allen Moore

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

CGA results, performance matters results and charts

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Continuous student assessment throughout the year, commencing with baseline assessments. This will ensure a constant, up-to-date evaluation of student progress. Data from both formal and informal assessments throughout the year, exit slips, culminating in final state U.S. History EOC.

Person Responsible

Allen Moore

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student exit slip and/or classroom survey, teacher data, cga data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Continuous student assessment throughout the year, commencing with baseline assessments. This will ensure a constant, up to date evaluation of student progress. Data from both formal and informal assessments throughout the year, exit slips, culminating in final state U.S. History EOC.

Person Responsible

Allen Moore

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data from lessons or projects

G2. As a science department, Mandarin students will out perform every other comprehensive Duval County high school on the Biology EOC. 1

 G040249

G2.B1 Comprehensive nature of the exam results in problems in retention. 2

 B097355

G2.B1.S1 The Biology teachers will incorporate the district performance tasks into regular class activities 4

 S108581

Strategy Rationale

Performance tasks are aligned with the cognitive complexity levels students will see on state End of Course Assessments.

Action Step 1 5

Teacher-created Unit assessments, CGAs

Person Responsible

Brian Holloway

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Data from assessments given.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom or district assessments.

Person Responsible

Brian Holloway

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data from assessments given by the classroom teacher or district. Administrator monitoring of PLC work.

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

Classroom or district assessments

Person Responsible

Brian Holloway

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data from assessments given by the district or the classroom teacher.

G3. Raise the percentage of students passing the Geometry EOC with a level 3 or above on the first attempt.

1

G040250

G3.B2 Lack of challenging assignments leading to students' decrease in motivation 2

B097357

G3.B2.S1 Student engagement through high order questioning and projects 4

S108585

Strategy Rationale

Aligning the classwork to the cognitive complexity seen on the EOC assessment will enable students to better understand the test when before them.

Action Step 1 5

Higher order questioning stems developed

Person Responsible

Janetta Lucas

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Exit Slips, student developed questions, observations

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Higher Order questioning

Person Responsible

Janetta Lucas

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Exit slips, student engagement, observations

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Data from the assessments, exit slips, observations

Person Responsible

Janetta Lucas

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Exit slips, portfolios, observations, and assessments.

G4. Substantially raise the reading comprehension skills and vocabulary acquisition for all segments of the student body and to promote a culture of reading that will instill a habit of lifelong literacy. 1

 G040251

G4.B1 Lack of textual comprehension. 2

 B097365

G4.B1.S1 Teachers will analyze the data indicating a student's reading level and find corresponding texts. 4

 S108591

Strategy Rationale

Students will be more successful in comprehending what they are reading if the texts are matched to current reading levels for students with opportunities for scaffolding and growth.

Action Step 1 5

data will reveal students who run the risk of falling further behind in general literacy. School will offer different levels of reading enrichment courses, including reading retake enrichment courses.

Person Responsible

Janetta Lucas

Schedule

On 7/31/2014

Evidence of Completion

scheduling guidelines, master schedule, student schedules

Action Step 2 5

In PLC groups, analyze data to drive differentiated instruction, with emphasis on comprehension and vocabulary.

Person Responsible

Elizabeth Pecarek

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

PLC minutes, lesson plans, data notebooks, QCR documents

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers will have online full data histories of each of their students by the end of the year to a) gauge how far progress has been made toward the goal of substantially improving reading comprehension and b) as a resource for the students' teachers for the next year

Person Responsible

Elizabeth Pecarek

Schedule

Quarterly, from 10/31/2014 to 6/5/2015

Evidence of Completion

performance matters data sets, QCR documentation, lesson plans, data notebooks

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will analyze the data available online indicating a student's reading level and finding corresponding texts to best match students' reading levels; the Lexile program will be used to ascertain the reading level of a given text;

Person Responsible

Elizabeth Pecarek

Schedule

Quarterly, from 10/31/2014 to 6/5/2015

Evidence of Completion

performance matters data sets, QCR documentation, lesson plans, data notebooks

G5. Raise the percentage of students passing the Algebra 1 EOC with a level 3 or above on the first attempt.

1

G040252

G5.B1 Weakness in mathematical skills 2

B097370

G5.B1.S1 Use of assessment data from Curriculum Guide Assessments, and teacher made assessments to target weaknesses in mathematical skills. 4

S108594

Strategy Rationale

Teachers must utilize data in order to accurately assess and target students' needs

Action Step 1 5

The Common Planning group will gather data based on assessments given before the school started and at the baseline at the beginning of the year.

Person Responsible

Janetta Lucas

Schedule

On 10/1/2014

Evidence of Completion

CPG agendas and Minutes.

Action Step 2 5

Analyze data to determine mathematical weakness.

Person Responsible

Janetta Lucas

Schedule

On 6/5/2015

Evidence of Completion

CPG Agendas and Minutes, Data discussions with the CPG and math admin

Action Step 3 5

Develop lesson plans and activities that focus on student skills that mirror the expectations of the state assessment.

Person Responsible

Janetta Lucas

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

PLC minutes, lesson plans, data notebooks, performance matters data

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor data from previous year testing and current year baseline assessments.

Person Responsible

Janetta Lucas

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Classroom rosters and data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Monitor all data from FCAT, Baseline CGA, teacher made baselines, previous Algebra 1 EOC results if taken.

Person Responsible

Janetta Lucas

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Courses taken should be appropriate for the level scored on assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Duval - 2601 - Mandarin High School - 2014-15 SIP
Mandarin High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	School-wide monthly focus on reading starting with vocabulary, including word of the day, cross curricular academic vocabulary, implementation of instructional protocols, and utilization of working word walls	Moore, Allen	8/25/2014	Focus calendars, PLC minutes, lesson plans	6/5/2015 monthly
G2.B1.S1.A1	Teacher-created Unit assessments, CGAs	Holloway, Brian	8/25/2014	Data from assessments given.	5/29/2015 biweekly
G3.B2.S1.A1	Higher order questioning stems developed	Lucas, Janetta	8/25/2014	Exit Slips, student developed questions, observations	6/5/2015 weekly
G4.B1.S1.A1	data will reveal students who run the risk of falling further behind in general literacy. School will offer different levels of reading enrichment courses, including reading retake enrichment courses.	Lucas, Janetta	6/9/2014	scheduling guidelines, master schedule, student schedules	7/31/2014 one-time
G5.B1.S1.A1	The Common Planning group will gather data based on assessments given before the school started and at the baseline at the beginning of the year.	Lucas, Janetta	9/1/2014	CPG agendas and Minutes.	10/1/2014 one-time
G4.B1.S1.A2	In PLC groups, analyze data to drive differentiated instruction, with emphasis on comprehension and vocabulary.	Pecarek, Elizabeth	8/25/2014	PLC minutes, lesson plans, data notebooks, QCR documents	6/5/2015 weekly
G5.B1.S1.A2	Analyze data to determine mathematical weakness.	Lucas, Janetta	9/1/2014	CPG Agendas and Minutes, Data discussions with the CPG and math admin	6/5/2015 one-time
G1.B2.S1.A2	Utilization of full time school based reading coach to aide in implementation of latest research based reading and instructional protocols.	Earhart, Kay	8/25/2014	Focus calendars, PLC minutes, lesson plans	6/5/2015 monthly
G1.B2.S1.A3	Teachers participating in common planning meetings to discuss reading strategies per content area	Moore, Allen	8/25/2014	Focus calendars, PLC minutes, lesson plans	6/5/2015 weekly
G5.B1.S1.A3	Develop lesson plans and activities that focus on student skills that mirror the expectations of the state assessment.	Lucas, Janetta	9/1/2014	PLC minutes, lesson plans, data notebooks, performance matters data	6/5/2015 weekly
G1.B2.S1.A4	Create a print rich environment to include magazines, books, newspapers, and current events	McDonald, Damien	8/25/2014	classroom walkthrough log and observation forms, lesson plans	6/5/2015 biweekly
G1.B2.S1.A5	Administrative support for truancy and PLC work on engaging lessons	Moore, Allen	8/25/2014	AIT meeting information, PLC minutes, lesson plans, data notebooks	6/5/2015 biweekly
G1.B2.S1.A6	Baseline assessments, progress monitoring via district CGAs	Moore, Allen	9/1/2014	CGA results, performance matters results and charts	6/5/2015 quarterly
G1.MA1	Continuous student assessment throughout the year, commencing with baseline assessments. This will ensure a constant, up to date evaluation of student progress. Data from both formal and informal assessments throughout the year, exit slips, culminating in final state U.S. History EOC.	Moore, Allen	8/25/2014	PLC notes, lesson plans, data notebooks, performance matters data	6/5/2015 weekly
G1.B2.S1.MA1	Continuous student assessment throughout the year, commencing with baseline assessments. This will ensure a constant, up to date evaluation of student progress. Data from both formal and informal assessments throughout the year, exit slips, culminating in final state U.S. History EOC.	Moore, Allen	8/25/2014	Data from lessons or projects	6/5/2015 weekly
G1.B2.S1.MA1	Continuous student assessment throughout the year, commencing with baseline assessments. This will ensure	Moore, Allen	8/25/2014	Student exit slip and/or classroom survey, teacher data, cga data	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	a constant, up-to-date evaluation of student progress. Data from both formal and informal assessments throughout the year, exit slips, culminating in final state U.S. History EOC.				
G2.MA1	Assessment	Holloway, Brian	8/25/2014	Data from assessments given by the district or the classroom teacher.	6/5/2015 weekly
G2.B1.S1.MA1	Classroom or district assessments	Holloway, Brian	8/25/2014	Data from assessments given by the district or the classroom teacher.	6/5/2015 quarterly
G2.B1.S1.MA1	Classroom or district assessments.	Holloway, Brian	8/25/2014	Data from assessments given by the classroom teacher or district. Administrator monitoring of PLC work.	6/5/2015 quarterly
G3.MA1	Student engagement through high order questioning and projects	Lucas, Janetta	8/25/2014	Data from the assessments, exit slips, observations	6/5/2015 weekly
G3.B2.S1.MA1	Data from the assessments, exit slips, observations	Lucas, Janetta	8/25/2014	Exit slips, portfolios, observations, and assessments.	6/5/2015 weekly
G3.B2.S1.MA1	Higher Order questioning	Lucas, Janetta	8/25/2014	Exit slips, student engagement, observations	6/5/2015 weekly
G4.MA1	Data will reveal students who run the risk of falling further behind in general literacy, thus enabling the school to offer different levels of reading-enrichment courses. Reading retake courses are also offered for students at risk of not passing the FCAT Reading exam required for graduation.	Pecarek, Elizabeth	8/25/2014	Teachers will have online full data histories of each of their students by the end of the year to a) gauge how far progress has been made toward the goal of substantially improved reading comprehension, and b) as a resource for the students' teachers next year.	6/5/2015 weekly
G4.B1.S1.MA1	Teachers will analyze the data available online indicating a student's reading level and finding corresponding texts to best match students' reading levels; the Lexile program will be used to ascertain the reading level of a given text;	Pecarek, Elizabeth	10/31/2014	performance matters data sets, QCR documentation, lesson plans, data notebooks	6/5/2015 quarterly
G4.B1.S1.MA1	Teachers will have online full data histories of each of their students by the end of the year to a) gauge how far progress has been made toward the goal of substantially improving reading comprehension and b) as a resource for the students' teachers for the next year	Pecarek, Elizabeth	10/31/2014	performance matters data sets, QCR documentation, lesson plans, data notebooks	6/5/2015 quarterly
G5.MA1	Lesson Plans, Assessments, Exit Slips, Projects	Lucas, Janetta	8/25/2014	Data discussion, student work displayed, lesson plans	6/5/2015 weekly
G5.B1.S1.MA1	Monitor all data from FCAT, Baseline CGA, teacher made baselines, previous Algebra 1 EOC results if taken.	Lucas, Janetta	9/1/2014	Courses taken should be appropriate for the level scored on assessments.	6/5/2015 weekly
G5.B1.S1.MA1	Monitor data from previous year testing and current year baseline assessments.	Lucas, Janetta	9/1/2014	Classroom rosters and data	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Improve reading comprehension skills to facilitate gains on the History EOC..

G1.B2 Lack of student buy-in resulting in decreased motivation towards course and EOC.

G1.B2.S1 Differentiated instruction and open-ended projects where students make choices based on interest

PD Opportunity 1

School-wide monthly focus on reading starting with vocabulary, including word of the day, cross curricular academic vocabulary, implementation of instructional protocols, and utilization of working word walls

Facilitator

Principal, Assistant Principals, School based Reading Coach, District based literacy specialist

Participants

All teachers in core content areas

Schedule

Monthly, from 8/25/2014 to 6/5/2015

PD Opportunity 2

Utilization of full time school based reading coach to aide in implementation of latest research based reading and instructional protocols.

Facilitator

Kay Earhart, Reading Coach Regan Ashker, District Literacy Specialist

Participants

All teachers in core content areas

Schedule

Monthly, from 8/25/2014 to 6/5/2015

G2. As a science department, Mandarin students will out perform every other comprehensive Duval County high school on the Biology EOC.

G2.B1 Comprehensive nature of the exam results in problems in retention.

G2.B1.S1 The Biology teachers will incorporate the district performance tasks into regular class activities

PD Opportunity 1

Teacher-created Unit assessments, CGAs

Facilitator

District Science specialist Administrator over Science

Participants

Science teachers

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

G3. Raise the percentage of students passing the Geometry EOC with a level 3 or above on the first attempt.

G3.B2 Lack of challenging assignments leading to students' decrease in motivation

G3.B2.S1 Student engagement through high order questioning and projects

PD Opportunity 1

Higher order questioning stems developed

Facilitator

District math specialist Administrator over Math department

Participants

Math Department

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G4. Substantially raise the reading comprehension skills and vocabulary acquisition for all segments of the student body and to promote a culture of reading that will instill a habit of lifelong literacy.

G4.B1 Lack of textual comprehension.

G4.B1.S1 Teachers will analyze the data indicating a student's reading level and find corresponding texts.

PD Opportunity 1

In PLC groups, analyze data to drive differentiated instruction, with emphasis on comprehension and vocabulary.

Facilitator

Kay Earhart, Reading Coach Regan Ashker, District Literacy Specialist Administrators over Reading and English departments

Participants

Reading and English Departments

Schedule

Weekly, from 8/25/2014 to 6/5/2015

G5. Raise the percentage of students passing the Algebra 1 EOC with a level 3 or above on the first attempt.

G5.B1 Weakness in mathematical skills

G5.B1.S1 Use of assessment data from Curriculum Guide Assessments, and teacher made assessments to target weaknesses in mathematical skills.

PD Opportunity 1

The Common Planning group will gather data based on assessments given before the school started and at the baseline at the beginning of the year.

Facilitator

District Math Specialist Administrator over Math department

Participants

All math teachers

Schedule

On 10/1/2014

PD Opportunity 2

Analyze data to determine mathematical weakness.

Facilitator

District Math Specialist Administrator over Math department

Participants

All math teachers

Schedule

On 6/5/2015

PD Opportunity 3

Develop lesson plans and activities that focus on student skills that mirror the expectations of the state assessment.

Facilitator

District Math Specialist Administrator over Math department

Participants

All math teachers

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Technical Assistance Items

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

G1. Improve reading comprehension skills to facilitate gains on the History EOC..

G1.B2 Lack of student buy-in resulting in decreased motivation towards course and EOC.

G1.B2.S1 Differentiated instruction and open-ended projects where students make choices based on interest

PD Opportunity 1

Create a print rich environment to include magazines, books, newspapers, and current events

Facilitator

Kay Earhart, Reading Coach School based administration PLC leaders

Participants

All core content teachers

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

PD Opportunity 2

Administrative support for truancy and PLC work on engaging lessons

Facilitator

Joyce Jones, Dean of Discipline All school based administrators Truancy officer

Participants

whole school

Schedule

Biweekly, from 8/25/2014 to 6/5/2015

Budget Rollup

Summary	
Description	Total
Goal 1: Improve reading comprehension skills to facilitate gains on the History EOC..	5,298
Goal 2: As a science department, Mandarin students will out perform every other comprehensive Duval County high school on the Biology EOC.	3,000
Goal 3: Raise the percentage of students passing the Geometry EOC with a level 3 or above on the first attempt.	1,000
Goal 4: Substantially raise the reading comprehension skills and vocabulary acquisition for all segments of the student body and to promote a culture of reading that will instill a habit of lifelong literacy.	2,000
Goal 5: Raise the percentage of students passing the Algebra 1 EOC with a level 3 or above on the first attempt.	1,000
Grand Total	12,298

Goal 1: Improve reading comprehension skills to facilitate gains on the History EOC..		
Description	Source	Total
B2.S1.A1 - For Interactive Word Wall supplies and vocabulary readers.	School Improvement Funds	298
B2.S1.A3 - Sending teachers to training for revised curriculum pieces	School Improvement Funds	4,000
B2.S1.A4 - Classroom library materials	School Improvement Funds	500
B2.S1.A5 - vests for students out of class to help monitor which students are out of class	School Improvement Funds	500
Total Goal 1		5,298

Goal 2: As a science department, Mandarin students will out perform every other comprehensive Duval County high school on the Biology EOC.		
Description	Source	Total
B1.S1.A1 - Science fair materials and Biotechnology equipment	School Improvement Funds	3,000
Total Goal 2		3,000

Goal 3: Raise the percentage of students passing the Geometry EOC with a level 3 or above on the first attempt.		
Description	Source	Total
B2.S1.A1 - Graphing calculators and HOT question stem posters	School Improvement Funds	1,000
Total Goal 3		1,000

Goal 4: Substantially raise the reading comprehension skills and vocabulary acquisition for all segments of the student body and to promote a culture of reading that will instill a habit of lifelong literacy.

Description	Source	Total
B1.S1.A2 - purchase of cartridges for teachers to facilitate compilation of data and common planning materials	School Improvement Funds	2,000
Total Goal 4		2,000

Goal 5: Raise the percentage of students passing the Algebra 1 EOC with a level 3 or above on the first attempt.

Description	Source	Total
B1.S1.A3 - Algebra I consumable workbooks	School Improvement Funds	1,000
Total Goal 5		1,000