Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Terry Parker High School	District Name: Duval County
Principal: Scott Schneider	Superintendent: Ed Pratt-Dannals
SAC Chair: Tony Johnson	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

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List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Scott Schneider	*Bachelor of Arts in Education from University of North Florida *Masters in Art and Teaching: Educational Leadership from University of North Florida	2nd year	7th year	**Principal of Terry Parker Sr. High School 2011-Present 2011-2012, Terry Parker High School** Grade: P, Reading Mastery: 33 %(+2%) Math mastery:47% (-21% due to Alg. EOC) Science Mastery: 46% (5 pt Increase), Writing Mastery: 88 (2 pt Increase) Reading gains: 53%(10% increase) Math gains: 67%(5% decrease) BQ Reading: 63%(9% increase) BQ Math: 84% (17% increase) Total points: 497(increase of 25 points) Overall gains, 25 point increase. **Assistant Principal Ribault High School 2009-2011** School grade: 2010 moved from D to C School grade:2009 moved from F to C **Assistant Principal Robert E. Lee High School 2006-2009** School grade 2008- D to C School grade 2007- increased 30+ points maintained D

Assistant Principal	Nance Mcleish	University of North Florida BA. University of North Florida for Educational Leadership.	4 Years	12 Years	**Assistant Principal of Terry Parker Sr. High School 2009-Present 2011-2012, Terry Parker High School** Grade: P, Reading Mastery: 33 %(+2%) Math mastery:47% (-21% due to Alg. EOC) Science Mastery: 46% (5 pt Increase), Writing Mastery: 88 (2 pt Increase) Reading gains: 53%(10% increase) Math gains: 67%(5% decrease) BQ Reading: 63%(9% increase) BQ Math: 84% (17% increase) Total points: 497(increase of 25 points) Overall gains, 25 point increase. **2010-2011** Grade: P, Reading Mastery:31%(Maintained) Math mastery:68% (6 pt Increase, Science Mastery: 41% (3 pt Increase), Writing Mastery: 86 (5 pt Increase)/ AYP: Black students did not make AYP in Math. White, Black and SWD did not Make AYP in reading. Second Year in a row. Overall gains, 14 point increase. School Year: 2009-2010 Grade: D, Reading Mastery: 31% (3 pt Increase), Math mastery:62% (3 pt Increase, Science Mastery: 38% (3 pt Increase), Writing Mastery: 81 (5 pt Increase)/AYP: ELL and SWD did not make AYP in math. Hispanic, FRPL, ELL, and SWD did not make AYP in reading. Second Year in a row. Overall gains, TPHS increased 9 points. **Assistant Principal at Terry Parker School 2008-2009** School Year: Grade: D, Reading Mastery: 29%, Math mastery: 59%, Science Mastery: 35%. AYP: ELL and SWD did not make AYP in math. Hispanic, FRPL, ELL, and SWD did not make AYP in reading.

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					2007-2008: Grade: D, Reading Mastery 29%, Math Mastery 58%, Science Mastery 33%. AYP 71%, Overall JDMS did not make AYP.
Assistant Principal	Maysha Shelton	AAS – Liberal Arts BA – Health Science MED, Supervision and Administration Elementary Ed (Grades K-6) Educational Leadership (All Levels) School Principal (All Levels)	3rd Year	3rd Year	**2011-2012, Terry Parker High School** Grade: P, Reading Mastery: 33 %(+2%) Math mastery:47% (-21% due to Alg. EOC) Science Mastery: 46% (5 pt Increase), Writing Mastery: 88 (2 pt Increase) Reading gains: 53%(10% increase) Math gains: 67%(5% decrease) BQ Reading: 63%(9% increase) BQ Math: 84% (17% increase) Total points: 497(increase of 25 points) Overall gains, 25 point increase. **2010-2011** Grade: P, Reading Mastery:31%(Maintained) Math mastery:68% (6 pt Increase, Science Mastery: 41% (3 pt Increase), Writing Mastery: 86 (5 pt Increase)/ AYP: Black students did not make AYP in Math. White, Black and SWD did not Make AYP in reading. Second Year in a row. Overall gains, 14 point increase.

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| Assistant Principal | Moses Williams | Alabama A&M University B.S. Special Education Certification: Varying Exceptionalities

University of N. Florida M.Ed. Educational Leadership Certification: Educational Leadership | 2nd year | 2nd year | **Assistant Principal- Terry Parker High School**
2011-2012, Terry Parker High School
Grade: P,
Reading Mastery: 33 %(+2%)
Math mastery:47% (-21% due to Alg. EOC)
Science Mastery: 46% (5 pt Increase),
Writing Mastery: 88 (2 pt Increase)
Reading gains: 53%(10% increase)
Math gains: 67%(5% decrease)
BQ Reading: 63%(9% increase)
BQ Math: 84% (17% increase)
Total points: 497(increase of 25 points)
Overall gains, 25 point increase.

2010-2011
Grade: P, Reading Mastery:31%(Maintained) Math mastery:68% (6 pt Increase,
Science Mastery: 41% (3 pt Increase), Writing Mastery: 86 (5 pt Increase)/
AYP:
Black students did not make AYP in Math.
White, Black and SWD did not
Make AYP in reading. Second Year in a row.
Overall gains, 14 point increase.
Interventionist- Terry Parker Excel
2009-2010
Grade: D, Reading Mastery: 31%, Math Mastery 62%, Science Mastery 38%. AYP: FRPL, Black, and SWD did not make AYP in reading. SWD, FRPL, and Black did not make AYP in math.
2008-2009
Grade: D, Reading Mastery: 29%, Math mastery: 59%, Science Mastery: 35%. AYP: ELL and SWD did not make AYP in math. Hispanic, FRPL, ELL, and SWD did not make AYP in reading. |

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Assistant Principal	Lourdes Santiago	*Bachelor of Science in Education from Nova Southeastern University *Master of Science in Management and Administration in Educational Programs from Nova Southeastern University	4 years	2nd year	**2011-2012, Terry Parker High School** Grade: P, Reading Mastery: 33 %(+2%) Math mastery:47% (-21% due to Alg. EOC) Science Mastery: 46% (5 pt Increase), Writing Mastery: 88 (2 pt Increase) Reading gains: 53%(10% increase) Math gains: 67%(5% decrease) BQ Reading: 63%(9% increase) BQ Math: 84% (17% increase) Total points: 497(increase of 25 points) Overall gains, 25 point increase. **2010-2011, Terry Parker High School** Grade: P, Reading Mastery:31%(Maintained) Math mastery:68% (6 pt Increase, Science Mastery: 41% (3 pt Increase), Writing Mastery: 86 (5 pt Increase)/ AYP: Black students did not make AYP in Math. White, Black and SWD did not Make AYP in reading. Second Year in a row. Overall gains, 14 point increase. **2009-2010, Terry Parker High School** School Year: 2009-2010 Grade: D, Reading Mastery: 31% (3 pt Increase), Math mastery:62% (3 pt Increase, Science Mastery: 38% (3 pt Increase), Writing Mastery: 81 (5 pt Increase)/AYP: ELL and SWD did not make AYP in math. Hispanic, FRPL, ELL, and SWD did not make AYP in reading. Second Year in a row. Overall gains, TPHS increased 9 points

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Assistant Principal	Chelvert Wellington	M. Ed Leadership, Jacksonville University B.S. Business Administration, Florida A&M University	first	first	2011-2012 Forrest High School Reading 3+ <u>28</u> Math 3+ <u>48</u> Writing 3.5+ <u>83</u> Science 3+ Reading Gains <u>57</u> Math Gains <u>73</u> BQ Rdg Gains <u>69</u> BQ Math Gains <u>90</u> MS Acceleration Total Points <u>512</u> Total Points +/- <u>127</u> Grade <u>P</u>

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Reading	Patricia Melvin	BS in Adaptive PE MED Reading	5 years	5 years	**Reading Coach at Terry Parker School** **School Year:** **2011-2012, Terry Parker High School** Grade: P, Reading Mastery: 33 %(+2%) Math mastery:47% (-21% due to Alg. EOC) Science Mastery: 46% (5 pt Increase), Writing Mastery: 88 (2 pt Increase) Reading gains: 53%(10% increase) Math gains: 67%(5% decrease) BQ Reading: 63%(9% increase) BQ Math: 84% (17% increase) Total points: 497(increase of 25 points) Overall gains, 25 point increase. **2010-2011** Grade: P, Reading Mastery:31%(Maintained) Math mastery:68% (6 pt Increase, Science Mastery: 41% (3 pt Increase), Writing Mastery: 86 (5 pt Increase)/ AYP: Black students did not make AYP in Math. White, Black and SWD did not Make AYP in reading. Second Year in a row. Overall gains, 14 point increase. **2009-2010** Grade: D, Reading Mastery: 31%, Math Mastery 62%, Science Mastery 38%. AYP: FRPL, Black, and SWD did not make AYP in reading. SWD, FRPL, and Black did not make AYP in math. **2008-2009** Grade: D, Reading Mastery: 29%, Math mastery: 59%, Science Mastery: 35%. AYP: ELL and SWD did not make AYP in math. Hispanic, FRPL, ELL, and SWD did not make AYP in reading. **2007-2008**: Grade: D, Reading Mastery 29%, Math Mastery 58%, Science Mastery 33%. AYP 71%,

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Reading	Lydia Harrington			1st year	**2011-2012, Terry Parker High School** Grade: P, Reading Mastery: 33 %(+2%) Math mastery:47% (-21% due to Alg. EOC) Science Mastery: 46% (5 pt Increase), Writing Mastery: 88 (2 pt Increase) Reading gains: 53%(10% increase) Math gains: 67%(5% decrease) BQ Reading: 63%(9% increase) BQ Math: 84% (17% increase) Total points: 497(increase of 25 points) Overall gains, 25 point increase.

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Assign new teachers to mentors (New consists of 3 years or less.)	Scott Schneider, Maysha Shelton	9-17-12	
2. Provide on-going Professional Development via Wednesday Training and Monday PLC's	Scott Schneider, Maysha Shelton, Lydia Harrington, Pat Melvin, Tina Wilson, Pat Curran	On-going	
3. Meet with new teachers once a month to ensure that teacher needs are addressed and the necessary accommodations are made.	Scott Schneider, Maysha Shelton, Lydia Harrington, Pat Melvin, Tina Wilson, Pat Curran	On-going	
4.			

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

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Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Clair Debuys	Temporary	Alg I, Int. Math, Prob&Stats	Math 6-12 Certification
Kristin Harmer	Temporary	Draw I, Draw II, AVID I	Art K-12 Certification
Mark Jacobs	Temporary	Analysis of Func., Math for College Readiness	Math 6-12 Certification
Matthew McElhinney	Temporary	Intensive Reading	Reading Endorsement/Professional Educator Certification
Carla Robinson	Temporary	Intensive Reading	Reading Endorsement/Professional Educator Certification
Bernadette Stocker	Temporary	Intensive Reading, Inquiry Skills	Reading Endorsement/Professional Educator Certification
Mary Wrenn	Elementary K-6, Guidance Counseling	Intensive Reading	Reading Endorsement/Professional Educator Certification

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
89	18%(16)	24%(21)	30%(27)	33%(29)	40%45	83% (74)	82%(73)	1.12%(1)	20%(23)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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Blakely, Katrina	Brower, Kaitlyn	Both attend and participate in the same Professional Learning Community on a weekly basis. Mentor can assist with best practices and support by sharing strategies.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Brown, Crissy	Robinson, Carla	Both are new to Terry Parker this year and work within the same department so learning the way of work together will be meaningful. Both will attend and participate in the same Professional Learning Community on a weekly basis with opportunities for common lesson planning.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Wiggins, Sarah	Grill, Amanda	Mentor has a proven record in the content area at this school and now serves in a role where support can be provided. Both work in the same department and will attend/participate in the same Professional Learning Community on a weekly basis.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Echevarria, Michael	Riendeau, Kylah	Both attend and participate in the same Professional Learning Community on a weekly basis. Mentor teacher has several years of experience and an AP/IB background which will enhance the types of strategies that will be shared and also serves as the Department Head.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Cooper, Glendia	Harmer, Kristen	Both attend and participate in the same Professional Learning Community on a weekly basis. Mentor has a high level of expertise and experience in the subject that will only be taught by these two teachers on our campus.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Harrington, Lydia	Blackburn, Stephen	Mentor is an academic coach at the school and has a tremendous knowledge base and level of expertise. Mentor can provide resources, identify specific strategies, dedicate time to observe the Mentee and provide supportive feedback.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.

Hudson, Robert	McCallister, Michael	Mentor is the Site Coach for the program that both work in. Mentor is knowledgeable about program expectations and school wide initiatives. Both work closely together on a daily basis within their job descriptions.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Keys, Fredrick	Houk, Esther	Both attend and participate in the same Professional Learning Community on a weekly basis and will have opportunities for common planning relating to strategies (i.e. content area reading and writing). Mentor is a seasoned teacher who will provide support using motivation and modeling.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Lewis, James	Salazar, Jonathan	Mentor has an abundance of experiences and knowledge to share. Assistance with understanding and implementing school wide initiatives via observations and resources was identified as strengths.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Lewis, James	Simmons, Michael	Mentor has an abundance of experiences and knowledge to share. Assistance with understanding and implementing school wide initiatives via observations and resources was identified as strengths.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Harrington, Lydia	McElhinney, Matthew	Mentor is an academic coach at the school and has a tremendous knowledge base and level of expertise. Mentor can provide resources, identify specific strategies, dedicate time to observe the Mentee and provide supportive feedback.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
McKenzie, Joseph	Wrenn, Mary	Mentor has a proven record with the content area at this school. Mentee has a previous history with our students. Both will attend and participate in the same Professional Learning Community with opportunities to plan together.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.

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McKenzie, Joseph	Stocker, Bernadette	Mentor has a proven record with the content area at this school. Mentee has a previous history with our students. Both will attend and participate in the same Professional Learning Community with opportunities to plan together.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Melvin, Patricia	Campbell, Elizabeth	Mentor currently serves as an Academic Coach, has a high level of expertise and possesses a wealth of knowledge about brain research, teacher efficacy and literacy strategies. Mentee teaches Critical Thinking and ELA courses and seeks the type of support that the Mentor can offer.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Melvin, Patricia	Sanchez, Caroll	Mentor currently serves as an Academic Coach with a deep level of knowledge about literacy and specific strategies that can be aligned with teaching a foreign language. Mentee teachers Spanish and seeks the type of support that the Mentor can successfully provide.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Pool, Keith	Thomas, Karen	Both attend and participate in the same Professional Learning Community on a weekly basis. Mentor teacher has several years of experience and an AP background which will enhance the types of strategies that will be shared.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Jursa, Ruth	Anderson, Robert	Both attend and participate in the same Professional Learning Community on a weekly basis with opportunities to collaborate and plan. Both worked together within the same department last year as well.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Jursa, Ruth	Maddox, Mary	Both attend and participate in the same Professional Learning Community on a weekly basis with opportunities to collaborate and plan. Both worked together within the same department last year as well.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.

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Day, Sherrill	Boetcker, Chelsea	Both attend and participate in the same Professional Learning Community on a weekly basis. Mentor has a high level of expertise and experience in the subject area and serves as the Department Head.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Courson, Tara	Jacobs, Mark	Both attend and participate in the same Professional Learning Community on a weekly basis with an opportunity for common planning. Mentor has previous history with the school and demonstrates knowledge of the content area in which strategies for teaching and learning can be shared.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Echevarria, Michael	Arnholt, Ashley	Both attend and participate in the same Professional Learning Community on a weekly basis. Mentor has a high level of expertise and experience in the subject area and serves as the Department Head.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Curran, Patrick	Robbins-Penniman, Mark	Mentor has a plethora of experience, is knowledgeable about best practices and currently serves as the PDF for the school. Mentee seeks support and feedback in which the Mentor is willing to provide.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Wilson, Tina	Skrzypek, Sara	Mentor possesses knowledge of best practices and strategies to share with the Mentee and currently serves as the PDF for the school. Mentee is seeking to complete the program this year.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.
Tina Wilson	Palestrant, Leah	Mentor possesses knowledge of best practices and strategies to share with the Mentee and currently serves as the PDF for the school. Mentee is seeking to complete the program this year.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.

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Wiggins, Sarah	DeBuys, Claire	Mentor has a proven record in the content area at this school and now serves in a role where support can be provided. Both work in the same department and will attend/participate in the same Professional Learning Community on a weekly basis.	The novice teacher and mentor will complete CET observations, perform focus walks, complete a novice IPDP, develop a classroom management plan and work collaboratively to improve teaching practices.

Additional Requirements

*Coordination and Integration-*Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A   Terry Parker has created a Parental Involvement Center housed in the Media Center. The PIC is equipped with a computer and printer for parent use to access school information as well as apply for jobs and handle other family business. Reading materials have been added for check out to empower parents through learned skills and support materials.
Title I, Part C- Migrant   Terry Parker has a thriving population of migrant students who are serviced through our ESOL program. Interpreters for the Hispanic and Haitian students are housed on the Parker campus. They work with the classroom teachers to make the learning environment comfortable for all students.
Title I, Part D   Terry Parker High School has been assigned a case worker from the Youth Crisis Center who visits and speaks with students who are having additional behavioral issues that could warrant their placement in an alternative facility outside of the home. . Terry Parker also has a district Attendance Interventionist who meets with the parents of students with attendance issues to find out what other services may be needed to help the child get to school and class on time every day.
Title II   Professional development opportunities for teachers and administrators have been made available through the Schultz Center for Teaching Leadership. School based professional development opportunities are provided bi-monthly for all faculty.
Title III   Terry Parker has two interpreters on staff that attends class and provides assistance for ESOL students. Each year the CELLA assessment is given to our ESOL students
Title X- Homeless   Terry Parker in conjunction with DCPS Homeless Education Program and community in Schools, will work to identify and provide services to students in need.

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Supplemental Academic Instruction (SAI)
SAI dollars will be used to fund targeted programs to assist students in targeted areas of need. Ie. Saturday school, tutoring, push in and pull outs..
Violence Prevention Programs
Terry Parker in conjunction with the DCPS School Police will identify 10-20 students per quarter as those who are at risk of violent behavior. Those students will be provided mentoring organized through the SRO.
Nutrition Programs
Families apply for free and reduced lunch through the DCPS lunch program. Families may also be referred to the Arlington Family Resource Center in a severe case.
Housing Programs
Families who have lost their homes are referred to the Arlington Family Resource Center. Students who have found themselves in a homeless situation are referred to the district Homeless Education Office as well as the Arlington Family Resource Center.
Head Start
N/A
Adult Education
Terry Parker houses a Community Education Program that offers courses to adults in the community. Resources for programs I the area are used to provide information to parents of over aged students who are seeking alternative sites to complete the requirements for earning a high school diploma
Career and Technical Education
Terry Parker Currently offers a variety of programs that offer industry certification and Gold Seal scholarship opportunities. Some are Culinary, ACES, and Global Business (to include hospitality, tourism, and restaurant management)
Job Training
Students earn the opportunity for internship experiences through different academy classes. The ESE department also offers a job readiness program that gives students on the job training while earning classroom credit.
Other
N/A

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.
Scott Schneider, Nance McLeish (Administrator), Moses Williams (Administrator), Lydia Harrington (ELA Coach), Pat Melvin (reading coach), Karen Griffin, James Lewis, Edith Vanderhoek

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Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/ coordinate RtI efforts?

The entire faculty will receive in-depth training provided by Pat Melvin, Reading Coach on early release Wednesday that will show teachers how their in-class interventions and strategies correlate with the respective tiers.

The school-based RtI Leadership Team meets monthly to
- Review the list of students who need Tier 2-3 services
- Discuss current screening data during weekly SLC meetings
- Examine current students' progress monitoring data as teachers complete interventions
- Discuss different forms and formats for intervention
- review current intervention materials
- Plan faculty professional development sessions

The Stem, Global Enterprises, HexArts, and IB SLC meet weekly to further review student performance both within and across departments.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The implementation decisions align with our SIP document
- The team has implemented SLC after-school intervention services according to teacher recommendation. If a student has difficulty with a particular standard, he/she is referred to SLC tutor who is qualified to offer service in that subject area.
- Offer assistance in using data to make intervention decisions
- Collaborate with faculty to implement strategies that support student intervention plans
- Pre-Identify students (lowest 25% and Learn to Finish) and keep in contact with them all year
- Math, Language Arts, and reading coaches pullout students who need additional intervention work

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
- AIDE, FAIR, Benchmark Assessment, monthly PMA, teacher-observed qualitative data, behavior and attendance records

Mid year Sources:
- FAIR, Benchmark Assessment, monthly PMA, teacher-observed qualitative data, behavior and attendance records

End-of-Year Sources:
- FAIR, FCAT, behavior and attendance records

Describe the plan to train staff on MTSS.
1. The entire faculty will receive in-depth training provided by Pat Melvin, Reading Coach on early release Wednesday that will show teachers how their in-class interventions and strategies correlate with the respective tiers. 2. Teachers in the MINT Program will receive PD on RtI by the district cadre. 3. The ESE Liasion will provide on-going training to inclusion teachers throughout the year.
Describe the plan to support MTSS. Inclusive training for continued support with a monitoring piece to ensure implementation

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, Assistant principals, Department chairs, academic coaches, SLC coach, guidance counselors, ESE head
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). ● Monthly meetings to review alignment of our work with DCPS Comprehensive K-12 Reading Plan. ● Assess faculty professional development needs ● Form plans on effective implementation of reading/writing goals Address need for instructional rigor in reading in all subject areas
What will be the major initiatives of the LLT this year? ● Pullout of lowest 25% in reading for intervention work ● Media Center quarterly *Lunch and Read* with teachers and students ● Content area vocabulary initiative ● CAR-PD initiative for science and social studies teachers ● Parent Reading Toolbox of currently used strategies on website Target Wednesday Reading initiative

Public School Choice
● **Supplemental Educational Services (SES) Notification**
Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only Sec. 1003.413 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

We have implemented 2 school wide strategies at Terry Parker High School. One is Cornell Notes and the other is a universal approach of marking the text. Cornell notes assist students with reading because it causes the students to think of essential questions before reading a text. Once they have established the essential question than they must go into the text to find the answer and to provide evidence for the answer. The Universal Marking of the Text strategy makes sure that all teachers are using the same method to underline the main idea and highlight supporting evidence for the main idea. The students can also use this form of marking the text on the computerized testing.

We also still have the Social Studies reading initiative – instructional focus calendar arranged around reading NGSSS. Teachers will instruct students on how to read their texts efficiently with accurate comprehension. Mastery assessments will be regularly given after specific strategy practices and results will be documented for Terry Parker

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Here at Terry Parker High School we have AVID (Advancement Via Individual Determination). This course uses a hands-on curriculum to assist students with core courses but also showing the relationship between the skills they are learning in core classes and their post-secondary future.

We also are continuing to offer a variety of elective courses from science & technology, culinary, ROTC, TV production, music, and world languages. All of these courses incorporate future job related activities in their curriculum. In addition, a job fair will be conducted school wide by these departments.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The Guidance Department in conjunction with the administrative team conducts a Curriculum Night in March for parents and students to all communication of academic planning. The Guidance Department meets with individual classes and conducts student course selections in conjunction with the MAI (major areas of interest).

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>.

The faculty and staff will increase their efforts to adequately prepare students for success in postsecondary education by analyzing gathered data from the high school feeder report and other pertinent sources. The vision of Terry Parker High School and it's stakeholders is to instill a college going culture among the student population beginning with their ninth grade entry year and supplying them all the tools and knowledge necessary to reach their academic goals while gaining opportunities for scholarships, postsecondary readiness test waivers, and having the discussions necessary to empower students to take full advantage of available resources, gain learning strategies and skills to excel in all categories that have been identified for improving student readiness levels for public post secondary education.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Reading Goals	Problem-Solving Process to Increase Student Achievement					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1.Insufficient reading time in all content area classes 1a.2 Insufficient writing responses to text-based questions	1a.1. Adoption of a school wide Stay-Connected-to-Text While Reading and Return-to-Text After-Reading strategies. 2. Teachers will be monitored for usage of both strategies in class. Cornell Notes system Table of Contents strategy 3. Writing template for responding to text-based questions	1a.1.Principal, assistant principals, reading coaches	1a.1.Previous year data that indicated usage during assessment periods with gradual improvement of test scores	1a.1.Rubric aligned to each strategy		
Reading Goal #1a: Because reading proficiency levels have increased each year , a greater number of our student now have attained the necessary foundational skills to advance more quickly	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	33%	43%					
		1a.2.Below average vocabulary base	1a.2.Adoption of a school-wide Vocabulary program Morphological Magic	1a.2.Principal, assistant principals, reading coaches	1a.2.This is a first-year implementation	1a.2. Interim assessments on vocabulary	
		1a.3. Systemic Reading practice	1a.3.Target Wednesday – techniques for improving reading efficiency and comprehension	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1. We have no students on Alternative Assessments at this time	1b.1.	1b.1.	1b.1.	1b.1.		
Reading Goal #1b: We have no students on Alternative Assessments at this time	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1.Insufficient reading time in all content area classes 2a.2 Insufficient writing responses to text-based questions	2a.1. Adoption of a school wide Stay-Connected-to-Text While Reading and Return-to-Text After-Reading strategies. 2. Teachers will be monitored for usage of both strategies in class. Cornell Notes system Table of Contents strategy . Writing template for responding to text-based questions	2a.1.Principal, assistant principals, reading coaches	2a.1.Previous year data that indicated usage during assessment periods with gradual improvement of test scores	2a.1.Rubric aligned to each strategy		
Reading Goal #2a: Because reading proficiency levels have increased each year , a greater number of our student now have attained the necessary foundational skills to advance more quickly	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16%	21%					

		2a.2..Below average vocabulary base	2a.2. Adoption of a school-wide Vocabulary program Morphological Magic	2a.2. Principal, assistant principals, reading coaches	2a.2. This is a first-year implementation	2a.2. Interim assessments on vocabulary	
		2a.3 Systemic Reading practice	2a.3 Target Wednesday – techniques for improving reading efficiency	2a.3 Principal, assistant principals, reading coaches	2a.3Third year of implementation and previous years data showed direct positive impact	2a.3 Target area Post-Assessments	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1. We have no students on Alternative Assessments at this time	2b.1.	2b.1.	2b.1.	2b.1.		
Reading Goal #2b: We have no students on Alternative Assessments at this time .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1.Insufficient reading time in all content area classes 3a.2 Insufficient writing responses to text-based questions	3a.1. Adoption of a school wide Stay-Connected-to-Text While Reading and Return-to-Text After-Reading strategies. 2. Teachers will be monitored for usage of both strategies in class. Cornell Notes system Table of Contents strategy . Writing template for responding to text-based questions	3a.1.Principal, assistant principals, reading coaches	3a.1.Previous year data that indicated usage during assessment periods with gradual improvement of test scores	3a.1.Rubric aligned to each strategy		

Reading Goal #3a: Because reading proficiency levels have increased each year , a greater number of our student now have attained the necessary foundational skills to advance more quickly	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	53%	*60%*				
		3a.2..Below average vocabulary base	3a.2. Adoption of a school-wide Vocabulary program Morphological Magic	3a.2. Principal, assistant principals, reading coaches	3a.2. This is a first-year implementation	3a.2. Interim assessments on vocabulary
		3a.3 Systemic Reading practice	3a.3 Target Wednesday – techniques for improving reading efficiency	3a.3 Principal, assistant principals, reading coaches	3a.3Third year of implementation and previous years data showed direct positive impact	3a.3 Target area Post-Assessments
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	3b.1. We have no students on Alternative Assessments at this time	3b.1.	3b.1.	3b.1.	3b.1.	

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Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We have no students on Alternative Assessments at this time							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1.Insufficient reading time in all content area classes 3a.2 Insufficient writing responses to text-based questions	4a.1. Adoption of a school wide Stay-Connected-to-Text While Reading and Return-to-Text After-Reading strategies. 2. Teachers will be monitored for usage of both strategies in class. Cornell Notes system Table of Contents strategy . Writing template for responding to text-based questions	4a.1.Principal, assistant principals, reading coaches	4a.1.Previous year data that indicated usage during assessment periods with gradual improvement of test scores	4a.1.Rubric aligned to each strategy	
Reading Goal #4a: To continue our path of success and increase the number of L25 students that make learning gains in Reading by 6%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	63%.	69%				
		4a.2..Below average vocabulary base	4a.2. Adoption of a school-wide Vocabulary program Morphological Magic	4a.2. Principal, assistant principals, reading coaches	4a.2. This is a first-year implementation	4a.2. Interim assessments on vocabulary
		4a.3 Systemic Reading practice	4a.3 Target Wednesday – techniques for improving reading efficiency	4a.3 Principal, assistant principals, reading coaches	4a.3Third year of implementation and previous years data showed direct positive impact	4a.3 Target area Post-Assessments

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1. We have no students on Alternative Assessments at this time	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b: We have no students on Alternative Assessments at this time	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 40%	**45%**	**50%**	**55%**	**60%**	**65%**	**70%**
Reading Goal #5A: *To continue to narrow the achievement gap to reach our AMO goals by year 2016-2017*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Students enter with various cultural differences and experiences which may impact background knowledge. :	5B.1. Teachers will implement small group instruction in order to differentiate instruction around cultural differences Teachers will use multimedia to increase background knowledge by implementing discussion and writing activities Teachers will use non-linguistic representations of concepts when appropriate	5B.1. Reading Department World History Teachers	5B.1. Administrator walk-through Small group conferencing	5B.1. Benchmark Testing, FAIR		
Reading Goal #5B: Increase the performance of each racial subgroup by 10% in making satisfactory progress in Reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:47 Black:22 Hispanic:26 Asian:59 American Indian:	White:57 Black:32 Hispanic:36 Asian:69 American Indian:					

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Students enter with various cultural differences and experiences which may impact background knowledge. Along with the language barrier	5C.1. Teachers will implement small group instruction in order to differentiate instruction around cultural differences Teachers will use multimedia to increase background knowledge by implementing discussion and writing activities Teachers will use non-linguistic representations of concepts when appropriate	5C.1 .Reading Department World History Teachers ELL teachers/para	5C.1. Administrator walk-through Small group conferencing	5C.1. Benchmark Testing, FAIR		

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| Reading Goal #5C:

Increase the performance of ELL students by 10% in making satisfactory progress in Reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	9%	19%.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students have basic reading skills and reading comprehension skills that are far below grade level	5D.1. Teachers will implement small group instruction in order to differentiate instruction around reading abilities Teachers using scaffolding and gradual release model of instruction	5D.1. Reading Department Support Facilitator Teachers	5D.1. Collaborative lesson planning Small group conferencing	5D.1. Benchmark, FAIR		
<u>Reading Goal #5D:</u> Increase the performance of SWD students by 10% in making satisfactory progress in Reading	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	9%	*19%*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Student families lack the resources to support/enrich standards taught in school	5E.1. Teachers will implement 'novel-study' sessions with select group of students and their families. Families will be provided with novels and will participate in seminars designed to help them support/ enrich learning	5E.1. Reading department Reading Interventionist	5E.1. Parent/Teacher conferencing Seminars	5E.1. B3enchmarks, FAIR		
Reading Goal #5E: Increase the performance of Economically Disadvantaged students by 10% in making satisfactory progress in Reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	26%.	36%					

		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Universal marking text	9-12	Ms. Melvin	School-wide	August 17, 2012	Administrator observations of classroom looking for evidence	Administrators
WICOR foundation	9-12	Ms.Harrington /Ms. Blakely	School Wide	August 17, 2012	Administrator observations of classroom looking for evidence	Administrators
Cornell Notes	9-12	Ms. Blakely	School Wide	August 17, 2012	Administrator observations of classroom looking for evidence	Administrators
What is Rigor	9-12	Ms. Shelton	School Wide	September 19, 2012	Administrator observations of classroom looking for evidence	Administrators

Reading Budget (Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/ Speaking.	1.1. Currently, Terry Parker only has one ESOL Paraprofessional to service all of our ESOL population. Since we have 10 different languages spoken in our school and over 40 students, one paraprofessional is not adequate to properly service this population of students.	1.1. Work with our classroom teachers to refine ESOL techniques that can be employed in the classroom without the assistance of the Paraprofessional.	1.1. ESOL Contact	1.1. Reevaluate progress in Listening/ Speaking at the end of the school year.	1.1. CELLA CELLA Goal #1: *Increase number of ESOL students proficient in Listening/Speaking to 75%.*
CELLA Goal #1: **Increase number of ESOL students proficient in Listening/ Speaking to 75%.**	2012 Current Percent of Students Proficient in Listening/Speaking:				
	50%				

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. Currently, Terry Parker only has one ESOL Paraprofessional to service all of our ESOL population. Since we have 10 different languages spoken in our school and over 40 students, one paraprofessional is not adequate to properly service this population of students.	2.1. Work with our classroom teachers to refine ESOL techniques that can be employed in the classroom without the assistance of the Paraprofessional.	2.1. ESOL Contact	2.1. Reevaluate progress in Listening/ Speaking at the end of the school year.	2.1. CELLA CELLA Goal #2: *Increase the number of ESOL students proficient in Reading to 10%.*	
CELLA Goal #2: **Increase the number of ESOL students proficient in Reading to 10%.**	2012 Current Percent of Students Proficient in Reading :					
	1%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3. Students scoring proficient in Writing.	2.1. Currently, Terry Parker only has one ESOL Paraprofessional to service all of our ESOL population. Since we have 10 different languages spoken in our school and over 40 students, one paraprofessional is not adequate to properly service this population of students.	2.1. Work with our classroom teachers to refine ESOL techniques that can be employed in the classroom without the assistance of the Paraprofessional.	2.1. ESOL Contact	2.1. Reevaluate progress in Listening/ Speaking at the end of the school year.	2.1. CELLA CELLA Goal #3: *Increase the number of ESOL students proficient in Writing to 15%.*	
CELLA Goal #3: **Increase the number of ESOL students proficient in Writing to 15%.**	2012 Current Percent of Students Proficient in Writing :					
	7%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

High School Mathematics	Problem-Solving Process to Increase Student Achieve					

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	ment						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1.1. At this time, there are no students projected to be on alternative assessment.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2.1. At this time, there are no students projected to be on alternative assessment.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3. **Florida Alternate Assessment:** **Percentage of students making Learning Gains in mathematics.**	3.1. At this time, there are no students projected to be on alternative assessment.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4.1. At this time, there are no students projected to be on alternative assessment.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Algebra EOC Goals	**Problem-Solving Process to Increase**					

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	Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1 Students lack sufficient prior knowledge.	1.1. Teachers will give a daily focus lesson designed to review necessary EOC 12 tested standards.	1.1 Math Teachers/Sarah Wiggins	1.1. Data Analysis of Pre/Post Tests.	1.1. Pre/Post Test Interim Benchmarks <u>2012 Current Level of Performance:*</u>		
Algebra Goal #1: Increase level of performance by 8%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	34% (100)	42% (123)					
		1.2. Students have difficulty retaining previous content.	1.2. Create assessments that continuously spirals curriculum.	1.2 Math teachers/Sarah Wiggins	1.2 Data Analysis of Pre/Post Tests.	1.2 Pre/Post Test Interim Benchmarks	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		1.3. Students have difficulty solving word problems and extended/fill in response questions.	1.3. Incorporate more word problems and fill in response questions into daily lessons and assessments.	1.3 Math teachers	1.3 Data Analysis of Pre and Post Tests.	1.3 Pre/Post Test Interim Benchmarks
		1.4 Students are uncomfortable with the computer based testing format.	1.4 Students are uncomfortable with the computer based testing format.	1.4 Math teachers Nance McLeish (computer coordinator)	1.4 Math Teachers/Student Survey	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Students lack sufficient prior knowledge.	2.1 Teachers will give a daily focus lesson designed to review EOC 12 tested standards.	2.1 Math Teachers/Sarah Wiggins	2.1 Analysis of pre/post test <u>Algebra Goal #2:</u> *Increase level of performance by 8%.*	2.1 Pre/Post tests and Interim Benchmarks <u>2012 Current Level of Performance:*</u>	
<u>Algebra Goal #2:</u> **Increase level of performance by 8%.**	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	4% (10)	12% (35)				

		2.2 Unable to answer higher order questions	2.2 Teachers will incorporate higher order questions applying Webb's DOK in their daily lesson plans and assessments	2.2 Math Teachers	2.2 More students able to answer high order thinking questions when given on teacher made tests and textbook "HOT" questions.	2.2 Teacher made assessments and classroom discussions	
		2.3 Lack of student engagement	2.3 Teachers will use a variety of strategies to keep students engaged, such as manipulatives, group work, graphing/ scientific, calculator activities, and classroom technology.	2.3 Math Teachers	2.3 Administrators will observe student engagement in classroom visits.	2.3 Documentation of classroom visits.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 68%	71%	73%	76%	79%	81%	84%
Algebra Goal #3A: **To continue to narrow the achievement gap to reach our AMO goals by year 2016-2017**							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1 Students enter with various cultural differences and experiences which may impact background knowledge.	3B.1 Teachers will use a variety of strategies to keep students engaged, such as manipulatives, group work, graphing/scientific, calculator activities, and classroom technology. 3B.1 Administrators will observe student engagement during classroom visits.	3B.1 Math Teachers 3B.1 Documentation of classroom visits.	3B.1 Administrators will observe student engagement during classroom visits.	3B.1 Documentation of classroom visits.	
3B. Increase the performance of each ethnic subgroup students by 5% in making satisfactory progress in Algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White:49 Black:45 Hispanic:47 Asian: American Indian:	White:54 Black:50 Hispanic:52 Asian: American Indian:				
		3B.2 Lack of student motivation	3B.2 Offer rewards and incentives for learning gains. School wide reward system: Brave Hearts, principal rewards for improvement.	3B.2 Math Teachers and Administration	3B.2 Increase classroom participation and attendance	3B.2 Daily checks for understanding such as questioning, exit slips, and journals.
		3B.3 Students lack sufficient prior knowledge	3B.3 Teachers will give a daily focus lesson designed to review EOC 12 tested standards.	3B.3 Math Teachers/Sarah Wiggins and	3B.3 Data Analysis of Pre/ Post Tests	3B.3 Pre /Post tests and Interim Benchmark
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1 Difficulty understanding the language.	3C.1 Services will be provided by the ESOL paraprofessional	3C.1 Teacher/ESOL paraprofessional	3C.1 Improved classroom understanding	3C.1 Teacher assessments 2012 Current Level of Performance:*	
Algebra Goal #3C: Increase the performance of ELL students by 10% in making satisfactory progress in Algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	52%.	62%				
		3C.2 Lack of prior knowledge.	3C.2 Teachers will use daily focus lessons to remediate necessary EOC knowledge	3C.2 Math Teacher/ Sarah Wiggins	3C.2 Data Analysis of Pre/ Post test	3C.2 Pre/Post Test
		3C.3 Lack of student engagement.	3C.3 Teachers will use a variety of strategies to keep students engaged, such as; manipulative, group work, graphing calculator activities, and classroom technology.	3C.3 Math Teacher/ Sarah Wiggins	3C.3 Administrators will observe student engagement during classroom visits	3C.3 Documentation of classroom visits

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1 ESE students require extra assistance that is difficult to provide in a regular setting	3D.1 Inclusion teachers will work with regular education teachers during lesson planning and PLC time.	3D.1 Teacher/ESE inclusion teacher	3D.1 Improved classroom performance.	3D.1 teacher assessments 2012 Current Level of Performance:*		
Algebra Goal #3D: Increase the performance of SWD students by 10% in making satisfactory progress in Algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	21%	31%					

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		3D.2 Lack of student engagement.	3D.2 Teachers will use a variety of strategies to keep students engaged, such as; manipulative, group work, graphing calculator activities, and classroom technology.	3D.2 Math Teacher	3D.2 Administrators will observe student engagement during classroom visits	3D.2 Documentation of classroom visits	
		3D.3 Students require extra time/ assistance to complete assignments	3D.3 Teachers will refer students to the after school SLC tutoring program that meets twice per week.	3D.3 Math Teacher	3D.3 Increased classroom performance.	3D.3 Tutoring logs	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1 Student families lack the resources to support/enrich standards taught in school	3E.1 Provide students with in class resources, including pencils, paper, textbook.	3E.1 Math Teacher	3E.1 Improved class performance	3E.1 teacher assessments		

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Algebra Goal #3E: Increase the performance of Economically Disadvantaged students by 5% in making satisfactory progress in Algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	43%	48%				
		3E.2 Students do not have at home resources to access the online textbook/ resources for their course.	3E.2 Teachers will allow students to use classroom computers for access. Teachers will also refer students to the library for after school use of computers.	3E.2 Math Teacher	3E.2 Students log-in and completion of online work.	3E.2 Online resources
		3E.3 Students do not have after school private tutoring available.	3E.3 Teachers will refer students to school wide tutoring program that meets twice per week.	3E.3 Math Teacher	3E.3 Improved classroom performance. Attendance at tutoring sessions.	3E.3 Tutoring log

End of Algebra EOC Goals

Geometry End-of-Course Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Geometry EOC Goals	Problem-Solving					

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	Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1 Students lack sufficient prior knowledge.	1.1. Teachers will give a daily focus lesson designed to review necessary EOC 12 tested standards.	1.1 Math Teachers /Tara Courson	1.1. Data Analysis of Pre/Post Tests. <u>Geometry Goal #1:</u> *Increase level of performance by 6%.*	1.1. Pre/Post Test Interim Benchmarks <u>2012 Current Level of Performance:*</u>		
<u>Geometry Goal #1:</u> **Increase level of performance by 6%.**	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62%	68%					
		1.2. Students have difficulty retaining previous content.	1.2. Create assessments that continuously spirals curriculum.	1.2 Math teachers /Tara Courson	1.2 Data Analysis of Pre/Post Tests.	1.2 Pre/Post Test Interim Benchmarks	

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		1.3. Students have difficulty solving word problems and extended/fill in response questions.	1.3. Incorporate more word problems and fill in response questions into daily lessons and assessments.	1.3 Math teachers	1.3 Data Analysis of Pre/Post Tests.	1.3 Pre/Post Test Interim Benchmarks	
		1.4 Students are uncomfortable with the computer based testing format.	1.4 Students are uncomfortable with the computer based testing format.	1.4 Math teachers Nance McLeish (computer coordinator)	1.4 Math Teachers/Student Survey		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1 Students lack sufficient prior knowledge.	2.1 Teachers will give a daily focus lesson designed to review EOC 12 tested standards.	2.1 Math Teachers /Tara Courson	2.1 Analysis of pre/post test Geometry Goal #2: *Increase level of performance by 6%.*	2.1 Pre/Post tests and Interim Benchmarks 2012 Current Level of Performance:*		
Geometry Goal #2: **Increase level of performance by 6%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62%	68%					

		2.2 Unable to answer higher order questions	2.2 Teachers will incorporate higher order questions applying Webb's DOK in their daily lesson plans and assessments	2.2 Math Teachers	2.2 More students able to answer high order thinking questions when given on teacher made tests and textbook "HOT" questions.	2.2 Teacher made assessments and classroom discussions	
		2.3 Lack of student engagement	2.3 Teachers will use a variety of strategies to keep students engaged, such as manipulatives, group work, graphing/ scientific, calculator activities, and classroom technology.	2.3 Math Teachers	2.3 Administrators will observe student engagement in classroom visits.	2.3 Documentation of classroom visits.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 68%	**71%**	**73%**	**76%**	**79%**	**81%**	**84%**
Geometry Goal #3A: **To continue to narrow the achievement gap to reach our AMO goals by year 2016-2017**							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1 Students enter with various cultural differences and experiences which may impact background knowledge.	3B.1 Teachers will use a variety of strategies to keep students engaged, such as manipulatives, group work, graphing/scientific, calculator activities, and classroom technology. 3B.1 Administrators will observe student engagement during classroom visits.	3B.1 Math Teachers 3B.1 Documentation of classroom visits.	3B.1 Administrators will observe student engagement during classroom visits.	3B.1 Documentation of classroom visits.	
3B. Increase the performance of each ethnic subgroup students by 5% in making satisfactory progress in Algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White:49 Black:45 Hispanic:47 Asian: American Indian:	White:54 Black:50 Hispanic:52 Asian: American Indian:				
		3B.2 Lack of student motivation	3B.2 Offer rewards and incentives for learning gains. School wide reward system: Brave Hearts, principal rewards for improvement.	3B.2 Math Teachers and Administration	3B.2 Increase classroom participation and attendance	3B.2 Daily checks for understanding such as questioning, exit slips, and journals.
		3B.3 Students lack sufficient prior knowledge	3B.3 Teachers will give a daily focus lesson designed to review EOC 12 tested standards.	3B.3 Math Teachers/Tara Courson	3B.3 Data Analysis of Pre and Post Tests	3B.3 Pre/Post tests and Interim Benchmark
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1 Difficulty understanding the language.	3C.1 Services will be provided by the ESOL paraprofessional	3C.1 Teacher/ESOL paraprofessional	3C.1 Improved classroom understanding	3C.1 Teacher assessments	
Algebra Goal #3C: Increase the performance of ELL students by 10% in making satisfactory progress in Algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	52%.	62%				
		3C.2 Lack of prior knowledge.	3C.2 Teachers will use daily focus lessons to remediate necessary EOC knowledge	3C.2 Math Teacher/ Tara Courson	3C.2 Data Analysis of Pre/ Post test	3C.2 Pre/Post Test
		3C.3 Lack of student engagement.	3C.3 Teachers will use a variety of strategies to keep students engaged, such as; manipulative, group work, graphing calculator activities, and classroom technology.	3C.3 Math Teacher/ Tara Courson	3C.3 Administrators will observe student engagement during classroom visits	3C.3 Documentation of classroom visits
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1 ESE students require extra assistance that is difficult to provide in a regular setting	3D.1 Inclusion teachers will work with regular education teachers during lesson planning and PLC time.	3D.1 Teacher/ESE inclusion teacher	3D.1 Improved classroom performance.	3D.1 teacher assessments	
Algebra Goal #3D: Increase the performance of SWD students by 10% in making satisfactory progress in Algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	21%	31%.				
		3D.2 Lack of student engagement.	3D.2 Teachers will use a variety of strategies to keep students engaged, such as; manipulative, group work, graphing calculator activities, and classroom technology.	3D.2 Math Teacher	3D.2 Administrators will observe student engagement during classroom visits	3D.2 Documentation of classroom visits
		3D.3 Students require extra time/assistance to complete assignments	3D.3 Teachers will refer students to the after school SLC tutoring program that meets twice per week.	3D.3 Math Teacher	3D.3 Increased classroom performance.	3D.3 Tutoring logs

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1 Student families lack the resources to support/enrich standards taught in school	3E.1 Provide students with in class resources, including pencils, paper, textbook.	3E.1 Math Teacher	3E.1 Improved class performance	3E.1 teacher assessments		
Algebra Goal #3E: Increase the performance of Economically Disadvantaged students by 5% in making satisfactory progress in Algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	43%	48%					
		3E.2 Students do not have at home resources to access the online textbook/ resources for their course.	3E.2 Teachers will allow students to use classroom computers for access. Teachers will also refer students to the library for after school use of computers.	3E.2 Math Teacher	3E.2 Students log-in and completion of online work.	3E.2 Online resources	

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		3E.3 Students do not have after school private tutoring available.	3E.3 Teachers will refer students to school wide tutoring program that meets twice per week.	3E.3 Math Teacher	3E.3 Improved classroom performance. Attendance at tutoring sessions.	3E.3 Tutoring log	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology in the classroom	9-12	Sherrill Day	PLC	TBD	Each teacher will use technology in the classroom, and will share out with PLC.	PLC leader
Test Writing in Pearson	9-12	PLC leaders	PLC	TBD	Common Assessments aligned with standards	PLC leader
Data Analysis	9-12	School Wide Coaches/PLC Leaders	PLC/School-wide	PLC Meetings/Early Release	Differentiated Instruction/Grade Recovery	Teacher
WICOR Strategies	9-12	School Wide Coaches/PLC Leaders	PLC/School-wide	PLC Meetings/Early Release	Notebook Checks	Teacher

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Kuta Software	Test and Worksheet Generator $767		
Subtotal: $767			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase the number of scientific calculators for Geometry/Algebra 2	Texas Instruments Calculators 2 class sets @ $400		
Increase the number of graphing calculators for Algebra 2 and higher	TI-84+ graphing calculators 1 class set @ $3000		
Subtotal: $3800			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

Mathemagical by Colin Davies (book)	2 class sets @ $10 each $600		
Subtotal: $600			
Total: $5167			

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1. At this time, there are no students projected to be on alternative assessment.	1.1.	1.1.	1.1.	1.1.	
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1. At this time, there are no students projected to be on alternative assessment.	2.1.	2.1.	2.1.	2.1.	
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Biology EOC Goals	**Problem-Solving Process to**					

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	Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology.	1.1. Reading Comprehension.	1.1. Incorporate school-wide AVID reading strategies (i.e., marking the text, WICR, and context clues). Incorporate root word lessons as provided by instructional coaches.	1.1. Biology teachers. Coordinate with reading teachers. Instructional coaches.	1.1. Data from diagnostic Learning Goals Pre-Test. Data from Biology LSA's and Benchmark Tests provided by the District. Data from common Unit Tests within Biology PLCs. Common focus lesson within the Biology PLC. Biology Goal #1: 50% of all students enrolled in Biology will score proficient on the End of Course Exam.	1.1. Diagnostic Learning Goals Pre-Test. Biology LSA's and Benchmark Tests provided by the District. Common Unit Tests within Biology PLCs. 2012 Current Level of Performance:*		
Biology Goal #1: 50% of all students enrolled in Biology will score proficient on the End of Course Exam.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	43% of students will earn a passing score on the Biology End Of Course Exam.	50% of students will earn a passing score on the Biology End Of Course Exam.					
		1.2. Interpreting Graphs, Charts, and Diagrams	1.2. Incorporate common Biology focus lessons with concentration on interpreting graphs, charts, and diagrams. Incorporate common core standards in associated with math and critical thinking teachers.	1.2. Biology teachers. Coordinate with math teachers. Instructional coaches.	1.2. Data from diagnostic Learning Goals Pre-Test. Data from daily Exit Slips. Common focus lessons within the Biology PLC.	1.2. Diagnostic Learning Goals Pre-Test. Daily Exit Slips.	
		1.3. Application and Analysis of Content and Data.	1.3. Incorporation of daily higher order questioning. Labs and associated lab reports. Inquiry-based learning activities.	1.3. Biology teachers. Science district personnel.	1.3. Data from diagnostic Learning Goals Pre-Test. Rubrics for lab reports and activities. Answers to higher order questions.	1.3. Diagnostic Learning Goals Pre-Test. Lab reports. Essays with higher order questions.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Biology Goal #2: *Not applicable*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cornell Notes	All	Blakely	All Members of Department	Tuesday, Aug. 14, 2013	Cornell Notes in class/PLC	Administration
Focus Lesson Writing	All	Palestrant	PLC members and Dept.	Pre-planning	PLC Meetings	Dept. Head, PLC Leads
Biology District Days	9-10	District	TPHS Biology Team	Throughout the year	Implementation in class	District

Science Budget (Insert rows as needed)

Include only school-based funded			

activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teachers will post student work meeting or exceeding standards	Bulletin boards	Provided by TPHS	
Teachers will include more hands on/lab based inquiry activities in class	Lab supplies and resources	Teacher lead money	~$200.00
Subtotal: $200.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will increase the use of technology in the classroom.	LCD Projectors Document Cameras Mimio	Provided by district and TPHS	3000.00
Subtotal:	3000.00		
Professional Development			
Strategy			
Teachers will increase their scientific knowledge to improve student critical thinking	IB and AP Training	Accelerated Programs office	
Subtotal:			
Other			
Strategy			
Subtotal:			
Total:	3,200.00		

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Students have not had enough practice with the writing process, most notably pre-writing strategies.	1a.1. Students will use the writing process daily and all writings will be kept in a work folder for monitoring progression. Teachers will instruct students in the use of pre-writing strategies such as webbing and outlining.	1a.1. ELA Teachers, ELA Department Chair, and Standards Coach	1a.1. Focus Walks, Observations, PLC Conversations, Student Portfolios	1a.1. Common Assessments and Rubrics		
Writing Goal #1a: *To teach students to use the writing process effectively. Develop students understanding of the criteria for effective writing. To improve students' sentence skills, including grammar, mechanics, and fluency.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	88% scoring 3 or above	91% scoring 3 or above					
		1a.2. Students lack an understanding of the criteria for effective writing, and therefore, lack an understanding of how to incrementally improve their writing. Instruction has not been consistent in this area causing frustration with writing tasks and confusion on timed assessments	1a.2. Teachers will use Anchor papers from previous writing assessments to teach students how to assess their own writing; ELA teachers will employ the elements of the Six Trait Writing Method to assess student writing and create a common academic language and understanding of the elements of effective writing such as focus, organization, and development.	1a.2.ELA Teachers, ELA Department Chair, and Standards Coach	1a.2. Focus Walks, Observations, PLC Conversations, Student Portfolios	1a..2. Timed Writing (Write Score, District Timed writing)	
		1a.3. Students lack sophistication and variety in their sentence development and typically write only simple sentences..	1a.3.ELA teachers will employ imitation strategies such as *Sentence Composing* to help students develop fluency and volume in their writing.	1a.3. ELA Teachers, ELA Department Chair, and Standards Coach	1a..3. Focus Walks Observations, Student Portfolios	1a.3. Timed Writing, Common Assessments, and Rubrics	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1. At this time, there are no students projected to be on alternative assessment.	1b.1.	1b.1.	1b.1.	1b.1.		
Writing Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Developing common assessments and rubrics	9-12	ELA Department Chair/Standards Coach	ELA Department	Mondays &Wednesdays weekly	Discuss and examine student work during PLCs	ELA Teachers, ELA Department Chair, and Standards Coach
Using technology effectively to teach writing	9-12	ELA Department Chair	ELA Department	Mondays &Wednesdays weekly	Discuss best practices for using technology to teach writing.	ELA Teachers, ELA Department Chair, and Standards Coach

Writing Budget (Insert rows as needed)

Include only school-based funded			

activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Timed-Writing	Write Score	Not Yet Allocated	Not Yet Allocated
Subtotal: $7500			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:7500			

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

U.S. History EOC Goals	Problem-Solving Process to Increase Student					

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	Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Attendance: Student in attendance in class on time prepared to work.	1.1. Parent Contact Conference with student SLC Administrator Conference Attendance Referral	1.1. Classroom Teacher Department Chair PLC/SLC Administrator	1.1 Teacher Phone Logs Conference sheets Attendance Referrals.	1.1 Phone Logs Attendance Logs.		
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2. Lack of basic knowledge/ Lack of knowledge depth	1.2. Before school study/help sessions After school study/help sessions	1.2. Classroom Teacher Department Chair PLC/SLC Administrator	1.2. Before/after school attendance logs	1.2. Before/after school attendance logs Teacher made assessments	
		1.3. Access to internet	1.3. Before school study/help sessions After school study/help sessions	1.3. Classroom Teacher Department Chair PLC/SLC Administrator	1.3. Before/after school attendance logs	1.3. Before/after school attendance logs Teacher made assessments	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. Attendance: Student in attendance in class on time prepared to work.	2.1. Parent Contact Conference with student SLC Administrator Conference Attendance Referral	2.1. Classroom Teacher Department Chair PLC/SLC Administrator	2.1. Teacher Phone Logs Conference sheets Attendance Referrals	2.1. Phone Logs Attendance Logs.		
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2. Lack of basic knowledge/ Lack of knowledge depth	2.2.Before school study/ help sessions After school study/help sessions	2.2.Classroom Teacher Department Chair PLC/SLC Administrator	2.2. Before/after school attendance logs	2.2.Before/after school attendance logs Teacher made assessments	
		2.3 Access to internet	2.3Before school study/ help sessions After school study/help sessions	2.3 Classroom Teacher Department Chair PLC/SLC Administrator	2.3 Before/after school attendance logs	2.3Before/after school attendance logs Teacher made assessments	

U.S. History Professional Development

Professional Development (PD) aligned with						

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Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Textbook training	11	Donnie Martin	American History teachers	Summer 2012	Material use	Patrick Curran/Moses Williams
PLC Common Planning	11	Tony DellaCrosse	American History teachers	Every Monday during 2012-2013 school year.	Evidence folders	Moses Williams
Curriculum Training	11	Patrick Curran	American History	Throughout the 2012-2013 school year	Evidence folders	Moses Williams

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Higher order thinking	Textbook, Webbs DOK for HOQ's		
Reading	Textbook, Universal text marking, school wide strategies		
Differentiated instruction			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online textbook - interactive	Study guides, maps, political cartoons	Terry Parker	500.00
Enrichment			
Subtotal:500.00			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Common planning	Teachers and materials	Terry Parker	200.00
Subtotal:200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:700.00			

End of U.S. History Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Attendance Goal(s)	Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Attendance	1.1. Attendance not taken for all students for all class periods.	1.1. Pull report of class attendance not taken and send reminders to teachers.	1.1. Rachel Howard, Attendance/ Records	1.1 Pull Oncourse Report: Class Attendance Not Taken report daily to follow-up with teachers the day after attendance should be taken. Friday's attendance is pulled Monday, Monday's attendance is pulled Tuesday, etc. Attendance Goal #1: Maintain current attendance rate of 98.25% and decrease amount of student absence by one third and student tardiness by 50%.	1.1. Oncourse Report: Class Attendance Not Taken. 2012 Current Attendance Rate:*		
Attendance Goal #1: Maintain current attendance rate of 98.25% and decrease amount of student absence by one third and student tardiness by 50%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	98.25%	98.25%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	3	2					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					

	20	10					
		1.2. Attendance taken may be inaccurate if not verified.	1.2. Collect attendance verification reports from teachers every three weeks.	1.2. Rachel Howard, Attendance Records	1.2. Genesis Report: Attendance Verification Register printed and distributed to teachers for verification, date, and signature.	1.2. Genesis Report: Attendance Verification Register	
		1.3. Students with excessive absences and their parents must meet with their administrator and truancy officer. Excessive absence is constituted by five absences in a calendar month or ten absences in a ninety-day period.	1.3. Set-up Attendance Intervention Meetings and arrange attendance contracts	1.3. SLC Administrators: CJ Wellington, Nance McLeish, and Moses Williams	1.3. Genesis Report: Excessive Absence Report pulled by SLC administrators. Attendance Intervention Meeting coordinated.	1.3. Genesis Report: Excessive Absence Report.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a						

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professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Proper documentation using Oncourse	9-12	Randall Smith	School wide	August 31, 2012	Checking oncourse reports	Lourdes Santiago
AIT meeting procedures	9-12	Ms. Shelton	Administration	October 31,2012	Monitor students with 10 days or more compared to AIT meetings	Rachel Howard

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Total:			

End of Attendance Goals

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)	Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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1. Suspension	1.1. Time to contact parents.	1.1. Create outgoing phone messages to give the parents awareness of the activities at the school. Request parent involvement.	1.1. Assistant Principal Suspension Goal #1:
			
			Parent involvement:
			  1. more parents in the PTSA
			  2. More parents at the SAC meetings.
			  3. Parents coming to school to meet with the teachers.
			
			Will reduce OSS by 10 percent. We will increase ISSP as alternative to OSS. Note: Only had 12 OSS 2011-12 – the difference is ATOSS
				1.1. Monitor number of discipline issues based on previous year
				2012 Total Number of In – School Suspensions
					1. Suspension
					2013 Expected Number of
					In- School Suspensions		

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Suspension Goal #1: Parent involvement: 1. more parents in the PTSA 2. More parents at the SAC meetings. 3. Parents coming to school to meet with the teachers. Will reduce OSS by 10 percent. We will increase ISSP as alternative to OSS. Note: Only had 12 OSS 2011-12 – the difference is ATOSS	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	79	90				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	41	85				
	2012 Total Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	1071	963				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	482	433				

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		1.2. New Assistant Principal	1.2. Create a daily agenda for APs to follow that gives a daily expectation of parent contacts.	1.2. Assistant Principal	1.2. Monitor agenda log	1.2. New Assistant Principal
		1.3.Parents willing to put the effort into being involved with their child	1.3. Constant emails/ cards & phone calls from teachers	1.3. Assistant Principal, teachers	1.3. Monitor number of discipline issues based on previous year.	1.3.Parents willing to put the effort into being involved with their child

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Giving teachers parent contact log	all	PLC/SLC admin.	all	During 1st meeting	Pre-observations, look at evidence book.	Admin for the SLC.
Time management	All		all	Early release'beginning of school	Pre-observations, look at evidence book.	Admin for the SLC.

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			

funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Time management program		general	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Agenda for teachers & AP		general	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Hiring a time management specialist		general	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)	Problem-solving Process to Dropout					

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Prevention							
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year*.	1.1. Large amount of students that need remedial courses in reading and math.	1.1. Strategically place all FCAT Reading level one students in reading remedial courses and those students that failed Algebra course exam into remedial Math course. Fcat level twos to be serviced in Critical Thinking course and homerooms with focused strategies on gaining skills in areas of weakness.	1.1. Instructional Coaches and Academic Interventionists in Math and Reading.	1.1. Student pass rate during FCAT and success rate of End of Course Exams. To increase the graduation rate of the 09/10 cohort and decrease the dropout rate overall.	1.1. FCAT and EOC results 2012 Current Dropout Rate:*		
To increase the graduation rate of the 09/10 cohort and decrease the dropout rate overall.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	30%	25%					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	70%	75%					

		1.2. Large amount of students that are not postsecondary ready.	1.2. Having genuine discussions as whole groups, small groups, and individual counseling of postsecondary options and PSR tests that save students elective credit requirements upon entering college and afford them scores for acceptance into colleges and universities.	1.2. PSR Counselor and Guidance Department	1.2. Increased opportunities for test waivers provided to students and follow-up results of students taken tests signed up for and successful cut-scores.	1.2. ACT, SAT, and PERT testing results increasing the number of students graduating high school PSR reading.	
		1.3. Large amount of students that are 2 or more credits behind track to graduate with their cohort/ graduating class.	1.3. Offering eligible students the opportunities to take courses online in the ALC lab with a facilitator that will motivate their progress. Guidance counseling efforts to stress the importance to finalize needed credits for graduation and providing additional online formats such as FLVS to make-up needed credits as appropriate. Students able to fulfill grade recovery through classroom teacher if the student has completed a minimum of 75% of the class work.	1.3. Guidance Department, Administrators, Academic Coaches, Interventionists, and Teachers.	1.3. Increased number of credits recovered via credit recovery or grade recovery.	1.3. Student promotion rate/graduation rate.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or						

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PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Remedial Courses	9-12	P. Melvin, L. Harrington, J. McKenzie, and S. Wiggins	PLC – Reading and Math departments	Weekly PLC Meetings	Baseline, formative, and summative assessments.	P. Melvin, L. Harrington, J. McKenzie, and S. Wiggins
PSR Exams	10-12	C. Bekkedal	PLC meetings in Reading, Math, Reading, and through Guidance	Weekly PLC Meetings, and Early Release PD.	ACT/SAT/PERT exams administered vs success rate of those students making the cut-scores to be considered PSR.	C. Bekkedal
Credit Recovery	10-12	C. Baker, Guidance Department	Guidance Department Meetings – School-Wide Initiative	Faculty meeting, Early Release PD.	Credit Recovery Achievements by June 2012.	C. Baker and Guidance Department

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement					

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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Ineffective means of communicating school activities due to outdated or obsolete contact information. Relying on students to provide current parent contact information yields inconsistent results.	1.1. Build a current database of parent e-mails to be used in mass communications. E-mail addresses may be acquired through parent nights, club sponsors, team sponsors, SLC tutoring referrals, teacher requests for information, and via the upgraded school website.	1.1. Lydia Harrington (SLC Specialist) and Steve Charlton (webmaster) 1.2 Team and club sponsors (acquisition of e-mail addresses) 1.3 Teachers (acquisition of e-mail addresses	1.1. Transitioning away from primary reliance on phone and traditional mail for parent contact will require the creation and maintenance of a webmail database. We will begin to offer on-line versions of the school newsletter (The Drumbeat) and parent notifications re: targeted events (i.e. IB, AVID, athletics, band, SLC functions) via e-mail distribution lists. Also, the parent portal on OnCourse and the linked teacher web pages may be monitored for parent use	1.1. Creation of embedded response mechanisms in mail outs (i.e. survey questions) Review of online traffic to the parent portal and teacher websites for courses.		

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	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
Parent Involvement Goal #1: Parent involvement is a critical component of student academic success. Anecdotal reports reveal that insufficient contact re: opportunities for involvement in the school combined with often inconvenient times have limited parent involvement on campus. A greater reliance on web-based communication will facilitate more frequent parent contact with the school and heightened monitoring of student progress from home. Additionally, the incorporation of evening meeting times within each community and for specialized programs such as AVID, IB, TV production, Challenge Day and Guidance will provide parents with further opportunities to become actively involved on campus							
	Enter numerical data for current level of parent involvement in this box.	*Enter numerical data for expected level of parent involvement in this box.*					

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		1.2. Accessibility of parents during traditional meeting times	1.2. Following AVID's highly successful model, IB has initiated its program with an evening parent night. SLC's have successfully hosted evening events in the past, and we would like to incorporate SLC open house times in conjunction with these themed events. 1.2.2 Guidance and the Jacksonville Commitment host a series of nights for each grade level and for financial aid assistance. 1.2.3 Challenge Day allows parents to come be presently involved with all issues affecting students' daily lives. 1.2.4 Additional opportunities for parent communication via e-mail and teacher / school based weblinks will facilitate heightened involvement.	1.2. AVID coordinator, IB coordinator, SLC house administrators, SLC specialist 1.2.2 Webmaster, teachers,, counselors	1.2. Parent participation will be recorded using sign in sheets. 1.2.2 Parent contact will recorded in teacher communication logs	1.2. Tracking of data to determine participation rates of parents for each event. 1.2.2 Tracking of electronic communication data in comparison to "traditional" means of contact	
		1.3.	1.3. Improved publication of opportunities to serve on the SAC, PTSA, and Academy Advisory boards.	1.3. SAC leadership, ACES and International Business advisory board leadership	1.3. Effective recruitment of additional parent members of these advisory councils / boards	1.3.. Parent participation on advisory councils / academy boards	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a						

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professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Training/Family Nights	All	Blakely	AVID Students and Families	Varies	Email	Blakely
Guidance Nights	All	Bekkedal	All Students and Parents	Varies	Email	Bekkedal
Jacksonville Commitment	All	Harden	All students and Parents	Varies	Email	Harden
Communities In Schools	All	Harold Jackson	All students and Parents	Varies	Email	Harold Jackson
FSCJ TRIO Talent	All	Martin	All students and Parents	Varies	Email	Martin

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
AVID Training/ Guidance Nights, Jacksonville Commitment Meetings, Communities In Schools Parent Nights, Fatherhood Initiative Meetings, FSCJ TRIO Parent Events	Computer Lab, Parent Resources for Check Out. Parenting Seminars	Communities In Schools of Jax, Jacksonville Commitment, FSCJ Talent Search (TRIO), Parental Involvement	$4000.00
Subtotal: $4000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:4000			

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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STEM Goal #1: To provide students with rigorous course work balanced by real life STEM experiences that will perpetuate and prepare students for life beyond secondary school. Move Reading 10 percentage points Move Biology 7 percentage points	1.1. Comprehension of complex text.	1.1. Expose students to technical text and provide them with tools to organize and process the information. Ex. Cornell Notes Marking Text	1.1. Teachers Coaches Administration	1.1. Movement towards reading goals of 43% proficient and biology goals 53% proficient.	1.1. Classroom observation Forma/l Informal Assessments Student Input and work samples
	1.2. Vocabulary Acquisition	1.2. Students will be provided with Latin prefixes through content areas in an effort to unlock meaning and enable decoding.	1.2. Teacher Coach PLC Team	1.2. Vocab will be integrated and utilized in lessons and assessments	1.2. Teacher Observation Formal and Informal Assessments Comprehension of technical text
	1.3. Connection to Application	1.3. Students will be exposed to career paths through ACES program and STEM initiatives	1.3. ACES Team SLC Team	1.3. Future outputs Authentic engagement	1.3. Post-secondary placements

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
HOQ in the classroom	9-12	Pat Melvin	ALL STEM content area courses	PLC Mondays	Observations and Walkthroughs	Moses Williams, STEM Administrator

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Organizing Notes	9-12	Katrina Blakely	Entire staff	Preplanning	Observations and Walkthroughs	Teachers, Coaches, Administration
Organizing Technical Text	9-12	Pat Melvin	Entire staff	Preplanning	Observations and Walkthroughs	Teachers, Coaches, Administration

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: 1. **Culinary increases their enrollment by 15%.** 2. **Continually replace the equipment in the kitchen so that in 2014 we will have the facilities to open a restaurant.**	1.1. Students are required to take intensive reading and intensive math because of FCAT scores.	1.1. School wide teaching of reading and writing strategies to get students proficient in those areas.	1.1. Assistant principal/ principal	1.1. FAIR test, FCAT results	1.1. FCAT, FAIR
	1.2. Getting the money	1.2. Get grants	1.2. Assistant principal	1.2. monthly meetings to discuss successes/ issues	1.2. Visually see what items are renewed.
	1.3. Getting students interested	1.3. Going to Middle schools to recruit for 9th grade.	1.3.Guidance./ teachers	1.3. % of students requesting Culinary coming from Middle schools.	1.3. Yearly course request.

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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Interest in certification	11, 12	District	Culinary teachers	Scheduled by district	March-pre-enrollment	AP over CTE

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
More school wide food related events	Culinary teachers	Paid through event holders	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Create interest in careers in culinary	Advisory board interaction with professionals		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

Additional Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:0
Mathematics Budget
Total:5167.00
Science Budget

	Total:3200.00
Writing Budget	
	Total:7500.00
Attendance Budget	
	Total:0
Suspension Budget	
	Total:0
Dropout Prevention Budget	
	Total:0
Parent Involvement Budget	
	Total:4000.00
Additional Goals	
	Total:0
	Grand Total:20567.00

eva

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Status		
Priority	Focus	Prevent

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes   No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
To provide guidance and leadership in achieving the schools vision through the representation of all stakeholders. To reflect on best practices in all aspects of a school including but not limited to academics, safety and security, and post secondary readiness.

Describe the projected use of SAC funds.	Amount
To help support classroom needs to assist our school achieve targeted goals in Science and Math through lab supplies, calculators etc.	$3000.00
To purchase IPADS to assist with monitoring of instruction	$2400.00