

**FLORIDA DEPARTMENT OF EDUCATION**  
Differentiated Accountability



School Improvement Plan (SIP)  
Form SIP-1

Proposed for 2010-2011

# 2010 – 2011 SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

School Name: MANDARIN HIGH SCHOOL	District Name: DUVAL COUNTY PUBLIC SCHOOLS
Principal: DR. DONNA RICHARDSON	Superintendent: ED PRATT-DANNALS
SAC Chair: ROBERT RICHTER	Date of School Board Approval:

## VISION and MISSION STATEMENTS

**Vision:** MHS will orient, educate, and graduate every student fully prepared for successful entry to and completion of post-secondary education.

**Mission:** Mandarin High School is dedicated to providing high quality educational for all students. Students are engaged in learning across the curriculum and every child is expected to graduate on time with a career choice in mind. We are preparing a well-rounded, literate, character-filled cohort of young people who have the knowledge and skills needed to succeed in a diverse society.

**Student Achievement Data:**

2009-2010 Adequate Yearly Progress (AYP) Report - School Level		Duval MANDARIN HIGH SCHOOL - 2601		
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 77%		
Total Writing Proficiency Met:	YES	2009-2010 School Grade:		
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
<b>TOTAL</b>	YES	YES	NO	YES
<b>WHITE</b>	YES	YES	NO	YES
<b>BLACK</b>	YES	YES	NO	NO
<b>HISPANIC</b>	YES	YES	YES	NO
<b>ASIAN</b>	YES	YES	NA	NA
<b>AMERICAN INDIAN</b>	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED</b>	YES	YES	NO	NO
<b>ENGLISH LANGUAGE LEARNERS</b>	YES	YES	NA	NA
<b>STUDENTS WITH DISABILITIES</b>	YES	YES	NO	NO

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2008-2009 Adequate Yearly Progress (AYP) Report - School Level		Duval MANDARIN HIGH SCHOOL - 2601		
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 82%		
Total Writing Proficiency Met:	YES	2008-2009 School Grade:	A	
Total Graduation Criterion Met:	YES			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	NO	YES
WHITE	YES	YES	NO	YES
BLACK	YES	YES	NO	NO
HISPANIC	YES	YES	NO	YES
ASIAN	YES	YES	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY DISADVANTAGED	YES	YES	NO	YES
ENGLISH LANGUAGE LEARNERS	YES	YES	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NO	YES

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2007-2008 Adequate Yearly Progress (AYP) Report - School Level		Duval MANDARIN HIGH SCHOOL - 2601		
<b>Did the School Make Adequate Yearly Progress?</b>	<b>NO</b>	<b>Percent of Criteria Met: 82%</b>		
<b>Total Writing Proficiency Met:</b>	<b>YES</b>	<b>2007-2008 School Grade:</b>	<b>B</b>	
<b>Total Graduation Criterion Met:</b>	<b>YES</b>			
	<b>95% Tested Reading</b>	<b>95% Tested Math</b>	<b>Reading Proficiency Met</b>	<b>Math Proficiency Met</b>
<b>TOTAL</b>	YES	YES	NO	YES
<b>WHITE</b>	YES	YES	YES	YES
<b>BLACK</b>	YES	YES	NO	NO
<b>HISPANIC</b>	YES	YES	NO	YES
<b>ASIAN</b>	YES	YES	NA	NA
<b>AMERICAN INDIAN</b>	NA	NA	NA	NA
<b>ECONOMICALLY DISADVANTAGED</b>	YES	YES	NO	YES
<b>ENGLISH LANGUAGE LEARNERS</b>	YES	YES	NA	NA
<b>STUDENTS WITH DISABILITIES</b>	YES	YES	NO	NO

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**Florida Comprehensive Assessment Test (FCAT) Data**

2010 FCAT Mathematics							
Grade	Group Name	Total Test Scores % in Achievement Level**					
		1	2	3	4	5	≥3
9	Total Students	7	16	31	32	13	77
	White	5	14	31	34	16	81
	Black	16	19	36	27	3	65
	Hispanic	6	23	38	22	11	70
	Asian/Pacific Islander	3	15	21	41	21	82
	American Indian/Alaskan	*	*	*	*	*	*
	Multiracial/Ethnic	*	*	*	*	*	*
	Unreported Race/Ethnicity	*	*	*	*	*	*
10	Total Students	6	16	23	43	13	79
	White	3	11	22	48	16	86
	Black	13	30	24	28	5	57
	Hispanic	12	17	25	37	10	72
	Asian/Pacific Islander	5	9	26	47	14	86
	American Indian/Alaskan	*	*	*	*	*	*
	Multiracial/Ethnic	*	*	*	*	*	*

\*No data are reported when fewer than 10 students were tested or when all students are in the same score category.

\*\* Adding the percents in levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.

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2010 FCAT Reading								
Grade	Group Name	Total Test Scores						
		No. of Students	% in Achievement Level**					
			1	2	3	4	5	≥3
9	Total Students	752	14	25	36	17	8	61
	White	506	11	24	36	19	10	65
	Black	139	24	27	35	10	3	48
	Hispanic	65	12	23	40	15	9	65
	Asian/Pacific Islander	35	14	34	31	14	6	51
	American Indian/Alaskan	1	*	*	*	*	*	*
	Multiracial/Ethnic	5	*	*	*	*	*	*
	Unreported Race/Ethnicity	1	*	*	*	*	*	*
10	Total Students	684	23	30	17	11	19	47
	White	442	17	28	21	12	22	56
	Black	132	39	39	5	5	13	22
	Hispanic	59	32	24	19	12	14	44
	Asian/Pacific Islander	44	25	32	14	16	14	43
	American Indian/Alaskan	4	*	*	*	*	*	*
	Multiracial/Ethnic	2	*	*	*	*	*	*
	Unreported Race/Ethnicity	1	*	*	*	*	*	*

\*No data are reported when fewer than 10 students were tested or when all students are in the same score category.

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<b>11<sup>th</sup> Grade 2010 FCAT Science</b>					
<b>Group Name</b>	<b>Total Test Scores</b>				
	<b>No. of Students</b>	<b>% in Achievement Level**</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>≥3</b>
Total Students	712	45	8	2	55
White	424	53	11	2	67
Black	168	28	3	0	31
Hispanic	66	41	5	2	47
Asian/Pacific Islander	46	48	7	4	59
American Indian/Alaskan	2	*	*	*	*
Multiracial/Ethnic	5	*	*	*	*
Unreported Race/Ethnicity	1	*	*	*	*

<b>10<sup>th</sup> Grade 2010 FCAT Writing (Persuasive)</b>			
<b>Group Name</b>	<b>Number of Students</b>	<b>Score Points on Prompt</b>	
		<b>%≥3.0</b>	<b>%≥4.0</b>
Total Students	705	98	76
White	450	99	79
Black	146	98	66
Hispanic	60	90	75
Asian/Pacific Islander	43	100	77
American Indian/Alaskan	4	*	*
Multiracial/Ethnic	2	*	*

\*No data are reported when fewer than 10 students were tested or when all students are in the same score category.

\*\* Adding the percents in levels 3 – 5 may not result in the percent reported under "Level 3 and above" due to rounding.

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**Florida Comprehensive Assessment Test (FCAT) Trend Data**

**Mandarin HS - School Percent Scoring Three and Above**

Grade Level	Reading							Mathematics							Writing Essay (3.5 and above)					Writing Essay (3.0 and above)	Science					
	2004	2005	2006	2007	2008	2009	2010	2004	2005	2006	2007	2008	2009	2010	2004	2005	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
9	41	46	48	53	57	57	<b>61</b>	71	73	72	77	77	80	<b>77</b>	NA	NA	NA	NA	NA	NA	<b>NA</b>	NA	NA	NA	NA	<b>NA</b>
10	46	41	39	41	45	42	<b>47</b>	79	80	85	81	81	80	<b>79</b>	89	90	88	88	87	83	<b>98</b>	NA	NA	NA	NA	<b>NA</b>
11	NA	NA	NA	NA	NA	NA	<b>NA</b>	NA	NA	NA	NA	NA	NA	<b>NA</b>	NA	NA	NA	NA	NA	NA	<b>NA</b>	45	52	54	52	<b>55</b>

**Mandarin HS - School Mean Scores**

Grade Level	Reading							Mathematics							Writing					Science						
	2004	2005	2006	2007	2008	2009	2010	2004	2005	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2004	2005	2006	2007	2008	2009	2010
9	308	315	320	323	327	328	<b>327</b>	314	315	319	321	324	329	<b>323</b>	NA	NA	NA	NA	<b>NA</b>	NA	NA	NA	NA	NA	NA	<b>NA</b>
10	319	315	312	314	319	318	<b>324</b>	337	337	343	338	339	339	<b>339</b>	314	315	314	NA	<b>NA</b>	311	NA	NA	NA	NA	NA	<b>NA</b>
11	NA	NA	NA	NA	NA	NA	<b>NA</b>	NA	NA	NA	NA	NA	NA	<b>NA</b>	NA	NA	NA	NA	<b>NA</b>	NA	312	316	322	326	326	<b>329</b>

**School - Mean Developmental Scale Score (DSS)**

Grade Level	Reading Scores				Mathematics Scores			
	% of Students Matched to 2009	Mean DSS (Matched Students 2010)	Mean DSS (Matched Students 2009)	Mean DSS Change for Matched Students	% of Students Matched to 2009	Mean DSS (Matched Students 2010)	Mean DSS (Matched Students 2009)	Mean DSS Change for Matched Students
9	<b>86</b>	<b>2014</b>	<b>1952</b>	<b>62</b>	<b>86</b>	<b>2003</b>	<b>1974</b>	<b>30</b>
10	<b>90</b>	<b>2069</b>	<b>2020</b>	<b>49</b>	<b>91</b>	<b>2056</b>	<b>2029</b>	<b>27</b>

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**Mandarin - School Summary of Students Tested**

<b>Grade 9 - Reading Scores</b>				<b>Percentage of Students by Achievement Level</b>					
<b>Year</b>	<b>Students Tested</b>	<b>Mean DSS</b>	<b>Mean Scale Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Level 3 &amp; above**</b>
2004	824	1901	308	28	31	26	10	6	41
2005	868	1940	315	23	32	28	12	6	46
2006	861	1966	320	16	36	30	11	6	48
2007	764	1980	323	14	33	32	15	6	53
2008	802	2006	327	13	30	32	17	7	57
2009	720	2008	328	12	31	33	17	8	57
<b>2010</b>	<b>752</b>	<b>2006</b>	<b>327</b>	<b>14</b>	<b>25</b>	<b>36</b>	<b>17</b>	<b>8</b>	<b>61</b>

<b>Grade 9 - Mathematics Scores</b>				<b>Percentage of Students by Achievement Level</b>					
<b>Year</b>	<b>Students Tested</b>	<b>Mean DSS</b>	<b>Mean Scale Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Level 3 &amp; above**</b>
2004	818	1966	314	12	17	32	28	11	71
2005	862	1966	315	11	15	36	28	9	73
2006	863	1980	319	8	20	30	31	11	72
2007	761	1988	321	9	14	34	30	13	77
2008	799	1999	324	5	18	32	33	11	77
2009	724	2016	329	5	14	29	35	16	80
<b>2010</b>	<b>751</b>	<b>1996</b>	<b>323</b>	<b>7</b>	<b>16</b>	<b>31</b>	<b>32</b>	<b>13</b>	<b>77</b>

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<b>Grade 10 - Reading Scores</b>				Percentage of Students by Achievement Level					
<b>Year</b>	<b>Students Tested</b>	<b>Mean DSS</b>	<b>Mean Scale Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Level 3 &amp; above**</b>
2004	623	2031	319	23	31	23	11	12	46
2005	692	2009	315	24	34	22	9	10	41
2006	639	1989	312	26	35	25	5	9	39
2007	695	2004	314	27	32	21	7	13	41
2008	704	2027	319	27	28	20	10	15	45
2009	790	2023	318	26	32	20	8	14	42
<b>2010</b>	<b>684</b>	<b>2054</b>	<b>324</b>	<b>23</b>	<b>30</b>	<b>17</b>	<b>11</b>	<b>19</b>	<b>47</b>

<b>Grade 10 - Mathematics Scores</b>				Percentage of Students by Achievement Level					
<b>Year</b>	<b>Students Tested</b>	<b>Mean DSS</b>	<b>Mean Scale Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Level 3 &amp; above**</b>
2004	621	2040	337	7	14	28	41	11	79
2005	682	2042	337	5	15	29	40	11	80
2006	629	2065	343	5	10	22	52	11	85
2007	692	2043	338	6	14	27	43	11	81
2008	704	2051	339	5	13	28	41	12	81
2009	787	2051	339	5	15	28	38	13	80
<b>2010</b>	<b>676</b>	<b>2048</b>	<b>339</b>	<b>6</b>	<b>16</b>	<b>23</b>	<b>43</b>	<b>13</b>	<b>79</b>

<b>Grade 10 - Writing Scores</b>				Percentage of Students by Achievement Level					
<b>Year</b>	<b>Students Tested</b>	<b>Mean Essay Score Combined†</b>	<b>Mean Scale Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
2004	636	4.0	NA	NA	NA	NA	NA	NA	
2005	702	4.1	NA	NA	NA	NA	NA	NA	
2006	647	4.1	314	NA	NA	NA	NA	NA	
2007	649	4.1	315	11	27	33	21	8	
2008	723	4.0	314	10	26	36	21	6	
2009	814	4.0	NA	NA	NA	NA	NA	NA	
<b>2010</b>	<b>705</b>	<b>4.1</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	

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<b>Grade 11 - Science Scores</b>				<b>Percentage of Students by Achievement Level</b>					
<b>Year</b>	<b>Students Tested</b>		<b>Mean Scale Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Level 3 &amp; above**</b>
2005	493		312	NA	NA	NA	NA	NA	NA
2006	574		316	19	36	39	6	1	45
2007	596		322	15	33	43	9	0	52
2008	593		326	12	34	43	10	1	54
2009	649		326	12	36	41	10	1	52
<b>2010</b>	<b>712</b>		<b>329</b>	<b>11</b>	<b>34</b>	<b>45</b>	<b>8</b>	<b>2</b>	<b>55</b>

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**Highly Qualified Administrators**

<b>Position</b>	<b>Name</b>	<b>Degree(s)/ Certification(s)</b>	<b>Years at Current School</b>	<b>Years as an Administrator</b>	<b>Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)</b>
Principal	Dr. Donna Richardson	Ed.D., M.Ed., B.A. Language Arts, Journalism, and Educational Leadership	2	16	Mandarin High School – 2009-10 – Overall gains in reading improved from 54% to 58%. Science FCAT 2010 improved from 56% to 58% with students at or above grade level. Made AYP in Hispanic subgroup for reading; Made AYP overall in Math and in White subgroup in Math. Baldwin H.S. – C – Made AYP 2009, Improved scores by 20 points from 2008-09
Assistant Principal	Janetta Lucas	BA, MA Physical Ed, Ed Leadership	2	12	Mandarin High School – 2009-10 – Overall gains in reading improved from 54% to 58%. Science FCAT 2010 improved from 56% to 58% with students at or above grade level. Made AYP in Hispanic subgroup for reading; Made AYP overall in Math and in White subgroup in Math
Assistant Principal	Bryan Boyer	BA, MA Physical Ed, Ed Leadership	3	3	Mandarin High School – 2009-10 – Overall gains in reading improved from 54% to 58%. Science FCAT 2010 improved from 56% to 58% with students at or above grade level. Made AYP in Hispanic subgroup for reading; Made AYP overall in Math and in White subgroup in Math
Assistant Principal	Cynthia Grissett	M.Ed. Ed. Leadership, M.Ed. Early Childhood Ed, B.A. Speech Pathology and Audiology	2	7	Mandarin High School – 2009-10 – Overall gains in reading improved from 54% to 58%. Science FCAT 2010 improved from 56% to 58% with students at or above grade level. Made AYP in Hispanic subgroup for reading; Made AYP overall in Math and in White subgroup in Math.
Assistant Principal	Lisa Moses	B.S, M.S. Ed Leadership	3	3	Mandarin High School – 2009-10 – Overall gains in reading improved from 54% to 58%. Science FCAT 2010 improved from 56% to 58% with students at or above grade level. Made AYP in Hispanic subgroup for reading; Made AYP overall in Math and in White subgroup in Math.
Assistant Principal	Gary Finger	B.S. in Mechanical Engineering; M.Ed.in Educational Leadership	1	17	Gary was at Parkwood Heights Elementary last school year, which showed gains in Math and Reading, but did not make AYP due to the Black subgroup in Math.
Assistant Administrator	Jerry Hulshult	M.Ed. Ed. Leadership BBA Finance,	3	1	Mandarin High School – 2009-10 – Overall gains in reading improved from 54% to 58%. Science FCAT 2010 improved from 56% to 58% with students at or above grade level. Made AYP in Hispanic subgroup for reading; Made AYP overall in Math and in White subgroup in Math.

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### Highly Qualified Instructional Coach

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
ELA	Melanie Pittman	BA, ELA M.Ed Ed Leadership	District Coach	5	Part-time coach. Scheduled to come to Mandarin High School once a week.

### Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Mentor Academy – Professional Development for new teacher mentors	PDF; cadre	May '11	Applicable
2. Novice Teacher Trainings; bi-monthly “Plain Talk” instructional sessions; District collaboration sessions; PLC’s with mentors & focus lesson planning	PDF; Mentors; administrators; cadre	Ongoing	Applicable
3. Continue to Develop SLC/PLC’s to foster collaboration and common assessment/lesson planning.	Admin., Department Heads, and all Team Leaders.	Ongoing	Applicable
4. Assessments Techniques & Interventions	Admin, Dept. Chairs, PDF,	Ongoing Professional Development	Applicable
5. Mentors for all new teachers – meet daily for conversations and advisements of school-wide policies and procedures.	Mentors; PDF; Cadre; administration oversight	June 2011	Applicable
6. Bi-monthly Early Dismissal professional development sessions on FCIM and D.A. Accountability model; RTI intervention strategies; Instructional expectations; FCAT Assessment changes and requirements; Foundations and Champs classroom and school-wide management	Administrators, staff, teachers, District trainers	June 2011	Applicable
7. Training on new Pearson Data Management Systems – Inform and Limelight. Also training in Oncourse Grade and attendance programs as well as Compass Odyssey and FCAT Explorer student opportunities for tutorials and for Learning Recovery	Administrators and select school and district trainers	Ongoing	Applicable
8. School-wide professional book read of <i>Raising the Bar, Closing the Gap/Whatever it Takes</i> , by Rick Dufour, etc., along with a focus on reflecting and journaling on practice weekly.	Administrators, teachers	June 2010	Applicable

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**Professionals who are teaching out-of-field and/or who are NOT highly qualified.**

<b>Name</b>	<b>Certification (Temp – Yr, lic, expires)</b>	<b>Teaching Assignment</b>	<b>Professional Development/Support to Become Highly Qualified</b>
Twyla Abo	English (Temp – 2011)	English	Ongoing professional development to obtain permanent and ESOL certification
Linda Altman	Math, Elem Ed	ESE Math	New Teacher; Ongoing professional development to obtain ESE certification and will begin ESOL training this year
Antony Boyo	Social Science	Economics	Ongoing professional development to obtain ESOL endorsement
Melanie Burnett	Biology (Temp – 2012)	Biology, Forensics	Ongoing professional development to obtain permanent certification and ESOL endorsement
Nicole Kalil	English (Temp -2012)	Reading	Ongoing professional development to obtain permanent certification, ESOL 300
Nader Khakpour	Social Science	History	Ongoing professional development to obtain ESOL endorsement
Laura Koeppel	Math	Math	Ongoing professional development to obtain ESOL endorsement
Rachel Kuhbander	English (Temp – 2012)	English	Ongoing professional development to obtain permanent and ESOL certification; Has completed 120 hrs, is currently enrolled in three classes, and will complete requirements in December, 2010.
Justin Lawson	Social Science	History	Ongoing professional development to obtain ESOL endorsement
Qin Li	ESE (Temp – 2011)	Chinese	Ongoing professional development to obtain permanent certification and Chinese endorsement
Terrell McCarter	Sociology, Psychology	Psychology	Ongoing professional development to obtain ESOL endorsement
Jaclyn McLelland	Chemistry, Biology	Chemistry	Ongoing professional development to obtain ESOL endorsement
Kyrina Moultrie	Math (Temp – 2013)	Math	Perm, ESOL 60 – New teacher; will begin ESOL training this year
Danielle Owens	Mid Gr Science	Biology	Ongoing professional development to obtain Biology and ESOL endorsements
George Palmer	English	English	ESOL; Has completed 180 hrs and will take the ESOL test in December, 2010 to complete the certification requirements.
Robin Reed	English	English	ESOL; Taking an additional 60hrs this year and taking an international trip with students to gain more points. Will reach 300 points by June 30, 2011
Kimberly Rolfe	Social Science, Reading	Reading	ESOL 300 – New Reading teacher; will begin ESOL classes this school year
Brent Sawdy	Social Science, (Temp -2013)	Reading	Perm, ESOL 300 – New teacher; will begin ESOL training this year.
Anita Sheikh	English	English	Ongoing professional development to obtain ESOL certification
Kimberly Small	Reading (Temp – 2011)	Spanish	Ongoing professional development to obtain permanent and ESOL certification
Rebekah Susa	English (Temp – 2012)	English	Perm, ESOL : Has completed 120 hrs, is currently enrolled in one classes, and will have 180 hours by December, 2010. Will complete 300 hour requirement by end of 3 <sup>rd</sup> teaching year – currently a 2 <sup>nd</sup> year teacher;
Corrie Zimmerman	English	English	Ongoing professional development to obtain ESOL certification
Patricia Hunt	Biology (Temp - 2013)	Biology	New Teacher; Ongoing professional development to obtain permanent certification and will begin ESOL training this year
Alyssa Torres	Science (Temp - 2013)	Earth Space	New Teacher; Ongoing professional development to obtain permanent certification and will begin ESOL training this year
Joseph Gufford	Math (Temp – 2013)	Math	New Teacher; Ongoing professional development to obtain permanent certification and will begin ESOL training this year
Gary Lake	Math (Temp – 2013)	Math	New Teacher; Ongoing professional development to obtain permanent certification and will begin ESOL training this year

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**Staff Demographics**

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
130	5% (6)	39% (51)	32% (41)	25% (32)	44% (57)	80% (104)	4%(5)	7% (9)	14% (18)

**Teacher Mentoring Program**

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Doris Mack	Jim Moser	Beginning teachers are paired with teachers in like-subject areas who have completed the CET training for the State of Florida. Classroom proximity and availability (with CET certification) also come into play when selecting mentors, as well as, looking at Mentor success data from the previous year's FCAT data.	A pre-planning breakfast and introductory Mentor/Mentee session began the school year, complete with campus tour, Teacher Handbook review, and specific ritual and routine review; bi-monthly training sessions are set up with the principal and administrative team on Plain Talk Thursday, and weekly meetings are planned with the PDF (Jim Schmitt) and District Cadre person (Katrina Blinkhorn); School's weekly Instructional coach (Melanie Pittman) meets with individual new teachers weekly to counsel, coach, and to teach learning and teaching strategies.  Mentor Academy Training Bi-weekly Plain talk Weekly district collaboration sessions Daily conversations around instruction, policies and procedures, Early dismissal professional development sessions, and Plain Talk Thursday sessions
Kathy Nesselrode	Anita Sheikh		
Marcia Millstone	Charlotte Morrison		
Lauren Doyle-McCombs	German Apunte		
Lourdes Hervey	Jennifer Allinson		
Laurie Bullen	Ronna Murphy		
Gene Hays	Joe Gufford		
Jackie Johnson	Kyrina Moultrie		
Lynda Orth	Brent Sawdy		
Thad Boggs	Danielle Owens		
Leah Hall	Alyssa Torres		
Scott Cason	Russ Gill		
Patty Raley	Karen Myers		
Pam Chaffin	Jennifer Brown		
Eric Weiss	Robert Akande		
Pam Enteman	Linda Altman		
Jennifer Guillard	Patricia Hunt		

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**Additional Requirements**

***Response to Instruction/Intervention (RtI)***

**School-Based RtI Team**

Identify the school-based RtI Leadership Team.

*The school-based RtI Leadership Team includes these key positions:*

- *Principal – Dr. Donna A. Richardson*
- *Assistant Principal – Janetta Lucas*
- *District Academic Coach- Melanie Pittman*
- *Additional members::*
  - *School Counselor – Julie Besley*
  - *General Education Teachers - Corrie Zimmerman, Heather Kopp, Eric Fields, Roger Pryor, Kyrina Moultrie*
  - *Select Special Education Teachers- Charlotte Morrison*
  - *Foundations Team Chair - Bryan Boyer*
  - *Data/ technical expertise- - Jerry Hulshult*
  - *School Psychologist- Christine Johnson*

**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 RtI Leadership Team has four primary functions:

1. Regularly attends all district RtI training;
2. Provides presentations to school faculty and staff on RtI practices;
3. Reviews school-wide student performance data, identifying large scale needs and problems at particular grade levels; and
4. Monitors the implementation of the three-tiered Response to Intervention model in their school.

The entire school-based RtI Leadership Team meets **bi-weekly** to engage in school-wide problem-solving. The team engages in the following activities:

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Facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation;

- Identifies professional development needs and RtI resources;
- *Reviews universal screening data and links the data to instructional decisions;*
- *Reviews progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks;*
- Monitors RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

Individual RtI Leadership Team members are assigned to specific Collaborative Problem-Solving Team(s) (SLC's) to serve as monitors/liaisons/mentors. These teams help make educational decisions for a group of students based on data.

### **Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?**

The RtI Leadership Team is actively involved in utilizing problem solving strategies to analyze student data, develop hypotheses to identify the cause of the specific problems, and generate interventions and strategies to achieve the goals in the School Improvement Plan.

### **RtI 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.**

*MHS uses data gathered from FAIR, district assessments, PMAs, and curriculum-based measures as sources for academic performance data. Data on absenteeism, referrals, and suspensions from Genesis will be utilized for behavior. Data is managed by Pearson Inform and individual anecdotal records created by teachers and staff.*

#### **Describe the plan to train staff on RtI.**

*The RtI Leadership Team will utilize training materials provided by the District RtI Team (available on the RtI Blackboard sites) to train staff in their schools. MHS will produce a specific plan for delivering this training, including dates, trainers, topics, and materials. The school will also conduct a school-wide book study on RtI using the Pyramid Response to Intervention resource as a forum for deepening knowledge and encouraging professional*

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*collaboration and learning.*

**Literacy Leadership Team (LLT)**

**School-Based Literacy Leadership Team**

**Identify the school-based Literacy Leadership Team (LLT).**

This team consists of a chairman, Kristi McGauley (ELA), and a cadre of volunteer teachers (cross-curricular); to include: Patty Raley (Librarian), Amy Kovalcik (ELA), Scott Price (ELA), Vicki Schrimsher (S.S.), Kyrina Moultrie (Math), Marc Lassiat (Physical Education), Dr. Richardson (principal), Janetta Lucas (assistant principal), Gary Finger (assistant principal), Melanie Pittman (District Literacy Coach who visits the school once a week), and Jerry Hulshult (administrative assistant), who all work collaboratively to design professional development around reading strategy implementation, and school-wide reading celebrations; to include the Genre Fan Fair April 21, 2011. They will also work with the school's writing initiative and provide professional development on the school-wide adopted Four Square Writing Method. This team works to make up for the loss of an instructional coach and assists new and veteran teachers in their understandings of reading instruction cross-curricularly.

**Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).**

This team meets weekly to analyze data and design instructional strategies to address reading deficiencies. The team members assist Professional Learning Communities in their goals to increase learning gains in the bottom quartile subgroup and all students who scored below the FCAT proficiency level; they also function as model classrooms of workshop model instruction and provide expert guidance in board configurations and visible classroom expectations. They function as a school instructional team to help spread literacy across the school.

**What will be the major initiatives of the LLT this year?**

Genre Fan Fair; Reading Strategy Implementation in all PLC'S; Four Square Writing Method Implementation school-wide; Workshop Model Implementation and understanding; Focus on Vocabulary understanding. This Team will be called the DREAM TEAM (Developing Rigorous Engagement Around Mastering Standards).

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

Through our Center for Medical Studies and business and technology curricula students are exposed to state of the art advancements in the real world and gain a foretaste of future employer expectations. Students learn to work together collaboratively in these cohorted classes and participate in on-the-job shadowing and internship, as well as afternoon employments. These applied and integrated course experiences enable our young people to see the possibilities of employment in these fields of knowledge and understand the actual relevance in their own lives.

**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?**

Each SLC is determined by students' selection of major areas of interest. Teachers and counselors in each House counsel young people in their course selections and solicit their input on schedule options. The master schedule is devised to reflect student interests in elective areas.

### 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 High School Feedback Report.**

**According to MHS Feedback Report trends, FCAT trends vary only slightly. PSAT, SAT, ACT, and CPT results are steadily rising. The numbers of students taking these assessments are also rising.**

- In order to improve student readiness for public post-secondary study, MHS annually increases the number of students enrolled in AICE and A.P. level courses. Additionally, Dual Enrollment studies on campus and off campus are increasing. We now offer SLS courses through FSCJ and have three SLS classes during the school day. Partnerships with all major post secondary institutions in Northeast Florida guide the academic focus at MHS. Guidance counselors are addressing all seniors on campus who have not taken and achieved the required cut score on either SAT, ACT, or CPT assessments, and are encouraging them to register for the next sessions available. The counselors are procuring financial waivers for those students eligible. There is a school-wide expectation that all students will take either the SAT ACT, and/or CPT prior to Graduation. These assessments will assist Mandarin in its post-secondary readiness factor for the school-wide grade.

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

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

SAT/ACT Review Courses held after school to provide preparation for assessment success.

- Professional development activities for teachers include elements of infusing and increasing academic rigor into instruction and assessment. Data analysis, differentiated instruction and interventions foster further achievement.
- Frequent monitoring of student data and timely communication with parents and other resources, ensure higher academic achievement and continued student focus on college readiness.

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

READING 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
<b>1. Students achieving proficiency (FCAT Level 3) in reading</b>			1.1.Incoming freshmen experience a dramatic increase in expectations on the high school level, in terms of rigor and the cognitive complexity of the FCAT test itself.	1.1. Focus Lessons will center on Context Clues, and Research and Reference.  Summer Bridge program focused on acclimating incoming ninth graders to the high school environment and learning expectations  Students are assigned to small learning communities to establish a sense of belonging within an overwhelmingly large setting	1.1. Administration, Faculty, Parents, and Students	1.1. Exit slips, Response to Intervention (RTI), and teacher self-reflections  Survey results	1.1. Curriculum-based assessments
<i>Students in all subgroups will show gains...</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	58%	62%.					
			1,2 Students continuing to be at a loss on how to read and comprehend increasingly more challenging texts	1.2. A renewed emphasis on utilizing a variety of research-based reading and instructional strategies, such as Chalk Talk, , Cornell notes, and KWL  Implementation of RTI Tier I differentiation in the classroom	1.2. Administration, faculty, and staff	1.2 Exit slips, monitoring of student participation, checking for comprehension, and formative and summative assessments PLC collaboration on common formative assessments	1.2. State and district standardized assessments
			1.3. Problems with consistency in attendance	1.3. One powerful incentive will be quarterly “no” lunches rewarding students with no absences, no tardies and no referrals.	1.3. Administration, Faculty, Parents, and Students	1.3.Review of attendance records at the end of each quarter.	1.3.Genesis reports and OnCourse tracking

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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
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</b>			2.1.The ability to sustain a rigorous reading focus in the face of an increasing visual media culture and peer pressure	2.1.Instill a school-wide culture of reading through the 25-book standard, the Poetry Club, Media Center coffee reading, and Literacy Team interventions, and the spring Genre Fan Fair	2.1. Administration, Faculty, Parents, Literacy Team, and Student leaders	2.1. 25-book standard data  Flourishing participation in Poetry Club, Media Center coffee readings, and the Genre Fan Fair	2.1. Sustained and improved FCAT Reading scores  Post-secondary college-readiness passing scores on the ACT, SAT, and/or CPT assessments
Students across the board will show gains in reading.	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	58%	62%					
3’s, 4’s and 5’s are tabulated as <u>one group</u>			2.2. Students having to successfully manage time around a block schedule and possible AP courses	2.2. Easily accessible class homework websites  Guidance counselor sessions on goal setting and time management	2.2. Administration, Faculty, Parents, Guidance counselors, and Students	2.2. Tracking of percentage of students meeting homework deadlines  Progress reports  Teacher and student self-reflections	2.2. Grade portal from OnCourse
3’s, 4’s and 5’s are tabulated as <u>one group</u>			2.3 Weakest strands of FCAT performance are Nonfiction, and Reference and Research.	2.3 Focus lessons on reference and research skills  Addition of specifically nonfiction materials	2.3 Professional learning communities (PLC)	2.3 FCAT practice tests given periodically	2.3 PLC analysis of practice test data

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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					
<p><b>3. Percentage of students making Learning Gains in reading</b></p> <p><u>Reading Goal #3:</u></p> <p>Students will make at least a 4% learning gain in the 2010-2011 school year.</p>			3.1. Lowest quartile students’ scores have traditionally been the most difficult to move.	3.1. Mentor programs include the following: Mentoring Mondays, Take Stock in Children program, and the requirement that all teachers are responsible for mentoring ten at-risk students.  All bottom-quartile students will attend either Read 180 or Plugged into Reading courses on a daily basis.	3.1. Volunteer coordinators, including volunteers, faculty, and National Honor Society (NHS) members  Intensive Reading teachers and administration	3.1. Overall improvement in mentees’ test scores, grades, and attendance. Tracking data tools from Read 180 and Plugged into Reading Teacher-made assessment	3.1. 2011 FCAT reading scores, teacher logs and OnCourse attendance tracking.					
			<table border="1"> <tr> <td><u>2010 Current Level of Performance:*</u></td> <td><u>2011 Expected Level of Performance:*</u></td> </tr> <tr> <td>58%</td> <td>62%</td> </tr> </table>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>	58%	62%	3.2. Classroom disruptions	3.2. More creative and flexible ways of teaching to engage students  Clear behavioral expectations set by teachers.	3.2. Classroom teachers and all administrators	3.2. Teacher self-reflections and decline in referrals and misbehavior-based parent phone calls.  Improved classroom focus and participation, leading to improved reading scores	3.2. Teacher journals and administration behavior records
			<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>								
58%	62%											
	3.3. Lack of parental support	3.3. Nights set aside for parent workshops (led by teachers) instructing them how to better prepare their students in reading.  More frequent communication between parent and teacher	3.3. Administrators, teachers and parents	3.3. Overall improvement in students’ test scores, and grades.	3.3. FCAT reading data, teacher logs and number of parents attending workshops.							

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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
<b>4. Percentage of students in Lowest 25% making learning gains in reading</b>			4.1. ELA students in this group struggle and often give up.	4.1. Focus Lessons specifically paced to involve all students’ rates of learning, which will focus on : Context Clues, Vocabulary, and Research and Reference.	4.1. Teachers and PLCs and Administrators	4.1. Exit slips Teacher-made assessments  Observation and classroom discussion.	4.1. PLC sharing of exit slips and data
Reading Goal #4:  Students will show at least a 5% learning gain in the 2010-2011 school year.	2010 Current Level of Performance :* 47%	2011 Expected Level of Performance e.* 52%	Difficulty in interpreting & accessing non-fiction reading material.	Specific learning strategies to include Chalk Talk and  Cornell notes  Teachers will model reading Strategies through eBook (electronic book) usage in Class.  Incorporate Reading/Literacy days into Physical Education Curriculum PE teachers will use “Early Dismissal” Wednesdays as literacy days in Physical Education class. Focus will be on a specific reading strategies; such as how to identify context clues, Table of Contents, and summarizing			
	4.2. Students from diverse backgrounds do not always have the cultural background knowledge that is sometimes needed in deciphering texts.			4.2. Teachers will make a conscious effort to include more diverse materials, and preface the reading of texts with the background knowledge needed.	4.2. Teachers	4.2. In class discussions, a marked increase in the participation of formerly indifferent students.	4.2. Teacher observance in self-reflection journals, along with FCAT Reading data results
4.3. Problems with consistency in attendance			4.3. One powerful incentive will be quarterly “no” lunches rewarding students with no absences, no tardies and no referrals.  Excellence Awards presented to students with improved attendance records  Annual Perfect Attendance awards handed out at year-end awards ceremony	4.3. Administration, Faculty, Parents, and Students	4.3. Review of attendance records at the end of each quarter.	4.3. Genesis reports and OnCourse tracking	

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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 applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> Reading Goal #5A:	<b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		5A.1. Weak vocabulary background	5A.1. Frayer Method and purchase of supplementary vocabulary workbooks	5A.1. Teachers	5A.1. Incorporating new vocabulary in weekly writing assignments.	5A.1. Portfolio grades
	<i>All subgroups will improve by at least 2% for the 2010-2011 school year.</i>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				
White: 72% Black: 44% Hispanic: 57% Asian: 77% American Indian: 66%		White: 74% Black: 46% Hispanic: 59% Asian: 79% American Indian: 68%					
			5A.2. Trouble discerning the main idea	5A.2. Focus Lessons on locating the main idea in a variety of genres	5A.2. Classroom Teachers collaborating in PLCs	5A.2. Skills Evaluation	5A.2. Portfolio grades
		5A.3. Lack of cultural background knowledge needed to more easily decipher text.	5A.3. Frontloading strategy	5A.3. Teachers	5A.3. Teacher monitoring of comprehension checks before tackling text	5A.3. Better reading comprehension quiz scores from at-risk groups.	

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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					
<p><b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b></p> <p>Reading Goal #5B:</p>	<p><b>Reading Goal #5B: English Language Learners (ELL)</b></p>	<p>5B.1. Lack of understanding certain contextual clues in reading.</p> <p>Availability of materials in bilingual format.</p>	<p>5B.1. Focus lessons centering around the use of context clues to better understand unfamiliar vocabulary words.</p> <p>Provide bilingual dictionaries and a variety of multicultural fiction and non-fiction.</p>	<p>5B.1. PLC collaboration in devising focus lessons.</p> <p>Media specialist ESOL Aide</p>	<p>5B.1. Lesson study by PLCs.</p>	<p>5B.1. FCAT reading data and improvement in Benchmark assessments.</p> <p>Checkout statistics Test scores</p>				
<p>All ELL will move toward fluency and reading at or above grade level.</p>	<table border="1"> <tr> <td data-bbox="373 488 499 605">2010 Current Level of Performance:*</td> <td data-bbox="499 488 604 605">2011 Expected Level of Performance:*</td> </tr> <tr> <td data-bbox="373 610 499 654">42%</td> <td data-bbox="499 610 604 654">44%</td> </tr> </table>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	42%	44%					
2010 Current Level of Performance:*	2011 Expected Level of Performance:*									
42%	44%									
		<p>5B.2. Unfamiliarity with text format</p>	<p>5B.2. Acquisition of supplementary texts.</p>	<p>5B.2. Classroom teachers and administrators</p>	<p>5B.2. Fluency tests.</p>	<p>5B.2. PLC sharing of fluency test data.</p>				
		<p>5B.3. Lack of access to native language dictionaries.</p>	<p>5B.3. Ensure that each student has his/her own dictionary in the classroom.</p> <p>Participation in bilingual software programs</p>	<p>5B.3. Teachers and administrators.</p>	<p>5B.3. Teacher observation of frequency of use of the dictionaries.</p>	<p>5B.3. A use of a teacher observation log to take note of how much assignments have improved since adoption of a dictionary</p>				

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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					
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>	<b>Reading Goal #5C: Students with Disabilities (SWD)</b>	5C.1. Nature of Disability or Impairment (learning, behavioral, or physical)	5C.1. Teacher in close consultation with EE/SS teachers and guidance department staff	5C.1.EE/SS teachers, guidance department staff and classroom teachers	5C.1. EE/SS observations filled out by classroom teachers.	5C.1. EE/SS sharing of observations to determine course of action.				
<b>Reading Goal #5C:</b>  <i>Students with disabilities in the lower quartile will make at least a 3 point reading gain by June, 2011</i>	<table border="1"> <tr> <td data-bbox="365 440 478 516">2010 Current Level of Performance:*</td> <td data-bbox="478 440 604 516">2011 Expected Level of Performance:*</td> </tr> <tr> <td data-bbox="365 516 478 589">47%</td> <td data-bbox="478 516 604 589">50%</td> </tr> </table>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	47%	50%					
2010 Current Level of Performance:*	2011 Expected Level of Performance:*									
47%	50%									
		5C.2. Motivation and student focus	5C.2. Have a variety of strategies designed to reach those students, particularly ones that will hold their attention for longer stretches.	5C.2. Teachers collaborating in PLCs.	5C.2. Progress monitoring assessments (PMA) given periodically, as well as other formative assessments.	5C.2. PMA data and consultation with EE/SS teachers.				
		5C.3. Environmental Factors	5C.3. Reduction of class sizes to facilitate one-on-one instruction.  Student focused para-professionals individually assigned to students	5C.3. Administrators	5C.3. Classroom size data.	5C.3. Administrator s charged with compliance will periodically evaluate data.				

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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				
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>	<b>Reading Goal #5D: Economically Disadvantaged</b>		5D.1. Lack of home access to computer technology.	5D.1. Teachers will make available the use of their classroom computers before and after school	5D.1. Teachers and administrators	5D.1. Teachers will monitor frequency of use of computers.				
	Reading Goal #5D: All sub-groups will make AYP in reading.	<table border="1"> <tr> <td>2010 Current Level of Performance:*</td> <td>2011 Expected Level of Performance:*</td> </tr> <tr> <td><i>Data currently not available</i></td> <td><i>2% gain in reading scores in all sub-groups</i></td> </tr> </table>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	<i>Data currently not available</i>	<i>2% gain in reading scores in all sub-groups</i>				
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*								
<i>Data currently not available</i>	<i>2% gain in reading scores in all sub-groups</i>									
		5D.2. Lack of knowledge on use of technology.	5D.2. Teacher assistance with class computers. Computer classes offered as electives.	5D.2. Teachers and students.	5D.2. Teacher observation of students using class computers.	5D.2. Assignments should reflect a growing technological ease and quality.				
		5D.3. Lack of cultural background knowledge due to limited exposure to travel, bookstores, etc.	5D.3. Increase use of borrowing materials from libraries.	5D.3. Teachers and house administrators.	5D.3. Monitoring of books checked out from classroom library.	5D.3. Outside reading will be incorporated into one’s grade.				

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**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	PDF Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or (school-wide))	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum pacing guides and Learning strategies used in all subject areas. Review of Next Generation Standards	9-12 All Core Curriculum	Doni Parkinson, Melanie Pittman, Michelle Green, Ruth Senfleber, Aaron Smith, Chip Leonard	PLC's on school site and through District trainings; All teachers and administrators	August 18 -19, 2010 - Preplanning	Lesson Plan reviews, Quarterly Curriculum Reviews, Minutes' Reviews from PLC collaborations, Focus Walks, Formal and Informal Observations, Plain Talk Sessions	Principal (Dr. Richardson), House Administrators (Bryan Boyer, Janetta Lucas, Lisa Moses, Cynthia Grissett, Gary Finger, and Lisa Moses); Department Heads, Teacher leaders in PLC's
AICE Cross School Articulations/Focus on area examination content and student mastery needs	9-10th	Scott Price Joanne Philpot Kathy Nesselrode	Forrest High School, Raines High School, and Fletcher High School teachers attend AICE trainings with Mandarin veteran AICE teachers	October 25 From 12:00-3:00 p.m. in the Mandarin Media Center	AICE	Lisa Moore, Forrest, Raines, Fletcher, and Mandarin principals, AICE coordinators at all schools above. Finger
Medical Career Academy	10 <sup>th</sup> -12 <sup>th</sup> grades	Administrators, Career Academy teachers, to include: Ronna Murphy, Kathy Givens, Jennifer Guilliard, Nader Khakpour, Corrie Zimmerman	Training In Austen, Texas; District and school-site trainings and articulations	August 2010 through May 2011	Lesson Plan reviews; Quarterly Curriculum Reviews, PLC Collaborations, Grades, practice assessments	Administrators (B (Boyer, Richardson)
Teaching American History Grant trainings	11 <sup>th</sup> grade	Eric Fields, Jim Hicken Thomas Cason,	District Trainings at the Schultz Center	August 2010 through May 2011	Lesson Plan Reviews, Snapshot Observations, TAS,	Eric Fields, Administrators,(Richardsod, Grissett) District trainers (Michele Green) and administrators (Larry Roziers)

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BUDGET: READING.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improved non-fiction reading	Purchase of 60 (2 class sets) of Education is Not a Four Letter Word, to be used as a reading resource with bottom quartile students	Business Partner dollars	\$1200
			<b>Subtotal: \$1200</b>
Technology:			
Strategy	Description of Resources	Funding Source	Available Amount
SAT, ACT, and PSAT review software	Triumph College Admission Study Guides for all Mandarin students	Principal's Trust Fund	\$1300
Increased literacy cross-curricular	Books on tape	Media	\$3000
			<b>Subtotal:\$4300.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Use professional works of current best practices literature to guide teacher understandings of collaboration and teacher common plannings and common lesson designs; as well as, how to diagnose focus lesson needs and common plan and deliver these.	Professional Read for all Faculty: Rick Dufour's <i>Raising the Bar and Closing the Gap/Whatever It Takes.</i>	Part Principal's Trust SAC (School Advisory Council) SIP \$	\$1000 \$2000
			<b>Subtotal: \$3000</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Genre Fan Fair – school-wide reading celebration to showcase student book reports and presentations.	Prizes for student winners	Pepsi Dollars	\$500
			<b>Subtotal: \$9000</b>
			<b>Grand Total: \$7800</b>

*End of Reading Goals*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**  
**Mathematics Goals**

<b>MATHEMATICS GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students achieving proficiency (FCAT Level 3) in mathematics</b>			1.1. 9 <sup>th</sup> - Lack of the availability of computers to allow students to practice taking the test online.	1.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus several times during the coming months.  b) Encourage students to take advantage of online resources from the state and textbook at home.  c) Provide Focus Lessons that address student achievement gathered from AIDE data.	1.1. a) APC curriculum  b) classroom teacher	1.1. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	1.1. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT
<b>Mathematics Goal #1:</b>							
<i>Students achieving proficiency in mathematics will increase by 2%.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>	10 <sup>th</sup> – incorrect bubbling of the gridded response questions.				
	9 <sup>th</sup> – 77%(578)	9 <sup>th</sup> – 89%					
	10 <sup>th</sup> – 79%(534)	10 <sup>th</sup> – 81%					
			1.2. Test anxiety and time management	1.2. Provide test practice using current textbook online materials, paper and pencil assessment (timed) and FCAT Explorer.	1.2. Classroom teacher	1.2. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	1.2. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics</b>			2.1. 9 <sup>th</sup> - Lack of the availability of computers to allow students to practice taking the test online.  10 <sup>th</sup> – incorrect bubbling of the gridded response questions	2.1 a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus at several times during the coming months.  b) Encourage students to take advantage of online resources from the state and textbook at home.  c) Provide Focus Lessons that address student achievement gathered from AIDE data.	2.1. a) Administrators  b) classroom teachers	2.1. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	2.1. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT
<b>Mathematics Goal #2:</b>							
<i>Students achieving above proficiency in mathematics will increase by 1%.</i>	<u>2010 Current Level of Performance:*</u> 9 <sup>th</sup> – 45% (338)	<u>2011 Expected Level of Performance:*</u> 9 <sup>th</sup> – 46%					
	10 <sup>th</sup> – 56% (379)	10 <sup>th</sup> – 59%					
			2.2. Test anxiety and time management	2.2. Provide test practice using current textbook online materials, paper and pencil assessment (timed) and FCAT Explorer.	2.2. Classroom teachers	2.2. Pre and post tests (DCPS Benchmark) Focus Lessons Exit Slips	2.2. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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
<b>3. Percentage of students making Learning Gains in mathematics</b>						
<b>Mathematics Goal #3:</b>						
<i>Students making Learning Gains in mathematics will increase by 7%.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>				
	70%	77%	<p>3.1. 9<sup>th</sup> - Lack of the availability of computers to allow students to practice taking the test online.</p> <p>3.1. 10<sup>th</sup> – incorrect bubbling of the gridded response questions</p> <p>Insufficient time during the school day to assist struggling students.</p>	<p>3.1. Administrators</p> <p>Classroom teachers</p>	<p>3.1. Pre and post tests (DCPS Benchmark)</p> <p>Focus Lessons</p> <p>Exit Slips</p> <p>The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum.</p>	<p>3.1. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT</p>
			<p>3.2. Test anxiety and time management</p>	<p>3.2. Classroom teachers</p>	<p>3.2. Pre and post tests (DCPS Benchmark)</p> <p>Focus Lessons</p> <p>Exit Slips</p>	<p>3.2. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT</p>

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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
<b>4. Percentage of students in Lowest 25% making learning gains in mathematics</b>			4.1. 9 <sup>th</sup> - Lack of the availability of computers to allow students to practice taking the test online.	4.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus at several times during the coming months.  b) Encourage students to take advantage of online resources from the state and textbook at home.  c) Provide Focus Lessons that address student achievement gathered from AIDE data.  d) Reconfigure teacher schedules to include the teaching of Intensive Math for our level 1’s and 2’s in both the 9 <sup>th</sup> and the 10 grades.	4.1. Classroom teachers  Guidance Counselor  Resource teachers (ESE)	4.1. Pre and post tests (DCPS Benchmark)  Focus Lessons Exit Slips  The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum.	4.1. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT
<b>Mathematics Goal #4:</b>							
<i>Students in the lowest 25% will increase their learning gains in mathematics by 10%.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>	10 <sup>th</sup> – incorrect bubbling of the gridded response questions  Insufficient time during the school day to assist struggling students.				
	55%	65%					
			4.2. Motivation  Attendance  Environment at home	4.2. Individual conferences with students  Parent contact	4.2. Classroom teacher  Guidance counselor  Parent	4.2. Pre and post tests (DCPS Benchmark)  Focus Lessons Exit Slips  The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum.	4.2. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b></p> <p><u>Mathematics Goal #5A:</u></p>	<p><b>Mathematics Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)</p>		<p>5A.1. White: N/A</p> <p>Black: Environment Motivation Attendance</p> <p>Hispanic: Environment Motivation Attendance</p>	<p>5A.1</p> <p>APC curriculum</p> <p>Classroom teacher</p> <p>Guidance counselors</p> <p>Parents</p> <p>Resource teachers</p>	<p>5A.1. Pre and post tests (DCPS Benchmark)</p> <p>Focus Lessons Exit Slips</p> <p>The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum.</p>	<p>5A.1. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT</p>
	<p><i>Students in subgroups will achieve 2% more in mathematics.</i></p>	<p>2010 Current Level of Performance:*</p> <p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: Black: 60% Hispanic: 72% Asian: American Indian:</p>	<p>2011 Expected Level of Performance:*</p> <p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: Black: 62% Hispanic: 74% Asian: American Indian:</p>			

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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	
<p><b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b></p> <p>Mathematics Goal #5B:</p>	<p><b>Mathematics Goal #5B: English Language Learners (ELL)</b></p>		<p>5B.1. Disciplinary issues that cause attendance issues that in turn affect exposure to classroom instruction</p>	<p>5B.1.</p> <p>Parent conferences with guidance and/or house administrators to develop student success plans</p> <p>Frequent progress monitoring of the plan being implemented with fidelity.</p> <p>Mentoring of students by teachers and M &amp; M’s (Motivating Mentor Program).</p>	<p>5B.1.</p> <p>Administrators, teachers, guidance counselors, students, and parents</p>	<p>5B.1.</p> <p>Pearson data systems, Exit slips, PLC collaborations</p>	<p>5B.1</p> <p>Benchmark data, Genesis discipline and attendance data.</p>
	<p><u>Increase Math Proficiency in Black subgroup by 2%</u></p>	<table border="1"> <tr> <td>2010 Current Level of Performance:*</td> <td>2011 Expected Level of Performance:*</td> </tr> <tr> <td>9<sup>th</sup> – 65%</td> <td>9<sup>th</sup> – 67%</td> </tr> <tr> <td>10<sup>th</sup> – 57%</td> <td>10<sup>th</sup> – 59%</td> </tr> </table>					
2010 Current Level of Performance:*	2011 Expected Level of Performance:*						
9 <sup>th</sup> – 65%	9 <sup>th</sup> – 67%						
10 <sup>th</sup> – 57%	10 <sup>th</sup> – 59%						
<p>Mandarin High School made overall Math AYP, but did not reach its Black subgroup. All Math teachers will differentiate instruction for their Black students and utilize exit slips daily to assess comprehension.</p>			<p>5B.2. Level of rigor in the content of upper level Math classes, and lack of basic fundamental skills accumulated by the time they reach high school</p>	<p>5B.2. Efforts will be made to incorporate Compass Odyssey FCAT Explorer to address deficiencies in a tailored format</p> <p>Lunch and Learn sessions in the media center – with NHS tutors volunteering their time to tutor students in need of Math assistance.</p>	<p>5B.2. Administrators teachers, and NHS Sponsors; students</p>	<p>5B.2. Compass Odyssey reports, PLC Collaborations, Common formative assessments, teacher-made assessments</p>	<p>5B.2. Benchmark data, FCAT data</p>

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <u>Mathematics Goal #5C:</u>	<b>Mathematics Goal #5C: Students with Disabilities (SWD)</b>		5C.1 9 <sup>th</sup> - Lack of the availability of computers to allow students to practice taking the test online.  10 <sup>th</sup> – incorrect bubbling of the gridded response questions  Insufficient time during the school day to assist struggling students.	5C.1 a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus at several times during the coming months.  b) Encourage students to take advantage of online resources from the state and textbook at home.  c) Provide Focus Lessons that address student achievement gathered from AIDE data.  d) Reconfigure teacher schedules to include the teaching of Intensive Math for our level 1’s and 2’s in both the 9 <sup>th</sup> and the 10 grades.  If possible keep students on the main campus  Apply accommodations in IEP  Parent contact	5C.1 School Board  Administrators  Classroom teacher  ESE Resource teachers  Parents	5C.1 Pre and post tests (DCPS Benchmark)  Focus Lessons Exit Slips  The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum.	5C1. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT
	<i>Students with disabilities not making yearly progress will gain 2%.</i>	2010 Current Level of Performance: *  9 <sup>th</sup> 41%  10 <sup>th</sup> 44%	2011 Expected Level of Performance: *  9 <sup>th</sup> 43%  10 <sup>th</sup> 46%	Nature of disability: -emotional/behavioral -intellectual -health related  Environment			

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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	
<p><b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b></p> <p><b>Mathematics Goal #5D:</b></p>	<p><b>Mathematics Goal #5D: Economically Disadvantaged</b></p>		<p>5D.1. 9<sup>th</sup> - Lack of the availability of computers to allow students to practice taking the test online.</p> <p>10<sup>th</sup> – incorrect bubbling of the gridded response questions</p> <p>Insufficient time during the school day to assist struggling students.</p> <p>Inadequate school supplies</p> <p>Limited or no access to technology</p> <p>Environment</p>	<p>5D.1. a) Arrange a schedule that will allow mathematics classes to use existing computer labs on campus several times during the coming months.</p> <p>b) Encourage students to take advantage of online resources from the state and textbook at home.</p> <p>c) Provide Focus Lessons that address student achievement gathered from AIDE data.</p> <p>d) Reconfigure teacher schedules to include the teaching of Intensive Math for our level 1’s and 2’s in both the 9<sup>th</sup> and the 10 grades.</p> <p>e) Encourage students to take advantage of free/reduced breakfast/lunch.</p> <p>f) Promote use of free resources e.g. public library.</p> <p>g) Provide safe classroom environment (Foundations)</p>	<p>5D.1. Administrators</p> <p>Classroom teacher</p> <p>ESE Resource teachers</p> <p>Parents</p> <p>Foundations Team member from the mathematics department</p>	<p>5D.1 Pre and post tests (DCPS Benchmark)</p> <p>Focus Lessons</p> <p>Exit Slips</p> <p>The data collected from the Benchmark testing for the students in Intensive Math classes will drive the curriculum.</p>	<p>5D1. AIDE data from the Benchmark assessments, Focus lesson assessments, Curriculum assessments and FCAT</p>
	<p><i>Economically disadvantaged students will gain 2% in mathematics.</i></p>	<table border="1"> <thead> <tr> <th>2010 Current Level of Performance:*</th> <th>2011 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>9<sup>th</sup> 64%</td> <td>9<sup>th</sup> 66%</td> </tr> <tr> <td>10<sup>th</sup> 66%</td> <td>10<sup>th</sup> 70%</td> </tr> </tbody> </table>					
2010 Current Level of Performance:*	2011 Expected Level of Performance:*						
9 <sup>th</sup> 64%	9 <sup>th</sup> 66%						
10 <sup>th</sup> 66%	10 <sup>th</sup> 70%						

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Algebra I Plus Lesson Study Team	9 <sup>th</sup>	Cathy Eldridge	PLC	Early dismissal and TDE once a month from September (2010) through April (2011)	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
Algebra II	10, 11, 12	Gene Hays	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
Algebra II Honors	9, 10, 11	Katie Magloff	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
Geometry	9, 10, 11	Jennifer Alaimo	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
Geometry Honors PreAICE	9, 10	Laura Koeppel	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
Algebra II/PreCalculus AICE	10	Kathleen Van Sise	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
PreCalculus	10, 11, 12	Benjie Wilson	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
AP Statistics	11, 12	Jackie Johnson	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity (Continued)</b>						
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
Liberal Arts Mathematics	10, 11	Sonja Kunzendorf	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
Analysis of Functions	11, 12	Katie Davis	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
Algebra Applications	11, 12	Sean Reed	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
Probability and Statistics	11, 12	Rick Eagen	PLC	Early dismissal days Once per week	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
AP Calculus	11, 12	Traci Blessing	PLC	Early dismissal days Once per week Once per month with other county teachers	Exit slips, reflection slips, assessment data (formal and informal)	Team members Administrator
Algebra I PLC+ Trainings on Lesson Study	9 <sup>th</sup> Grade only	Jill Budd, Chip Leonard, Aaron Smith, Chris Henderson, and Eddie Kiep	All Algebra I teachers (Koeppel, McLogan, Poe, Ellldridge, Waxman, & Davis)	August 2010 through May 2011 on each Early Dismissal day. (22 Sessions all together – off-campus at the Schultz Center and on school site too). ONGOING	Classroom Observations; Focus Walks, PLC Observations, Exit Slip Reviews; Common Lesson Plans and Common Assessment data, Common Lesson Observations; student grades and reflection logs	District Coach (Pittman), District Director (Roziars) Instructors (Leonard, Smith, Budd, etc.), Principal (Richardson), Assistant Principals (Boyer, Finger, Grissett, Lucas, Moses, & Hulshult

## 2010-2011 School Improvement Plan (SIP)-Form SIP-1

### Mathematics 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	Available Amount
Practice of taking FCAT-like examinations – familiarizing students with specific formats and real-life test taking strategies	FCAT Review workbooks (for Intensive Math students)	SAC (SIP)	\$500
Students need remediation and tutoring in Mathematics;  Summer Bridge for Incoming Freshmen to help students transition to high school more effectively	Certified Math teachers hired to tutor and do learning recovery with students needing such services during After School and Saturday Sessions Certified Math, ELA, and Science teachers who provided students with sample curriculum and school-wide expectations For a week long period for two weeks during the summer months	SAI Dollars	\$10,000
			\$6,000
		SAI Dollars	\$5,700
			<b>Subtotal: \$22,200</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be able to solve mathematical computations and print copies of their calculations for study guides at home.	Additional Printers in the Intensive Reading Classes (2)	SAI Dollars	\$500
			<b>Subtotal: \$500</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Preparations for Summer Bridge (lesson plans, structural decisions) to enable sessions to be successful	Daily salaries for two days for four teachers (Kovalcik, Small, Abo, and Magloff).	SAI Dollars	\$800
			<b>Subtotal: \$800</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			
			<b>Grand Total: \$23,500</b>

*End of Mathematics Goals*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Science Goals**

<b>SCIENCE GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<p><b>1. Students achieving proficiency (FCAT Level 3) in science</b></p> <p><u>Science Goal #1:</u></p> <p>The percentage of students demonstrating proficiency (Level 3 and above) on the 11<sup>th</sup> grade FCAT Science exam will continue to increase, following the pattern of steady increases over the past 4 years.</p> <p>The state average scores for the four domains of the FCAT Science on the 2010 test were Physical Science = 8, Earth/Space Science = 7, Biological and Life Science = 7, and Scientific Thinking = 7. Mandarin High students had average scores of 10, 8, 8, 8 on those domains.</p>			1.1. The FCAT Science exam is still not a graduation requirement and therefore, does not carry the same weight in the minds of students as the FCAT Reading and the FCAT Math.	1.1. The Science department will utilize department-wide focus lessons to present/review/re-teach the subject material from all four domains throughout the school year. By making the FCAT preparatory exercises part of the class curriculum, the students will remain focused and engaged on the FCAT Science material and see it as simply another set of standards to be mastered during the course of the academic year.	1.1. Science Chairperson	1.1. Science teachers will use periodic formative and summative assessments to generate data regarding performance on the domain benchmarks. This data will illustrate proficiency and highlight areas needing additional review and remediation.	1.1. Formative and summative exercises contained within the FCAT Science prep workbooks supplied by the district.
2010 Current Level of Performance:*	2011 Expected Level of Performance:*		1.2. A significant number of students do not have coursework in all four domains by the time that they actually take the FCAT Science exam. Students in a standard-level program of study will not have taken Physics and the Honors/AP/AICE students do not typically take Earth/Space Science. This results in gaps in their knowledge and skills.	1.2. The focus lessons described above will cover all four domains of the test. In addition, teachers will continue to utilize the department created SciCAT website to enable students to gain expertise and practice in an independent study platform.	1.2. Science Chairperson	1.2. Formative assessments and data collection/analysis.	1.2. Formative assessments created with the FCAT Testmaker program used to create exercises on SciCAT.
58% (413) of the 712 students tested scored at Level 3 or above.	The number of 11 <sup>th</sup> graders is not known at the time of this compilation. The target percentage for students achieving at Level 3 or above is 60%		1.3. The FCAT Science exam is given in the spring of student’s junior year. That means that there is at least a two year gap between the time of the student’s science courses taken as a freshman and the FCAT Science exam.	1.3. The focus lesson schedule will be designed to provide sufficient time for review/re-learning of material from students’ previous years.	1.3. Science Chairperson	1.3. Analysis of data obtained from district’s Benchmark test given twice before the FCAT Science.	1.3. District FCAT Science Benchmark tests

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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
<p><b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b></p> <p><u>Science Goal #2:</u></p> <p>The overall percentage of students scoring above proficiency (Levels 4 and 5) on the FCAT Science actually decreased by 1% on the 2010 exam compared to the results of the 2009 test. However, the number and percentage of students scoring at Level 5 doubled from 2009 to 2010.</p>			<p>2.1. Students in the Honors/AP/AICE track do not typically take Earth-Space science in this course sequence. This creates an obvious gap in their knowledge.</p>	<p>2.1. Subject PLC teams will use district provided supplementary materials for FCAT preparation in the Earth-Space science domain of the test. These materials will become the curriculum for the focus lessons.</p>	<p>2.1. Science Chairperson will coordinate the focus lesson sequence.</p>	<p>2.1. Formative assessments throughout the school year to measure performance and mastery of subject material.</p>	<p>2.1. Subject PLC teams will compile data from the assessments included in the supplementary materials.</p> <p>The district’s Benchmark tests will be analyzed to see if growth in the Earth-Space science domain has occurred.</p>
<p>The Mandarin Science department has set a goal of increasing both the number and percentage of 11<sup>th</sup> graders scoring above proficiency on the 2011 FCAT Science exam.</p>	<p><u>2010 Current Level of Performance:*</u></p> <p>8% (57 students) at Level 4</p> <p>2% (14 students) at Level 5</p>	<p><u>2011 Expected Level of Performance:*</u></p> <p>Overall goal of 13% of students tested will score at Level 4 or 5 on the FCAT Science exam.</p>	<p>2.2. Students in the Honors/AP/AICE track will have taken Biology in the 9<sup>th</sup> grade. There is a two-year gap between the time of that course and the administration of the FCAT Science exam.</p>	<p>2.2. Subject PLC teams will use district provided supplementary materials for FCAT preparation in the Biology and Life Sciences domain of the test. These materials will become the curriculum for focus lessons</p>	<p>2.2. Science Chairperson will coordinate the focus lesson sequence.</p>	<p>2.2. Formative assessments throughout the school year to measure performance and mastery of subject material.</p>	<p>2.2. Subject PLC teams will compile data from the assessments included in the supplementary materials.</p> <p>The district’s Benchmark tests will be analyzed to see if growth in the Biology and Life Sciences domain has occurred.</p>
			<p>2.3 As described above, the FCAT Science test is not currently a graduation requirement for students. This results in students assigning only minimal relevance to the test and not focusing efforts on performing above proficiency.</p>	<p>2.3 The PLC teams for 11<sup>th</sup> grade honors science courses will incorporate the review and preparatory exercises into the weekly lesson planning so that the FCAT Science exercises will not be “stand alone” activities.</p> <p>By incorporating the FCAT prep material into the regular curriculum, students will see the need to master this material as part of the process for earning high grades in their current science courses</p>	<p>2.3 Science Chairperson will coordinate with the 11<sup>th</sup> grade science teacher PLC groups.</p>	<p>2.3 . Formative assessments throughout the school year to measure performance and mastery of subject material.</p>	<p>2.3 District administered Benchmark test.</p>

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**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
Providing content material from the Earth-Space science domain to the Honors/AP/AICE students.	11 <sup>th</sup> grade science course teachers	Lead Physics PLC teacher with coordination from Science Chairperson	All teachers of 11 <sup>th</sup> grade honors science classes.	Regular weekly PLC meetings.  Meetings during Early Release sessions with entire Science department	Analysis of district Science Benchmark test results to gauge effectiveness of the curriculum and content delivery.  Adjust delivery strategy if necessary.	Science Chairperson
Providing content review across all four domains of the FCAT Science exam to all 11 <sup>th</sup> grade students.	11 <sup>th</sup> grade science course teachers	Science Chairperson	All teachers of 11 <sup>th</sup> grade science students	Science subject PLC teams will meet weekly.  Entire Science department will meet during Early Release sessions.	Analysis of district Science Benchmark test results and Science department generated formative assessments to gauge effectiveness of developed curriculum.  Adjust delivery strategy if necessary.	Science Chairperson

**Science 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	Available Amount
No school based funding available in this area			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No school based funding available in this area			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No school based funding available in this area			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No school based funding available in this area			
			<b>Grand Total:</b>

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

*End of Science Goals*

**Writing Goals**

<b>WRITING GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0-3.9) in writing</b>			1.1. Lack of adequate preparation in years past, and inconsistency of approach to writing	1.1. Schoolwide-adopted Four Square Writing Model	1.1. Classroom teachers in their Professional Learning Communities (PLC)	1.1. In-class District Timed Writings given four times a year  Weekly practice in the classroom writing in a variety of styles	1.1. Analysis of District Timed Writing data
<b>Writing Goal #1:</b>							
<i>Increase performance level by at least 2%.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	88%	80%					
	<i>FCAT 3.5e</i>	<i>FCAT 4.0 and Above</i>					
			1.2. Lack of grammar skills, particularly in sentence construction	1.2 Focus lessons centering around shoring up grammar skills  Peer editing for grammar mistakes	1.2 Teachers using PLCs	1.2 Classroom quizzes for each grammar lesson  Close look at preliminary drafts of essays	PLC-adopted writing rubric
			1.3. Lack of built-up stamina in writing adequately lengthy essays	1.3. Habit-forming regular writing assignments in class	1.3. Classroom teachers	1.3. Check of evidence of progress made over time in classroom essays, particularly in sustaining quality for lengthier pieces	1.3. Individualized writing portfolios

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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	
<b>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> Writing Goal #2A:  <i>Continue to maintain AYP.</i>	<b>Writing Goal #2A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)	2A.1.1. Lack of adequate preparation in previous years of education	2A.1.1. School-wide-adopted Four Square Writing Model	2A1.1. Classroom teachers in their Professional Learning Communities (PLC)	2A1.1. In-class District Timed Writings given four times a year  Weekly practice in the classroom writing in a variety of styles	2A.1.1. Analysis of District Timed Writing data	
	2010 Current Level of Performance: *  White: 79% Black: 66% Hispanic: 75% Asian: 77% American Indian: N/A  FCAT 4.0 or Above	2011 Expected Level of Performance: *  White: 85% Black: 70% Hispanic: 78% Asian: 80% American Indian: N/A					
			2A.2. Lack of grammar skills, particularly in sentence construction	2A.2 Focus lessons centering around shoring up grammar skills  Peer editing for grammar mistakes	2A.2 Teachers using PLCs	2A.2 Classroom quizzes for each grammar lesson  Close look at preliminary drafts of essays	2A.2 PLC-adopted writing rubric
		2A .3. Lack of built-up stamina in writing adequately lengthy essays	2A 3. Habit-forming regular writing assignments in class	2A .3. Classroom teachers	2A 3. Check of evidence of progress made over time in classroom essays, particularly in sustaining quality for lengthier pieces	2A 3. Individualized writing portfolios	

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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	
<b>2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <b>Writing Goal #2B:</b> All ELL will move toward fluency and writing at or above grade level.	<b>Writing Goal #2B: English Language Learners (ELL)</b>		2B.1. Lack of adequate preparation in years past, and inconsistency of approach to writing	2B .1. School-wide-adopted Four Square Writing Model	2B.1. Classroom teachers in their Professional Learning Communities (PLC), in consultation with EE/SS teachers	2B 1. In-class District Timed Writings given four times a year  Weekly practice in the classroom writing in a variety of styles	2B 1. Analysis of District Timed Writing data,  EE/SS Observation forms (filled out by classroom teachers)
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	54%	56%					
		2B .2. Lack of grammar skills, particularly in sentence construction	2B 2 Focus lessons centering around shoring up grammar skills  Peer editing for grammar mistakes	2B 2 Teachers using PLCs	2B 2 Classroom quizzes for each grammar lesson  Close look at preliminary drafts of essays	2B .2PLC-adopted writing rubric	
		2B 3. Lack of built-up stamina in writing adequately lengthy essays	2B 3. Habit-forming regular writing assignments in class	2B 3. Classroom Teachers	2B .3. Check of evidence of progress made over time in classroom essays, particularly in sustaining quality for lengthier pieces	2B .3. Individualized writing portfolios	

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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
<p><b>2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b></p> <p><b>Writing Goal #2C:</b></p>	<p><b>Writing Goal #2C: Students with Disabilities (SWD)</b></p>		<p>2C.1. Lack of adequate preparation in years past, and inconsistency of approach to writing</p>	<p>2C.1. School-wide-adopted Four Square Writing Model Adaptation of writing time window to reflect disabled students' accommodations</p>	<p>2C.1. Classroom teachers in their Professional Learning Communities (PLC)  Administrators  The Dream Team Literacy Team</p>	<p>2C.1. In-class District Timed Writings given four times a year  Weekly practice in the classroom writing in a variety of styles  Student reflection logs</p>	<p>2C.1. Analysis of District Timed Writing data  FCAT Writes 2011</p>
	<p>2010 Current Level of Performance:*</p> <p>88%</p>	<p>2011 Expected Level of Performance:*</p> <p>80%</p>	<p>Learning and behavioral disabilities sometimes affect both motivation and stamina</p>				
	<p>In order for our SWD students to improve their writing scores there will be a school-wide implementation of the 4-Square Writing Method and extensive teacher training on this method. ELA teachers will also utilize peer editing and tightly monitor the results of the District timed writing prompts. There will be a school-wide culture of the importance of writing and several Essay Writing Contests along with the Genre Fan Fair written presentations.</p>			<p>2C.2. Lack of grammar skills, particularly in sentence construction</p>	<p>2C.2. Focus lessons centering around shoring up grammar skills  Peer editing for grammar mistakes</p>	<p>2C.2. Teachers using PLCs</p>	<p>2C.2. Classroom quizzes for each grammar lesson  Close look at preliminary drafts of essays</p>
			<p>2C.3. Lack of built-up stamina in writing adequately lengthy essays</p>	<p>2C.3. Habit-forming regular writing assignments in class</p>	<p>2C.3. Classroom teachers</p>	<p>2C.3. Check of evidence of progress made over time in classroom essays, particularly in sustaining quality for lengthier pieces</p>	<p>2C.3. Individualized writing portfolios</p>

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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	
<b>2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <b>Writing Goal #2D:</b> <i>Students will continue to make AYP in writing</i>	<b>Writing Goal #2D: Economically Disadvantaged</b>		2D.1. Lack of consistency in attendance	2D.1. Quarterly “No” lunches that reward students for having neither absences nor referrals	2D.1. Administration and teachers	2D.1. Review attendance records  2D.1. Attendance records	
	<u>2010 Current Level of Performance:*</u> 88%	<u>2011 Expected Level of Performance:*</u> 80%	Lack of vocabulary acquisition needed to write.	School-wide word of the day effort to increase vocabulary  Interactive use of Word Walls in all classrooms.	Administrators and Teachers	Classroom writings and general conversations involving improved language usage  Student Reflection Logs	FCAT Writes PMA’s
			2D.2. Learned misbehavior that disrupts classroom instruction	2D.2. Mentoring of ten (10) at-risk children taken on by each classroom teacher  Peer tutoring by NHS volunteers	2D.2. Teachers, NHS students	2D.2. Review referral reports	2D.2. Referral reports
		2D.3. Limited cultural experiences (travel, bookstores, etc.)	2D.3. Use of audiovisual aids to widen cultural experience, which can then be used as the basis for a writing prompt	2D.3. Classroom teachers, media specialists	2D.3. Improvement in essay grades	2D.3. Portfolios, district writing assessments	

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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 Dismissals ) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
4-Square Writing Method	9 <sup>th</sup> & 10 <sup>th</sup> grade all core curricula	Administrators, Literacy Team	All faculty and administrators	Early Dismissal Trainings and Bi-Monthly Plain Talk Sessions	Classroom Observations, FCAT Writing Data , PLC Collaborations, Pearson Data Systems	Principal and House Administrators

**Writing Budget**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
	Description of Resources	Funding Source	Available Amount
No writing dollars from local level No school based funding available in this area			
			<b>Subtotal:</b>
Technology			
	Description of Resources	Funding Source	Available Amount
No school based funding available in this area			
			<b>Subtotal:</b>
Professional Development			
	Description of Resources	Funding Source	Available Amount
No school based funding available in this area			
			<b>Subtotal:</b>
Other			
	Description of Resources	Funding Source	Available Amount
No school based funding available in this area			
			<b>Grand Total:0</b>

*End of Writing Goals*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Attendance Goal(s)**

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

<b>ATTENDANCE GOAL(S)</b>			<b>Problem-solving Process to Increase Attendance</b>				
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
<b>1. Attendance</b>			1.1.Studnets are considered as unexcused absence when they fail to supply the required excuse from their parents or physician.	1.1Teachers will contact the parent after 3 unexcused absences.  All students returning from an absence will be required to furnish the House Administrator with a written excuse.  House administrators will conduct monthly AIT meetings with the DCPS Attendance Social Worker, parent, child and guidance counselor once the child reaches 5 unexcused absences. Meet with parents when a student reaches 5 unexcused absences	1.1.All House Administrators Classroom teachers DCPS Attendance Social Worker Guidance Counselors Parents Students	1.1.Decrease in the percentage of students with more than 10 absences.	1.1.Attendance report from Genesis
<b>Attendance Goal #1:</b>							
To decrease the percentage of excessively absent students by 2% (56 students)	<u>2010 Current Attendance Rate:*</u>	<u>2011 Expected Attendance Rate:*</u>					
	<i>Current attendance rate is 84% (2555 students)</i>	<i>88% (2508) students will meet the attendance rate of less than 10 absences</i>					
	<u>2010 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2011 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>359 students were absent 10 or more days.</i>	<i>We will have no more than 342 students with excessive absences Enter numerical data for expected number of absences in this box.</i>					
	<u>2010 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2011 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>6 % (190) students have excessive tardies</i>	<i>We will have no more than 5% (160) of our students with more than 10 tardies</i>					
			1.2. Getting students to go to class on time and not delay to socialize in the halls and common areas.	1.2. A coordinated effort every class change with security personnel, Administrators and teachers in the halls encouraging students to keep moving towards their assigned class.	1.2. All certificated staff and security personnel	1.2.We will measure success by a decrease in the number of reported tardies	1.2.Tardy report from Oncourse.

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
No specific PD is required to accomplish this objective						

**Attendance 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	Available Amount
None at school level of funding			
			<b>Subtotal:0</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None at school level of funding			
			<b>Subtotal:0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None at school level of funding			
			<b>Subtotal: 0</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NO luncheons for recognition of students who have no absences, no tardies, and no referrals (after three quarters)	Food, drink, and paper products	Pepsi Dollars and Business Partner contributions	\$7000
			<b>Grand Total: \$7000</b>

*End of Attendance Goals*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Suspension Goal(s)**

<b>SUSPENSION GOAL(S)</b>			<b>Problem-solving Process to Decrease Suspension</b>				
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
<b>1. Suspension Suspension Goal #1:</b>			1.1.The largest barrier to reducing the number of students suspended is getting parents to accept the Alternative to Out of School Suspension program and not allow their children to sit at home.	1.1.We will offer transportation for students whose parents are not willing or able to take their children to the ATOSS center.	1.1.Principal and Assistant Principals	1.1.Ongoing weekly review of discipline data at Admin meeting	1.1.SESIR Data Genesis Discipline data And house administrator data
We will continue to use ATOSS as an alternative to out of school suspension and use a progressive discipline policy to attempt to deter more serious offenses that would result in out of school suspension	<u>2010 Total Number of In –School Suspensions</u>	<u>2011 Expected Number of In- School Suspensions</u>					
	<i>ISSP was assigned 1440 times</i>	<i>Reduce the number of ISSP assignments by 10% (65)</i>					
	<u>2010 Total Number of Students Suspended In-School</u>	<u>2011 Expected Number of Students Suspended In -School</u>					
	<i>656 students were assigned to ISSP</i>	<i>591 or less will be suspended in school</i>					
	<u>2010 Number of Out-of-School Suspensions</u>	<u>2011 Expected Number of Out-of-School Suspensions</u>					
	<i>We had a total or 332 out of school suspensions</i>	<i>Reduce the number of out of school suspensions by 10%(33)</i>					
	<u>2010 Total Number of Students Suspended Out- of- School</u>	<u>2011 Expected Number of Students Suspended Out- of-School</u>					
	<i>315 student’s parents chose OSS over the alternative to OSS</i>	<i>Reduce the number of OSS by 10% (31)</i>					
			1.2.Reducing the incidence of code of conduct violations that would normally result in suspension	1.2 Continue to implement Foundations solutions to disciplinary problems at their root  Utilize peer mediation to defuse problems between students that could potentially result in suspension	1.2.Foundations Team and Assistant Principals	1.2.Monthly review of not only quantity of violations but also the specific violations that are leading to this consequence.	1.2.SESIR data, and Foundation survey data

## 2010-2011 School Improvement Plan (SIP)-Form SIP-1

### 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
School-wide positive behavior team Through Foundations and CHAMPS trainings	9-12	District and school-level Foundations trainers (Boyer)	Foundations Team ( Boyer, Schrimsher, Meek, Abboud, Weiss, Sacerdote, Hicken, Lucas, Richardson, Schmitt, Hall, and Gonzalez)	Early Dismissal trainings, monthly team meetings, and quarterly District trainings	Genesis Discipline data, common area assessment data, District survey data	Principal (Richardson), Assistant Principal (Boyer)
Challenge Day (4 days) to improve school-wide culture and student understandings of Diversity	9-12	District and school-level personnel	Students (400), parents, business partners, teachers, and community volunteers	October 4-7,2010	Discipline data, School-wide organization (Be the Change Team)	Administrators (Richardson, Boyer, Lucas, Grissett, Moses, Finger)

### Suspension 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	Available Amount
Challenge Day to change school-wide culture of behavior	National trainers, refreshment- T-Shirts, lunches	SAC (SIP)	\$4500
		Pepsi Dollars	\$1200
<b>Subtotal:</b>			<b>\$5700</b>

#### Technology

Strategy	Description of Resources	Funding Source	Available Amount
No school based funding available in this area			
<b>Subtotal:</b>			

#### Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No school based funding available in this area			
<b>Subtotal:</b>			

#### Other

Strategy	Description of Resources	Funding Source	Available Amount
No school based funding available in this area			
<b>Grand Total:</b>			<b>\$5700</b>

*End of Suspension Goals*

June 2010

Rule 6A-1.099811

Revised May 28, 2010

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Dropout Prevention Goal(s)**

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

<b>DROPOUT PREVENTION GOAL(S)</b>			<b>Problem-solving Process to Dropout Prevention</b>				
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
<b>1. Dropout Prevention</b> <b>Dropout Prevention Goal #1:</b> <b>To reduce the number of dropouts by 2% over the 2010 data.</b>			1.1. Students feel isolated and lose interest in the school environment – lack a sense of belonging	1.1. Implement Challenge Day to make students feel like they belong and are a part of the Mandarin family  EXCELLENCE Recognitions given out bi-monthly to recognize student improvements and behaviors	1.1. Administrators, teachers, National Challenge Day Trainers  Principal Richardson and Assistant Principal Lucas	1.1. Survey , Teacher PLC articulations,  Student surveys, Hallway and cafeteria behaviors, teacher articulations; parental feedback	1.1 Fame Data, Dropout and Graduation rate for 2011.  FAME data, Graduation and Dropout data
A school wide positive change effort will be implemented, complete with Challenge Day and teacher trainings on the power of grading systems and student retentions. Learning Recovery, Compass Odyssey and Virtual School will be touted as alternative ways to help students graduate, along with an insistence that all students take the ACT or CPT as a back up to FCAT proficiency.	2010 Current Dropout Rate:*	2011 Expected Dropout Rate:*					
	1.6%	1.5%					
	2010 Current Graduation Rate:*	2011 Expected Graduation Rate:*					
	89.5	89.6					
			1.2. Students two or more years overage for grade become frustrated with failure and just give up	1.2. Report card analyses will bring awareness to the amount of D’s and F’s being given each quarter  Virtual school used to help credit recover missing credits and poor GPA’s	1.2.Principal and House Administrators	1.2.Teacher Success Plans on D-F assignments; OnCourse Grade Portal monitoring; Progress Report data	

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Methods of Grading to address needs for a paradigm shift in student assessment systems	9-12	Chip Leonard (district trainer), District Instructional Coach (Melanie Pittman)	All Faculty and Administration	Early Dismissal Sessions in November (2010) and January (2011)	Administrative observations of PLC common lesson and common assessment sessions; Quarterly Curriculum Review Sessions with teachers	All administrators

**Dropout Prevention Budget**

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
None at school level			
			<b>Subtotal:0</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None at school level			
			<b>Subtotal:0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None at school level			
			<b>Subtotal:0</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Excellence Recognition prizes will reward students for good behavior and any small improvement	Miscellaneous Prizes	SAI Dollars, Business Partner Contributions, Pepsi Monies	\$2000
			<b>Grand Total: \$2000</b>

*End of Dropout Prevention Goal(s)*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Parent Involvement Goal(s)**

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

<b>PARENT INVOLVEMENT GOAL(S)</b>			<b>Problem-solving Process to Parent Involvement</b>				
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
<b>1. Parent Involvement</b> <b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Recruiting volunteers.	1.1. Maintain contact with volunteers.  Maintain volunteer visitation logs.  Host a volunteer recognition luncheon.  Mentoring Mondays	1.1. Cynthia Grissett Assistant Principal	1.1. Keep phone logs and notes from conversations with volunteers.  Weekly update and monitor number of times a volunteer comes on campus.  Student feedback to teachers and parent coordinator.	1.1. Discussion with Administration team and follow-up.
To maintain the 5 STAR award in both Categories of Gold and Silver.	<u>2010 Current level of Parent Involvement:*</u>	<u>2011 Expected level of Parent Involvement:*</u>					
	11,591 Total Volunteer Hours	11,822 An increase of 2%					
			1.2. Recruiting business partners and maintaining personal relationships.	1.2. Have each department find at least one business partner for the school.  Maintain contact with business partners.	1.2. Cynthia Grissett Assistant Principal	1.2. Follow-up with departments and set deadline for finding business partners.  Keep record of phone log and conversations with business partners.	1.2. Discussion with Administration team and follow-up.

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Volunteer Trainings	9-12	Ms. Grissett Doug Stovall, and John Meek	PTSA Parents, teachers Administration, staff	Pre-planning Faculty meeting (August 2010) October 2010	Volunteer Hour Logs in front office; Increased volunteer participation	Administration and PTSA President (Stovall) and SAC President (Richter)

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Parent Involvement Budget**

**\* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

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	Available Amount
			<b>Subtotal:0</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None at school level			
			<b>Subtotal:0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Volunteer Trainings strengthen and increase volunteer participation	Videos, school and district trainings on District policies and expectations	Principal's Trust	\$300
			<b>Subtotal: \$300</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Volunteer Appreciation refreshments and Luncheon	Food	Pepsi & SAI monies	\$1000
			<b>Grand Total: \$1300</b>

*End of Parent Involvement Goal(s)*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**FINAL BUDGET** (Insert rows as needed)

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improved non-fiction reading	Purchase of 60 (2 class sets) of Education is Not a Four Letter Word, to be used as a reading resource with bottom quartile students	Business Partner dollars	\$1200
Practice of taking FCAT-like examinations – familiarizing students with specific formats and real-life test taking strategies	FCAT Review workbooks (for Intensive Math students)	SAC (SIP)	\$500
Students need remediation and tutoring in Mathematics;	Certified Math teachers hired to tutor and do learning recovery with students needing such services during After School and Saturday Sessions	SAI Dollars	\$10,000
Summer Bridge for Incoming Freshmen to help students transition to high school more effectively	Certified Math, ELA, and Science teachers who provided students with sample curriculum and school-wide expectations For a week long period for two weeks during the summer months	SAI Dollars	\$6,000 \$5700
Challenge Day to change school-wide culture of behavior	National trainers, refreshment- T-Shirts, lunches	SAC (SIP) Pepsi Dollars	\$4500 \$1200
			<b>Subtotal: \$29,100</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Pearson Software Programs	District	
SAT, ACT, and PSAT review software	Triumph College Admission Study Guides for all Mandarin students	Principal’s Trust Fund	\$1300
Increased literacy cross-curricularly	Books on Tape	Media	\$3000
Students will be able to solve mathematical computations and print copies of their calculations for study guides at home.	Additional Printers in the Intensive Reading Classes (2)	SAI Dollars	\$500
			<b>Subtotal: \$4,800</b>
Professional Development			

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

Strategy	Description of Resources	Funding Source	Available Amount
Use professional works of current best practices literature to guide teacher understandings of collaboration and teacher common plannings and common lesson designs; as well as, how to diagnose focus lesson needs and common plan and deliver these.	Professional Read for all Faculty: Rick Dufour's <i>Raising the Bar and Closing the Gap/Whatever It Takes</i> .	Part Principal's Trust	\$1000
		SAC (School Advisory Council) SIP \$	\$2000
Preparations for Summer Bridge (lesson plans, structural decisions) to enable sessions to be successful	Daily salaries for two days for four teachers (Kovalcik, Small, Abo, and Magloff).	SAI	\$800
Volunteer Trainings strengthen and increase volunteer participation	Videos, school and district trainings on District policies and expectations	Principal's Trust	\$300
<b>Subtotal: \$4,100</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Genre Fan Fair – school-wide reading celebration to showcase student book reports and presentations.	Prizes for student winners	Pepsi Dollars	\$500
Excellence Recognition prizes will reward students for good behavior and any small improvement	Miscellaneous Prizes	SAI Dollars, Business Partner Contributions, Pepsi Monies	\$2000
NO luncheons for recognition of students who have no absences, no tardies, and no referrals (after three quarters)	Food and drink, paper products	Pepsi \$ and Business Partner contributions	\$7000
Volunteer Appreciation refreshments and Luncheon	Food	Pepsi & SAI monies	\$1000
<b>Subtotal: \$10,500</b>			
<b>Grand Total: \$48,500</b>			

**Differentiated Accountability**

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input checked="" type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>	Prevent I <input type="checkbox"/>

*Attach school's Differentiated Accountability Checklist of Compliance*

**School Advisory Council**

*School Advisory Council (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 citizens 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

Describe projected use of SAC funds.	Amount
These funds are used to pay for Freshmen Planners	\$6000.00
One day of Challenge Day	\$4500.00

Describe the activities of the School Advisory Council for the upcoming year.
School Advisory Council meets every third Wednesday of the month at 12:00 noon. They analyze our budget, give feedback on our personnel decisions, helped write the School Improvement Plan, Review the SAC Bylaws, participated in Challenge Day, participate on Medical Career Academy Advisory Council quarterly meetings, assess teacher requests for classroom instructional needs, participate in Homecoming Activities, and attend Graduation Ceremony.