

2009-2010

SCHOOL IMPROVEMENT PLAN

School Name: **Mandarin High School**
School Number: **3260**

Date of Public Hearing: 9/14/2009

Signatures of Approval

Principal: Dr. Donna Richardson Date: 8/26/2009

SAC Chair: Robert Richter Date: 8/26/2009

Cluster Chief: _____ Date: _____

Official signature sheets on file at Mandarin High School.

Presented, reviewed and signed by SAC chair on 8/26/09;
no dissenting comments expressed--full committee acceptance on 9/10/2009.

Presented, revised and edited by Department Chairs August and September '09;

Presented and accepted by MHS faculty on 9/9/2009 at a general faculty meeting.

2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: **Mandarin High School**

District Name: Duval

Principal: Dr. Donna Richardson

SAC Chair: Robert Richter

Superintendent: Ed Pratt-Dannals

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 college.

Mission: Mandarin High School is dedicated to providing high quality educational opportunities for all students through professional and small learning communities. 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 American citizens who have the knowledge and skills needed to succeed in a global economy and diverse population.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Mandarin High School celebrates its 20th anniversary this year. Since opening, we have consistently led the district in academic program success, athletic program success, and community involvement. Based upon state norms, we consistently rate as high performing.

Unique School Strengths for Next Year

Our school benefits from a total community commitment. Our PTSA, SAC, and Booster Clubs actively support student and faculty endeavors; local business partners provide advice, resources, mentors, and endorsements that further academic success; local post-secondary institutions interact with our student body to promote a college-going environment. Faculty collaborate via PLC units to ensure high quality instruction for all students.

Unique School Weaknesses for Next Year

Even though we are an "A" school, MHS has failed to meet AYP criteria for five consecutive years. Reading proficiency is our students' area of greatest need academically. Our faculty will participate in professional development and lesson study focused on literacy gains.

School Demographics Mandarin High School is the largest comprehensive high school in Duval County. We house over 3000 students in grades 9-12. Our school demographics are as follows:

- Student population: 51% female; 49% male. 64% White; 19% Black; 9% Hispanic; 5% Asian; 4% Other. 15% of our students qualify for Free/Reduced Lunch; 10% are EESS designated; 3% are ESOL
- School grade: A
- Stability rate: 95%
- Absentee 21+ days: 5.2%
- Percent of graduates continuing their education: 88%

Student Attendance Rates 96.22%

Student Suspension Rates 19.6%

Student Retention Rates 8%	92% of students promoted 2009
Class Size 28.03	
Academic Performance of Feeder Pattern All public feeder schools (elementary and middle) are "A" schools.	
Partnerships and Grants MHS partners with many local businesses, professional organizations, and post-secondary institutions who engage with faculty, students and their parents through a variety of activities and programs. Local medical experts and hospitals in the health care field guide our Medical Academy students and faculty. Mandarin Rotary offers support through the wide range of professionals among its membership. All local colleges and universities have sitting members on the academy advisory board and work with our Guidance staff. We have received a total of \$56,500 in grant monies in the past 3 years.	

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

Writing Assessment Results (Sunshine State Standards and Alternate Assessments)						
	Percent of Students Scoring 3 and Above					
	School		District		State	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS	94	96	93	91	94	92
WHITE	95	97	95	93	95	94
BLACK	91	94	92	90	92	90
HISPANIC	95	95	90	89	93	91
ASIAN	95		94	94	96	95
AMERICAN INDIAN			94	95	94	93
MULTIRACIAL*			95	93	96	94
DISABLED	81	80	76	73	80	76
ECONOMICALLY DISADVANTAGED	93	91	91	88	92	89
ELL	97	88	81	79	86	81
MIGRANT*					89	85
FEMALE*	97	97	96	94	96	95
MALE*	91	95	91	88	91	89

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: A blank indicates that no test results were reported.

(Sunshine State Standards and Alternate Assessments)									
	Percent of Students Scoring at Level 3 and Above								
	School			District			State		
	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested
ALL STUDENTS	50	65	2	58	65	3	62	65	2
WHITE	57	65	2	72	65	2	72	65	1
BLACK	29	65	3	43	65	3	44	65	2
HISPANIC	44	65	2	58	65	3	57	65	1
ASIAN		65	2	73	65	2	77	65	1
AMERICAN INDIAN		65		74	65	2	66	65	2
MULTIRACIAL*		65	6	69	65	1	70	65	1
DISABLED	24	65	1	34	65	5	36	65	3
ECONOMICALLY DISADVANTAGED	36	65	3	48	65	3	52	65	2
ELL		65	3	33	65	3	42	65	1
MIGRANT*		65			65		40	65	2
FEMALE*	52	65	2	61	65	2	64	65	1
MALE*	47	65	3	56	65	3	59	65	2

Mathematics Assessment Results									
(Sunshine State Standards and Alternate Assessments)									
	Percent of Students Scoring at Level 3 and Above								
	School			District			State		
	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested
ALL STUDENTS	81	68	3	63	68	3	67	68	2
WHITE	87	68	2	77	68	2	77	68	1
BLACK	60	68	4	48	68	3	49	68	2
HISPANIC	76	68	3	63	68	3	64	68	1
ASIAN		68	0	84	68	2	86	68	1
AMERICAN INDIAN		68		70	68	3	72	68	2
MULTIRACIAL*		68	4	71	68	1	71	68	1
DISABLED	59	68	2	36	68	5	39	68	3
ECONOMICALLY DISADVANTAGED	67	68	5	51	68	3	57	68	2
ELL		68	3	46	68	3	51	68	2
MIGRANT*		68			68		53	68	2
FEMALE*	81	68	2	63	68	2	67	68	1
MALE*	81	68	3	64	68	3	68	68	2

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: A blank indicates that no test results were reported.

Science Assessment Results (Sunshine State Standards and Alternate Assessments)									
	Percent of Students Scoring at Level 3 and Above								
	School			District			State		
	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested	2008-09 Results	State Objective	% Not Tested
ALL STUDENTS	53	0	5	41	0	4	43	0	4
WHITE	61	0	4	59	0	4	55	0	3
BLACK	30	0	6	23	0	5	22	0	5
HISPANIC	38	0	8	38	0	4	35	0	3
ASIAN		0		58	0	3	61	0	2
AMERICAN INDIAN		0		55	0	6	46	0	4
MULTIRACIAL*		0		53	0	2	48	0	3
DISABLED	24	0	10	22	0	7	23	0	6
ECONOMICALLY DISADVANTAGED	24	0	8	27	0	5	29	0	4
ELL	18	0	2	17	0	5	17	0	3
MIGRANT*		0			0		19	0	3
FEMALE*	47	0	3	39	0	4	40	0	3
MALE*	59	0	7	44	0	5	45	0	4

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note 1: The State Objectives for this test are not available.

Note 2: A blank indicates that no test results were reported.

[Adequate Yearly Progress \(AYP\) Trend Data](#)

2008-2009 Adequate Yearly Progress (AYP) Report - School Level - Page 1		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

2007-2008 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Duval MANDARIN HIGH SCHOOL - 2601		
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 82%		
Total Writing Proficiency Met:	YES	2007-2008 School Grade:	B	
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	YES	YES
BLACK	YES	YES	NO	NO
HISPANIC	YES	YES	NO	YES
ASIAN	YES	YES	NA	NA
AMERICAN INDIAN	NA	NA	NA	NA
ECONOMICALLY	YES	YES	NO	YES

DISADVANTAGED				
ENGLISH LANGUAGE LEARNERS	YES	YES	NA	NA
STUDENTS WITH DISABILITIES	YES	YES	NO	NO

2006-2007 Adequate Yearly Progress (AYP) Report - School Level - Page 1		Duval MANDARIN HIGH SCHOOL - 2601		
Did the School Make Adequate Yearly Progress?	NO	Percent of Criteria Met: 82%		
Total Writing Proficiency Met:	YES	2006-2007 School Grade:	B	
Total Graduation Criterion Met:	NO			
	95% Tested Reading	95% Tested Math	Reading Proficiency Met	Math Proficiency Met
TOTAL	YES	YES	NO	YES
WHITE	YES	YES	YES	YES
BLACK	YES	YES	NO	YES
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	NO

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

Florida School Accountability	% High Achieving				% Showing Gains						Pct. Tested	Retake Bonus Points	Points
	Reading	Math	Writing	Science	Reading	Math	Lowest Performing Readers	Adequate Progress Reading	Lowest Performing Math	Adequate Progress Math			
2009	53	83	86	56	54	77	49	No	64	Yes	98	10	532
2008	54	82	91	57	57	75	46	No	64	Yes	98	0	526
2007	51	83	91	56	53	75	46	No	63	Yes	99	10	528
2006	48	82	91		49	79	49	No			98		398
2005	48	81	95		56	78	58	Yes			98		416
2004	48	80	95		50	79	41	No			96		393
2003	45	72	90		53	72	53	Yes			97		385
2002	43	69	92		53	71	57	Yes			96		385

HIGHLY QUALIFIED ADMINISTRATORS

Strategic Plan Goal 3.C4, 3.A5

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT, and AYP information along with the associated school year)
Principal	Dr. Donna Richardson	Ed.D., Med., B.A. Language Arts, Journalism, and Educational Leadership	1	14	Baldwin H.S. – C – Made AYP 2009, Improved scores by 20 points from 2008-09
Assistant Principal	Dr. Melissa Rhodes	BS, MS, EdD Ed. Leadership, Chemistry, Biology	4	5	See above MHS charts
Assistant Principal	Terry Darby	BS, MS Ed Leadership, Elementary 1-6	4	6	
Assistant Principal	Bryan Boyer	BA, MA Physical Ed, Ed Leadership	2	2	
Assistant Principal	Lisa Moses	BS, MS Ed Leadership	2	2	
Assistant Principal	Lisa Graham	BS, MS Ed. Leadership, Principal, English 6-12, Journalism 6-12, ESE, Gifted, Middle Grades	1	11	Bradford HS-D
Assistant Principal	Cynthia Grissett	M.Ed. Ed. Leadership, M.Ed. Early Childhood Education, B.A. Speech Pathology and Audiology	0	6	Randolph HS-F-did not make AYP

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Strategic Plan Goal 3.A1, 3.C2, 3.C3

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as a coach, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science, and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as a Coach	Prior Performance Record (including prior School Grades, FCAT, and AYP information along with the associated school year)
English, Spanish, French	Linda Griffith	BA; MA/ English, Spanish, French	20	9	See MHS School Accountability chart above.

HIGHLY QUALIFIED TEACHERS

Strategic Plan Goal 3.B1, 3.C1-3.C3

Describe the 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	PDF; cadre	May '10	
2. Novice Teacher Training	PDF; Mentors	Ongoing	Provide support for first 3 years of teaching.
3. Continue to Develop SLC/PLC to foster a positive learning environment.	Admin., Instructional Coach; Dept.Chairs, PDF	Ongoing	To continue effective instructional strategies of our subgroups.
4. Assessments Techniques & Interventions	Admin, Dept. Chairs, PDF, Instructional Coach	Ongoing Professional Development	

Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Nicole Kalil	English	Reading	Progression towards Reading Endorsement

Staff Demographics Strategic Plan Goal 3.A1-3.A4, 3.C2, 3.C3

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course:

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	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
142	6%	27%	20%	47%	40%	99%	4%	7%	11%

Teacher Mentoring Program

Strategic Plan Goal 3.C1

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Rosalind White	Azalea Figueroa	World Languages Dept.	Ongoing Weekly Meetings
Janice Lee	Stephanie Preeschl	World Languages Dept.	Ongoing Weekly Meetings
Steve Respass	Julie Besley	Guidance Dept.	Ongoing Weekly Meetings
Jennifer Fornera	Linda Smith	Guidance Dept.	Ongoing weekly Meetings
Jackie Johnson	Sonja Kunzendorf	Mathematics	Ongoing Weekly Meetings
Gara Leen	Rosalind Lavant	Medical Academy	Ongoing Weekly Meetings
Kathleen Van Sise	Tony Decotis	Mathematics	Ongoing Weekly Meetings
Kim Rolfe	Nicole Kalil	Reading	Ongoing Weekly Meetings
Nader Khakpour	Megan Sallas	Social Studies	Ongoing Weekly Meetings

ADDITIONAL REQUIREMENTS

Response to Instruction/Intervention (Rtl)

Strategic Plan Goal 1.A1-1.A7, 1.B1-1.B4, 1.C1, 1.C2

School-based Rtl Team

Identify the school-based Rtl Leadership Team.

- The Rtl team will consist of the Rtl facilitator (Jennifer Fornera) and the Shared Governance Team. The Shared Governance team consists of administrators, academic and elective teachers and para-professionals. Each member of this team brings a distinct level of excellence. Team Members include:
- Principal/Assistant Principals: These individuals provide a common vision for the support of data-driven instruction; ensures that the school-based team is implementing Rtl within their classroom; allows for professional development with the faculty and staff on Rtl.
- Rtl Facilitator: Will overview the implementation of Rtl within the school building; will provide professional development opportunities on Rtl and the purpose of the program; Will provide direct intervention services to a targeted group of students and track student progress; will guide school in using data to make decisions about interventions and strategies that support Rtl.
- General Education teachers: Will provide support and information about academic instruction; deliver Tier 1 instruction/interventions to students; will collaborate with other staff to development Tier 2 and/or Tier 3 interventions.

Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions).

The team will meet two times each month. During these meetings we will work on disaggregating student data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to determine which group of students who are at moderate or high risk of not meeting benchmark; review discipline data to determine what students are struggling to behavior appropriate in and out class. The team will identify professional development and resources based on the information described above. The team will collaborate regularly through PLC and SLC meetings to make decisions and practice new processes and skills for implementing Rtl.

Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.

The Rtl team will work to decrease the learning achievement gap with our students. The Rtl team will work with students who are struggling academically and/or behaviorally to mentor students, assist with student academics, and work with students to increase positive behaviors. The school leadership team will lead the faculty in a review of data and with input from the building instructional teams will develop an initial draft of the SIP. The SIP becomes the guiding document for the work of the school. The plan includes how the school has used Rtl to inform instruction and made mid-course adjustments as the data are analyzed.

Rtl Implementation

Describe the data management system used to summarize tiered data.

Data will be collected on students who are brought to the Rtl team. Individual student data will be kept by the individual teacher. This data consists of but is not limited to AIDE data, math and reading assessments, report cards, progress reports, curriculum-based assessments and mini-assessments, FCAT reports, standardized tests, teacher observations and other informal assessments that are used by teachers. The data will be used to determine if the student is making successful gains in a core academic area.

Describe the plan to train staff on Rtl.

Faculty and staff will have on-going training on Rtl throughout the school year. Faculty and staff will have professional development during their PLC and SLC time to collaborate on Rtl and the function it will serve at school.

School Wide Florida's Continuous Improvement Model

Strategic Plan Goal 1.A1-1.A7, 1.B1-1.B4, 1.C1, 1.C2

Describe the continuous school improvement model at your school. Please describe the following:

PLAN

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

MHS is an A school based upon student learning gains and high performance on all FCAT curricular categories. We are a "Correct 1" school due to failure to meet AYP benchmarks. Our greatest area of need is our African American population and their progress toward proficiency in reading and math.

Instructional Calendar Development
<i>What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?</i>
MHS teachers follow the district learning schedule for each curricular area. PLC teams monitor all class progress along with their administrative instructional leader. Early Dismissal sessions, along with afternoon common planning allow for continuous updates of progress.
<i>Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?</i>
See each respective section.
<i>What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?</i>
Data disaggregation by school administrators, counselors, and teachers ensure that students are placed in appropriate courses and that classroom instruction is differentiated according to each student's initial and ongoing data.
<i>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</i>
Academy development, career and technology courses and school-wide focus on discussions of relevance in each classroom help establish clear relevance.
<i>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?</i>
Each SLC is determined by students' selection of major area of interest. Teachers and counselors in each House will incorporate lessons and conferences with students based on those major areas. A career academy with a medical theme provides focused instruction and academic monitoring across all curricula. The master schedule is devised to reflect student interests in elective areas.
DO
Direct the Instructional Focus
<i>How are lesson plans and instructional delivery aligned across grade levels and subject areas?</i>
PLC and Learning Team leaders within each content area collectively engage in lesson study and analysis to ensure high quality instruction and curricular fidelity in all classrooms.
<i>How are instructional focus lessons developed and delivered?</i>
Lessons are developed collaboratively during common planning. Lead teachers and PLC volunteers deliver the lessons, observe and critique, and analyze student achievement results. Lesson study will be a primary focus of this year's teams.
<i>How will instructional focus lessons be revised and monitored?</i>
Lessons are revised and monitored by PLC members, the school instructional coach, and the administrators assigned to the content area. Lesson study protocols will be trained as needed.

CHECK
Assessment
<i>Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.</i>
PLC members create banks of common formative assessments during PLC meetings. Additionally, district formatives are routinely administered per the district testing calendar. Reading classes will administer and analyze ongoing assessments to ensure timely interventions and progress.
<i>How are assessments used to identify students reaching mastery and those not reaching mastery?</i>
Item analysis and data tracking identify those students.
Maintenance
<i>How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?</i>
The Instructional Focus Calendar includes frequent use of assessments, data chats with PLC and SLC members, and conversations regarding interventions and next steps. The Instructional Focus Team will meet to debrief these conversations and determine next steps for improvement.
<i>Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.</i>
Teams meet during Early Dismissal sessions to review progress. Quarterly Curriculum Reviews with administrators monitor effectiveness.
Monitoring
<i>Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.</i>
The Principal and all administrative staff regularly observe classes, participate in PLC/SLC meetings, lead faculty instructional meetings, and review instructional progress through data analysis and quarterly curriculum reviews.

ACT
Supplemental and Intensive Instruction/Interventions
<i>Identify the core, supplemental, and intensive instruction and interventions.</i>
<i>In addition to programs below, training will continue this year for teachers on formative assessment practices.</i>
<i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i>
SAI and instructional trust funds have been designated to purchase supplemental materials for use in intensive instruction targeted at reducing achievement gaps. A Reading Tier 2 Rtl program has been established to provide timely and intensive reading strategies through ELA and EE/SS classes. A designated Math remediation class has been created to address 11 th and 12 th grade students still needing to pass FCAT.
<i>How does the school identify staff's professional development needs to improve their instructional strategies?</i>
The admin team and instructional coach analyze end-of-year student achievement data to determine overall strengths and weaknesses of the school instructional staff. The admin team creates a school-wide professional development plan based upon district pd strategies. Each PLC reviews achievement data and adds to the school-wide pd plan as necessary. Individuals prepare their own pd plan based upon the school-wide needs, the PLC needs and their curricular needs.
<i>Which students will be targeted for supplemental and intensive instruction/interventions?</i>
Teachers and administrators will monitor student data to identify students needing instructional interventions.
<i>How will the effectiveness of the interventions be measured throughout the year?</i>
<i>Fluency scores, FCAT Benchmark tests, SpringBoard assessments, and Formative assessments will be reviewed and used toward planning and instruction.</i>
Enrichment
<i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i>
ESOL, EE/SS, AICE, Dual Enrollment, Gifted, and AP courses offer enrichment to identified students.
<i>Describe how students are identified for enrichment strategies.</i>
Student exceptionalities, demographics, and data are reviewed for placement.

Professional Learning Communities

Strategic Plan Goal 3.A1, 3.A2, 3.C1-3.C3

Describe the school's use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Media	Patty Raley	Weekly	Wednesday	Literacy Team Goals
Career and Technical Education	Doris Mack	Bi-Weekly Wednesdays	Common Planning	Use Aide Data to determine students' needs *Group students for differentiated instruction. *Implementation of reading strategies in content area. *Sharing successful strategies for instruction among PLC members. *To address the deficit in Informational Text & Research process, update technology. *Effectively model reading across curriculum by using technology such as digital projector and Elmo's. *Explore the possibility of establishing a Technology Academy at MHS.
World Languages	Lauren Doyle-McCombs	Weekly on first B day	Common planning	Aide Data: differentiate instruction Action Research: piloting new standards Lesson Study Data Analysis: various charts Reading Skills: Cluster 4 Reading Indicators Content Overlap: history, art, music, geography, science
AICE Algebra 2 & AICE PreCalculus	Kathleen Van Sise	Weekly	Thursday	PLCs will work on common lesson plans and lesson study. Common assessment will be generated and the data from these assessment will be evaluated
Algebra I	Brian McLogan	Weekly	Friday	
Algebra 2 & Algebra 2 Honors	Gene Hays	Weekly	Tuesday	
Liberal Arts Math	Sean Reed	Weekly	Wednesday	
Advanced Topics	Rick Eagen	Weekly	Thursday	
PreCalculus	Benjie Wilson	Weekly	Wednesday	
Geometry & Geometry Honors	Jimmy Kreis	Weekly	Monday	
AP Human Geog	Vicky Schrimsher	Weekly	MWF	Informational literacy
World History	Helen Covington	Weekly	Wed	Informational literacy
US History	Mary Jenkins	Weekly	Tuesday	Informational literacy
Am Govt	Calvin McFarland	Weekly	T, Th	Informational literacy
Economics	Eric Fields	Weekly	Monday	Informational literacy
Mentor Teachers Tier 2	Blinkhorn, Lee	Monthly	Monday	Mentoring Novice Teachers
Novice Teacher Training	Blinkhorn, Lee,	Weekly	Mondays during	TIP, Certification

	Hicken		the school day, Thursdays @2:00pm	Requirements, and Accomplished Practices
ELA Grade 9 Grade 10 Grade 11 Grade 12 Pre-AICE/AICE/AP	Juanita Carr Dorothea Rogers Corrie Zimmerman Steve Ottie Robin Reed Megan Decker	Weekly	Common planning	Use Aide, District and Springboard Data to determine students' needs *Group students for differentiated instruction. *Implementation of reading strategies in content area. *Sharing successful strategies for instruction among PLC members. *Work on common lesson plans based on the District Pacing Guides
EE/SS	Marcia Millstone	Weekly	Friday	Data collection, Common assessment planning and evaluation, EE/SS compliance issues
Science Biology Chemistry Physics Earth/Space	Eric Weiss	Weekly	Tues/ Fri Monday Monday Monday	Faculty will work to develop SCI-CAT to address Science FCAT and AP Science skills. Common assessment and lesson design in PLC groups.

Postsecondary Transition Strategic Plan Goal 1.B1-1.B4, 2.A1, 2.A2, 2.B1, 2.C1

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.

In order to improve student readiness for public post-secondary study, MHS annually increases the number of students enrolled in AICE and AP level courses. Additionally, Dual Enrollment studies on campus and off campus are increasing. Partnerships with all major post secondary institutions in Northeast Florida guide the academic focus at MHS.

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

The percent of graduates who enter and successfully complete college courses exceeds the state average.

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, coupled with communication with parents and other resources, ensures higher academic achievement and continued student focus on college readiness.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Strategic Plan Goal 1.A1-1.A7, 1.B1-1.B4, 1.C1, 1.C2

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? Decrease What is the percent change? 1%

What clusters/strands, by grade level, showed decrease in proficiency? Reference and Research

Did all student subgroups meet AYP targets? No If not, which subgroups did not meet the targets? All

Did 50% or more of the lowest 25% make learning gains? NO What is the percent of the lowest 25% of students making learning gains? 49%

Did 50% or more of the total number tested make learning gains? Yes. What is the percent of students making learning gains? 54%

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
No subgroup met AYP in Reading; The area of greatest need of improvement is Reference and Research skills.	All students will show a one-year gain in reading; Read 180 students will demonstrate ongoing improvement.	1.Read 180 program	1.Reading teachers	1.Compare data produced by the Read 180 program	1.Read 180 data
		2.Intensive Reading	2. Principal	2.Formative and summative assessments in all curricula	2.FAIR
		3. ALL PLC's focus on reading across all curricula; teachers will use diverse reading selections to gain the interest of all subgroups.	3.House administrators	3.FAIR results	3.PLC assessment monitoring tools; District Benchmarks; My Test
At least 50% of the lowest quartile did not make learning gains in reading.	All LA students will show a 2% improvement in Reading.	1.FCAT strand review	1 Principal	1.Compare pre and post data	1.FCAT
		2.Practice tests	2.Reading teachers	2. Data analysis	2. Formative and summative assessments
		3.Reading strategies in all classes	3.PLC lead teachers	3. Data analysis	3.PLC -developed assessments

Strategic Plan Goal 3.C1-3.C3

Professional Development Aligned with Objective See Attached School Professional Development Plan					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
9 th and 10 th grade students' FCAT results indicate the Reference and Research skills as our area of lowest achievement. No subgroup met AYP standards in Reading	Content-specific reading strategies across all curricula	PLC leaders, school instructional coach; Literacy team	Beginning Sept. 2009	Walk-throughs with academic look-fors; Classroom observations with admin team; PLC lesson study groups; peer observations; common formative assessments	Administrative team

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher
All PLC's will focus on Reading—both instructionally and via assessments. Each faculty member will identify Literacy strategies appropriate to the content area and infuse them into daily lessons. The school's Professional Development Plan focuses solely on Reading. Individual Professional Development Plans will address acquiring instructional strategies for reading in the content area. Administrative team members will monitor the implementation of all plans and the assessment data to determine effectiveness.

Strategic Plan Goal 6.A1-6.B1

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Raise Read 180 Reading scores by 1 year gain	Read 180 program	District	\$0
Assess and track student growth	District PMAs and mini assessments and PLC collaborative assessments	District	\$0
			Total: \$0
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Install digital projectors overhead	Digital projectors	SAC Funds	\$4000
Create a Reading Blog			\$0
Track all 9/10 subgroup improvement on FCAT Reading	FCAT Explorer, Springboard Online and FCAT AIDE data	District, State and Collegeboard	\$0
Remediate Level 1 and 2 lower quartile students	Compass Odyssey Springboard Online	District SAI Funds (salaries) CollegeBoard	\$10,000
			Total: \$0
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
Partner with EESS	PLC's; Rtl guidelines	N/A	\$0

Enhance teacher collaborations	PLC meetings In-house and District trainings	District	
			Total: \$0

End of Reading Goal

Mathematics Goal KATHLEEN VANSISE

Strategic Plan Goal 1.A1-1.A7, 1.B1-1.B4, 1.C1, 1.C2

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?
80% of the 10th grade students scored a level or above. Last year that was 81%.

What clusters/strands, by grade level, showed decrease in proficiency? None.

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
The African American subgroup did not AYP.

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? 64% of the lowest quartile made gains.

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains? Yes, 77% of the students made gains.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
The African American sub-group FCAT achievement needs to be increased from 60% to 68%.	Teachers will focus on specific benchmark deficits of each student for intensive focus (along with current math content).	1. Identify these students from the AIDE data	1. Individual classroom teachers	1. Quarterly Curriculum Reviews	1. QCR tools
		2. Each student will be given a sheet identifying what areas need to be addressed	2. Individual classroom teachers	2. Analyzing results of student work	2. Compass, FCAT workbook, FCAT Explorer, My Test mini benchmark tests
		3. Conferences will be held with students' to monitor progress once a month.	3. Individual classroom teachers	3. Discussion in PLC meetings	3. Results of compass, FCAT workbook, FCAT Explorer and My Test benchmark tests

Strategic Plan Goal 3.C1-3.C3

Professional Development Aligned with Objective See Attached School Professional Development Plan					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
9 th and 10 th grade students' FCAT results indicate the Reference and Research skills as our area of lowest achievement. No subgroup met AYP standards in reading.	Literacy strategies across the curriculum; (content-specific reading strategies) All Math department members will incorporate and stress reading strategies related to authentic mathematical problem-solving.	PLC leaders; Math department chair; Literacy team;	Sept 2009	PLC lesson study groups; Formative assessments Classroom observations by admin team, peer teachers	Administrative team

Strategic Plan Goal 6.A1-6.B1

<i>Budget</i>				
Evidence-based Program(s)/Materials(s)				
Objective	Description of Resources	Funding Source	Available Amount	
To track student learning	Common assessments developed within PLC groups	District	N/A	
To track student improvement for FCAT	AIDE data used to develop a prescription for students in need.	District	N/A	
				Total:
Technology				
Objective	Description of Resources	Funding Source	Available Amount	
To remediate student deficiencies (RTI)	Compass Odyssey	County SAI funds allocated	\$5,000	
				Total: \$5000
Professional Development				
Objective	Description of Resources	Funding Source	Available Amount	
To increase teacher efficiency through collaboration	PLC team meetings Subs available to allow teachers to do observations in classrooms.	County NCTM grant	\$4000	
				Total: \$4000
Other				
Objective	Description of Resources	Funding Source	Available Amount	
To increase use of technology in the classroom	Document cameras Digital projectors	SAC, AP & AICE funds	\$4,000	
				Total:\$4000

End of Mathematics Goal

Science Goal

Strategic Plan Goal 1.A1-1.A4

Needs Assessment: 56% of MHS students achieved proficiency (Level 3) on the 2009 FCAT Science exam. The district has set a goal of 60% of MHS students demonstrating proficiency on the 2010 FCAT Science. 12% of NHS students failed the 2009 FCAT Science (achieved at Level 1).

Based on School Grade Data: The 56% of students achieving proficiency is a 1% decrease compared to the results from the 2008 FCAT Science exam. However, the 12% failing is identical to the results from the 2008 FCAT Science

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency? Data indicates that MHS students demonstrated consistent levels of performance across all four domains of the FCAT Science exam (Nature of Science, Earth and Space Science, Life Sciences, and Physical Sciences) Additional analysis indicates that 94% of the students scoring Level 1 on the FCAT Science also scored at Level 1 or Level 2 on the FCAT Reading exam. (72% level 1 and 22% Level 2)

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Data analysis indicates that MHS students scored poorly on the performance based items on the actual FCAT Science exam.	Improve student scores on the performance based items on the FCAT Science exam	1. Incorporate questions requiring students to compose short and extended responses on classroom assessments.	1. Science Chairperson Assistant Principals	1. Monitor performance of students on the short and extended response items in PLC sessions.	1. FCAT science scores
		2. Utilize PLC sessions to construct the short and extended response items and develop rubrics for scoring in alignment with the published FCAT scoring rubrics.	2 Science Chairperson Assistant Principals	2. Utilize PLC sessions to compare results and share teaching strategies to increase actual scores and increase number of students performing well on these exercises.	2.FCAT science scores
		3. PLC teachers will keep records of student performance on the short and extended response items.	3. Science Chairperson Assistant Principals	3. Analyze data from assessments to see if scores demonstrate increased proficiency.	3. Compiled statistics from PLC generated exercises.
Data indicates that 94% of the students scoring at Level 1 on the FCAT Science are also Level 1 or Level 2 readers.	Improve the science literacy of students enabling them to achieve at higher levels of proficiency.	1. Incorporate vocabulary study into all science courses via word walls and/or vocabulary cards.	1. Science Chairperson Assistant Principals	1. Monitor student performance on both formative and summative assessments	1. Common assessments results
		2. Emphasize the correct strategies for reading material in textbooks with	2. PLC Team facilitators	2. Discussions within PLC Team common planning.	2. Formative assessment results

		focus on vocabulary development.			
		3. Utilize assessments that will require students to use the appropriate science vocabulary as part of their composed responses.	3. PLC Team facilitators	3. PLC Teams will analyze data from common assessments.	3. Vocabulary presence on assessments
District has set a goal of 60% of MHS students achieving at Level 3 proficiency on the 2010 FCAT Science exam.	Provide a more effective and comprehensive preparation for all students before the 2010 FCAT Science exam.	1. Science department members will implement science standards into assessment as part of classroom instruction.	1. PLC Team facilitators. Assistant Principals	1. Frequency of PLC discussions	1. Notes from PLC meetings
		2. Science PLC teams will analyze assessment scores and data to determine which curriculum areas require additional focus and/or remediation.	2. PLC Team leaders.	2. PLC Teams will analyze data from common assessments	2. Assessment scores.
		3. Science teachers with 11 th grade classes will utilize technology based and ancillary materials throughout the school year as preparation for the FCAT Science exam.	3. PLC Team Leaders. Science Chairperson	3. Department will administer periodic formative assessments to gauge preparedness for the FCAT Science exam.	3. Assessment scores.

Strategic Plan Goal 3.C1-3.C3

Professional Development Aligned with Objective See Attached School Professional Development Plan					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
9 th and 10 th grade students' FCAT results indicate the Reference and Research skills as our area of lowest achievement. No subgroup met AYP standards in reading Data show that students who failed the Science FCAT were level 1 and 2 readers.	Literacy strategies across the curriculum; Content-specific reading strategies	PLC leaders; Science department chair; Literacy team;	Sept 2009	PLC lesson study groups; Formative assessments Classroom observations by admin team, peer teachers	Administrative team

End of Science Goal

Writing Goal Strategic Plan Goal 1.A1-1.A4,

Needs Assessment:

Based on School Grade Data:

Did the total percent proficient increase or decrease? Decrease What is the percent change? 8%

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Only 86% of all 10 th grade students tested achieved a proficient score on the Florida Writes Exam	All 10 th grade students will demonstrate proficiency on all facets of the writing process.	1. Teachers will use District and PLC generated writing prompts for practice and assessment	1. 10 th grade ELA PLC and ELA Department Chair	1. District and PLC monthly data tools	1. District Writing Profile Report PLC conversations of student results
		2. Teachers and students will examine anchor papers to better understand the scoring rubric for Florida Writes	2. 10 th grade ELA PLC and ELA Department Chair	2. PLC and District assessment data	2. District Writing Profile Report PLC conversations of student results
		3. Faculty instruction on 4-Square method of writing instruction.	3. ELA chair	3. PLC collaboration	3. Writing assessments

Strategic Plan Goal 3.C1-3.C3

Professional Development Aligned with Objective See Attached School Professional Development Plan					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
9 th and 10 th grade students' FCAT results indicate the Reference and Research skills as our area of lowest achievement. No subgroup met AYP standards in reading.	Literacy across the curriculum; Content-specific literacy strategies Writing responses in FCAT format to literary selections 4-Square writing Process	PLC leaders; School literacy team ELA chair ELA chair	Sept 2009	PLC lesson study groups; Formative assessments Classroom observations by admin team, peer teachers, instructional coach	Administrative team

Strategic Plan Goal 6.A1-6.B1

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
To increase the writing performance of all 10 th grade students.	Springboard Online and District Writing Assessments	District	\$0
			Total: \$0
Technology			
Objective	Description of Resources	Funding Source	Available Amount

To provide students with visual examples of scoring FCAT essays.	Document cameras Digital projectors	SAC Funds AICE Funds	\$1200
			Total: \$1200
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
To provide additional training for teachers on effective use of anchors sets	PLC meetings Subs for teachers to observe highly effective teachers and engage in lesson study	District/Jacksonville Commitment Funds/Math Grant	\$4000
Writing-How to spot a successful FCAT response	School-based writing team	\$0	\$0
Faculty instruction on 4-Square method of writing instruction	ELA department chair	\$0	\$0
			Total: \$4000

End of Writing Goal

Parent Involvement Goal

Strategic Plan Goal 5.A1, 5.A2, 5.B1

Needs Assessment:

Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need? Yes

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year? Yes

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Foster a better communication line between administration, faculty, and parents.	Ensure all avenues of communication are easily accessible for parents & students.	1. Improve school website for parent-friendly use	1. Cyndi Ashley	1. Track use of school website to monitor parent/student access	1. Website usage.
		2. Incorporate email communiqués where possible.	2. Cyndi Ashley	2. Ongoing monitoring	2. Email communication
		3. Update school calendar frequently; add more information as necessary and other avenues of communication.	3. Cyndi Ashley	3. Utilize the Mandarin Sun newspaper; school news letter to ensure calendar events are posted and are readily available.	3. Compare results from parent surveys.
Increasing parental involvement in all facets	Focus on all students' family-	1. Establish open communication	1. Administration	1. Measure attendance at all	1. Survey responses related to culture

of the school environment.	school interaction.	lines with parents		parental involved meeting.	
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Strategic Plan Goal 3.C1-3.C3

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
9 th and 10 th grade students' FCAT results indicate the Reference and Research skills as our area of lowest achievement. No subgroup met AYP standards in Reading.	Engaging parents in teaching and learning; Literacy strategies reinforced at home;	Rtl team; Classroom teachers Instructional coach	Sept 2009	PTSA and SAC meetings; Rtl data monitoring for improvement after parental intervention	Administrative Team

End of Parent Involvement Goal

Safety Goal

Strategic Plan Goal 4.A1-4.A3

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Tardiness to class creates disruption, increased loss of student instructional focus, and increased numbers of students in ISSP	Tardy sweeps will be incorporated to get students to class on time.	1. Improve student tardies by creating a team of teachers and administrators that moves students to their classes.	1.Admin and Foundations Team	1. On-Course Data and Tardy Machine reports	1. On-Course Data and Tardy Machine reports.
Discipline data show an increase in Class 1 referrals and the need for classroom management skills for teachers.	Administrators will teach CHAMPs strategies to minimize Class 1 referrals.	1. Teach teachers how to write effective referrals and how to manage their classrooms through CHAMPs.	1.Adminstration	1. Genesis data showing fewer class 1 referrals.	1. Genesis data showing fewer class 1 referrals.
In-School Suspension does not show a deterrent effect on decreasing inappropriate behaviors.	In-School Suspension will be revamped and will have clear targets and goals for students who have to attend.	1. Improve the overall purpose of our In School Suspension program by creating an environment conducive to learning.	1.Admin Foundations Team	1. Surveys from teachers and students	1. Surveys from teachers and students.
		2. Have a consistent plan of action for mis-behavior with-in ISSP.	2. Admin Foundations Team	2. Student engagement in academic work in ISSP	2.Grades of ISSP students
		3. Have daily rituals and routines for students attending ISSP.	3. Admin Foundations Team	3. Admin walk through notes	3. Results of focus walks

In-School Suspension does not show a deterrent effect on decreasing inappropriate behaviors.	Saturday School will be given to students as a consequence for multiple referrals or higher class referrals.	1. Provide another consequence outside school hours which will improve student behavior.	1.Administration	1. Genesis Data	1. Genesis Data
Discipline data reveal a need for consistent, on-going focus on appropriate behaviors, character development, and scholarly dispositions.	Foundations will create lesson plans which further explain school-wide procedures and policies which will be taught throughout the course of the school year by homeroom teachers.	1. Improve communication between Faculty and students so all know school-wide policy and procedures.	1.Administration Foundations Team	1. .Surveys from teachers and students	1. Surveys from teachers and students.

Strategic Plan Goal 3.C1-3.C3

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
9 th and 10 th grade students' FCAT results indicate the Reference and Research skills as our area of lowest achievement. No subgroup met AYP standards in Reading.	Improved academic achievement via safe, healthy, and engaging environment. Instructional Focus for ISSP relevant to student academic and behavioral needs.	Rtl team; Foundations team; Classroom teachers; Instructional Leadership Team	Sept 2009	Data chats with Foundations team	Administrative Team

Other Goals : Technology

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
AYP for Reading across all subgroups	Enable teachers to effectively model reading strategies across the curriculum	1. Provide a ceiling mounted Digital Projector for each classroom	1.STC	1.Compare usage with FCAT Reading Gains by classroom	1. Usage Survey/FCAT results
		2.Document camera in every core academic area or areas that increase reading proficiency classrooms	2.STC	2. Compare usage with FCAT Reading Gains by classroom	2. Usage Survey/FCAT results
AYP for Reading across all subgroups	Increase usage of FCAT Explorer as a tool to facilitate improvement of FCAT Reading scores	1. .Provide training for teachers in FCAT Explorer and FOCUS	1.STC	1. Compare FCAT Explorer usage with FCAT Reading gains by teacher	1. FCAT Explorer Reports/FCAT results

AYP for Reading across all subgroups	Increase attendance by offering additional career focus alternative for students	1.Explore the possibility of establishing a technology academy at MHS	1.STC	1. Communication with potential stakeholders	1. Career Interest Survey
		2.Increase availability of technology access through additional wireless areas on campus	2.STC	2. Cost Analysis Results	2. Degree of Implementation

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Improve Reading scores on FCAT	FCAT Explorer/Focus Training	STC	Instruction in early Fall	Use FCAT Explorer reports to identify which teachers are using FCAT Explorer and student progress.	Administrative Team STC

FINAL BUDGET (Insert Rows as Needed)

<i>Budget</i>				
Evidence-based Program(s)/Materials(s)				
Goal	Description of Resources	Funding Source	Available Amount	
To supply teachers with necessary supplies and equipment and instructional materials	Print materials and classroom supplies	District	\$20,000	
				Total: \$20,000
Technology				
Goal	Description of Resources	Funding Source	Available Amount	
To provide technology equipment and training to teachers for use in the classroom	LCD Projectors, Calculators, Smart Boards, etc.	District	\$15,000	
				Total:\$15,000
Professional Development				
Goal	Description of Resources	Funding Source	Available Amount	
To provide teachers with information regarding current educational practices and relevant curriculum training	AP and AICE Training, Formative Assessment Training, RTI Training, CARPD Training, Springboard Training, Read180 Training, etc	District	\$15,000	
				Total: \$15,000
Other				
Goal	Description of Resources	Funding Source	Available Amount	
				Total:\$0

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Attach school's Differentiated Accountability Checklist of Compliance

MHS 2009-2010 Strategies and Support for Differentiated Accountability** Correct I

School Improvement Planning			
Corrective Action	Date addressed	Person responsible	Outcome/ Next Steps
In conjunction with district-based leadership teams, the School Advisory Council assists in the development of the School Improvement Plan, and the leadership team implements the School Improvement Plan.	8/26/09 Ongoing monthly reports of status	SAC members Admin PLC teams Instructional Coach	Monthly update; monitoring of progress via Leadership Team meetings and data reports;
School Advisory Council reviews school performance data, determines causes of low performance, and advises the school on its School Improvement Plan.	8/26/09	SAC Chair Admin	SIP completed and approved by SAC; Monthly monitoring of data;
SIP submitted to district for review	9/14/09	Admin	Revisions per Cluster Chief
SIP progress reports submitted to district	Ongoing	Admin	Ongoing additions to SPP
School completes mid-year report to analyze progress and identify strategies for student intervention from the baseline to mid-year assessment. (AYP students only)	January 2010	Instructional Coach Admin team RtI team	Ongoing additions to SPP
Leadership (District tasks)			
Educator Quality			
Teachers assigned to subgroups not making AYP are highly qualified and certified in-field.*	8/24/09	Admin team PDF	Ongoing certification monitoring
All paraprofessionals are highly qualified.*	Ongoing	Admin team	Ongoing highly qualified monitoring
* By the 2011-2012 school year, non-Title I schools are required to have highly-qualified teachers and paraprofessionals, as defined by No Child Left behind (NCLB), who instruct students who did not make AYP			

Educator Quality (continued)	Date addressed	Person responsible	Outcome/ Next Steps
District ensures performance appraisals of instructional personnel are primarily based on student achievement.	Ongoing	Admin team	Outcome of Performance Appraisals
District ensures performance appraisals of administrative team include student achievement and rate of progress goals related to targeted subgroups and school improvement	Ongoing	Admin team	Outcome of Performance Appraisals
District trains staff on performance appraisal instruments, and performance appraisal process is implemented with fidelity.	Ongoing	Admin team	Outcome of Performance Appraisals
District ensures mid-year vacancies are filled	Jan. 2010	Admin team	Organization Chart monitoring
Professional Development			
Corrective Action	Date addressed	Person responsible	Outcome/ Next Steps
School ensures Individual Professional Development Plans (IPDPs) for teachers of targeted subgroups include PD targeting the needs of subgroups not making AYP.	Sept. 2009	Admin team Instructional Coach	Quarterly Curriculum Reviews with Admin team and PLC groups
District ensures that Leadership professional development includes PD targeting the subgroups not making AYP.	Sept 2009	Admin team Instructional Coach	Progress in Subgroups
District ensures that appropriate resources are provided to support the school to redesign the master schedule to provide common planning time for data-based decision making within the problem-solving process, job-embedded professional development, and Professional Learning Communities (PLCs) with Lesson Study Groups.	Summer 2009	Admin team Instructional Coach PLC team leaders	Master Schedule established
District provides leadership development on monitoring classroom instruction and evaluating professional development.	Ongoing	Admin team Instructional Coach PDF	Results of Training
District provides professional development on Florida's Continuous Improvement Model, Problem Solving, Response to Instruction/Intervention, Professional Learning Communities, including the use of Lesson Study Groups, and School Grade and AYP calculations.	Ongoing	Admin team RtI team PLC leaders Instructional Coach	Minutes of Professional Development, Instruction during faculty meetings

Curriculum Aligned and Paced			
Corrective Action	Date addressed	Person responsible	Outcome/ Next Steps
School identifies and implements state-adopted materials.	August 2009	Admin team Department Chairs	Admin walk-through forms documenting use of appropriate materials
School ensures students are properly placed in rigorous coursework.	August 2009	Admin team	Administration and Counselor monitoring of student schedules and academic requirements
School implements district K-12 Reading Plan with fidelity.	August-September 2009	Admin team Literacy team Reading teachers	Administration readings evaluations and walk-through forms. All teacher IPDPs reflect reading strategy use across the curriculum
District reviews data to determine the effectiveness of all instructional programs and class offerings.	October 2009	Admin team	Administration readings evaluations and walk-through forms and quarterly curriculum reviews
Florida's Continuous Improvement Model			
School plans for the implementation of Florida's Response to Instruction/Intervention model as defined by the Statewide RtI Implementation Plan.	August 2009	Admin team RtI team	Minutes demonstrating faculty training and administrative monitoring of RTI interventions
School implements Florida's Continuous Improvement Model (FCIM). Focus on AYP subgroups	August 2009	Admin team	Minutes demonstrating faculty training and administrative monitoring of AYP progress
District monitors implementation of FCIM Focus on subgroups not making AYP	August 2009	Admin team	Minutes demonstrating faculty training and administrative monitoring of AYP progress
School administers screening, diagnostics, and provides remediation, acceleration, and enrichment.	Ongoing	Admin team Reading teachers RtI team	Results of formative district assessments
District ensures real-time access to student achievement data. RtI team, PLC's and individual teachers review data to determine interventions and instructional direction.	Ongoing	Admin team RtI team PLC leaders	Minutes of PLC meetings demonstrating discussions of student achievement data
District prescribes formative (Benchmark mini-assessments) and summative (Benchmark baseline and mid-year) assessments in reading, mathematics, and science for Level 1-3 students. (School personnel review data from these assessments for instructional evaluation and redirection.) Focus on AYP subgroups	Ongoing	Admin team RtI team PLC teams	Minutes of PLC meetings demonstrating discussions of student achievement data
Data chats are conducted between district administration and school administration; school administration	August 2009 September 2009	Admin team SIP team SAC	Evidence demonstrating refocused instruction to target identified needs

and teachers; and teachers and students following baseline, mini-, and mid-year assessments.		PLC leaders Classroom teachers	
Monitoring Processes and Plans			
School Advisory Council receives quarterly updates on the implementation of the School Improvement Plans and makes necessary updates.	Ongoing meetings with SAC	Admin team Instructional Coach	Review of SAC minutes
School leadership team monitors fidelity of implementation of the School Improvement Plan.	Ongoing Admin meetings	Admin team Instructional Coach SAC	Review of classroom monitoring forms
School participates in a comprehensive instructional monitoring process.	Ongoing	Admin team PLC leaders	Review of classroom monitoring forms
School reports prescribed reading progress monitoring three times per year using the Progress Monitoring and Reporting Network (PMRN).	Ongoing PMRN progress	Admin team Reading teachers	Student fluency and comprehension results on MAZE, Reading Comprehension, and Word Analysis tests
District develops a comprehensive instructional monitoring process and follow-up that includes classroom, team, and school-wide monitoring.	Ongoing classroom monitoring	Admin team PLC leaders	Review of classroom monitoring forms

School Advisory Council

Strategic Plan Goal 5.A1, 5.A2, 5.C1-5.C3

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.

Yes

No

Projected use of SAC Funds	Amount
To enhance the reading goal of our School Improvement Plan	\$14,000
Describe the Activities of the School Advisory Council for the Upcoming Year	
SAC will review the SIP monthly for updates, progress, and changes if necessary. Monthly meetings will address funding requests from MHS staff and reject or accept as appropriate. SAC will also advise the admin team of parental perspective and community input regarding student and school achievement.	
Will post meeting dates and times, once they are determined.	

SAC Membership Roster

List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent,
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	Student, Business Member, Community Member, Teacher, or School Support Staff)
Brown, Terri	Parent
Daise, LaToya	Teacher
DiCicco, Lyndsey	Student
Douglas Debbie	Parent
Goldring, Stacy	Parent
Goodin, Nancy	Educational Support
Griffith, Linda	Teacher
Hasaan, Courtney	Parent
Holmberg, Helen	Community Member
King, Mae	Community Member
Kelly, Peter	Student
Landoll, Melissa	Community Member
Lashbrook, Michael	Parent
Lee, Janice	Teacher
Levine, Susan	Parent
Lewis, Marla	Parent
Meek, John	Teacher
Perrone, Michael	Parent
Price, Rhonda	Parent
Richardson, Dr. Donna	Principal
Richter, Robert	Parent- Chair
Seigler, Brenda	Teacher
Whitley, Kathy	Parent