

**2006-2007
SCHOOL IMPROVEMENT PLAN
High School**

**School Name: *Terry Parker High School*
School Number: 86**

Date of Public Hearing: _____

Signatures of Approval

Principal: _____ **Date:** _____

SAC Chair: _____ **Date:** _____

Cluster Chief: _____ **Date:** _____

**2006-2007
SCHOOL IMPROVEMENT PLAN**

School Name: ***Terry Parker High School***
 School Number: ***3086***
 2006 School Performance Grade: ***D***

- * Required of Title I SINIs, “D”, “F” and repeating “F” schools only
- ** Required additionally of “F” and repeating “F” schools
 Required of **all** schools

***Vision/Mission:**

Our vision is to improve our students’ academic performance, and prepare them for success in post-secondary education and the workforce. We will provide each student opportunities to reach his/her potential in an environment that is safe and conducive to learning.

***School Profile/Demographics:**

Date	Enrollment	Male	Female	9th	10th	11th	12th	Asian	Indian	Black	Hispanic	Multi Racial	White
11/13/06	1868	926	942	677	405	400	386	39	1	920	134	28	746

School Achievement Data:
 Links to Florida School Grades, NCLB AYP, FCAT results
 2005-2006 Disaggregated Data
School Accountability Report

(Insert School Accountability Table PROVIDED BY Research and Evaluation)

****School Match (schools TBD)**

Highly Qualified Certified Administrators/High Performance Management

Michael Scott Flowers is in his first year as principal of Terry Parker High School. His educational experience includes principal of Christiana High School in Newark, Delaware for 3 years, and 5 years as the assistant principal of curriculum and instruction at Osceola High School in Osceola County Florida. Mr. Flowers has been a music educator and has taught all levels K-12. His education includes a BA in Music Education from Louisiana State University, in Baton Rouge, Louisiana and a Masters Degree from the University of South Florida in Educational Leadership. Mr. Flowers is actively involved with the College Board and the EXCELeRator School program and intends to establish a college going culture at Terry Parker High School where all students receive an education so that they can go to, and be successful in college

Gregory D. Bostic attended Florida A & M University and received a Bachelor of Science degree in Business Education. Mr. Bostic continued his education at the University of North Florida receiving his Master's degree in Educational Leadership. Currently, Mr. Bostic is the Vice-Principal at Terry Parker High School. Prior to his present position, he was the Vice-Principal at JEB Stuart Middle School (3 years), Assistant Principal at Duncan U. Fletcher Middle School (2 years), and a Business Teacher, Activities Director, Department Chairperson, Business Cooperative Education Coordinator at Andrew Jackson High School (8 years). Mr. Bostic is an active member of Phi Delta Kappa International and he continuously attends district level in-service and observes classrooms regularly.

Michele Green is in her first year as Assistant Principal for Curriculum of Terry Parker High School. Mrs. Green earned her BA Degree in History Education from the University of North Florida in 1990. She earned her MA Degree in Educational Leadership from the University of North Florida in 2002. Mrs. Green is entering her 15th year of service in Duval County Public Schools. She was a teacher of Social Studies for 11 years, during which time she completed her Masters Degree in Educational Leadership. From March of 2002 until July of 2005, Mrs. Green served as the Supervisor of Social Studies and High School Initiatives for Duval County Public Schools. In this capacity, Mrs. Green served as the district coordinator for Advanced Placement, Dual Enrollment, and the Student Progression Plan.

Amber L. Mayes has been the Assistant Principal of Student Services at Terry Parker High School for 2 year. She earned her degrees locally at Florida Community College at Jacksonville and University of North Florida. Ms. Mayes is certified by the state of Florida in English 6-12, Exceptional Student K-12, and ESOL Endorsement. Her career has included teaching all academic discipline at Orange Park High School, JEB Stuart Junior High/Middle School and Pre-Trail Detention Facility.

Doretha Stinson has been the Assistant Principal of Student Services at Terry Parker High School for 3 years. Her experiences in education include teaching English for 14 years in area high school, Assistant Principal for Community Education at George Washington Carver Elementary School for 4 years, Assistant Principal of Student Services for 7 years and Assistant Principal of Curriculum for 1 year at Sandalwood High School. Ms. Stinson received a Bachelor of Arts in English and a Master of Education degree from Florida A&M University, and a Doctorate of Education from Nova University. Ms. Stinson also, is a professor of English at Florida Community College at Jacksonville.

***Recruitment/Retention of Highly Qualified Teachers**

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas.

*** Staff list** - Please attach a copy of the Staff List in MS Word .doc format only!

[Name, Area(s) of Certification, Teaching Field(s), Professional or Temporary Certificate, Number of Years Teaching]

ADDITIONAL REQUIREMENTS

***School-Wide Improvement Model**

Describe the research-based school improvement model at your school. How is this model being implemented and how has it helped student achievement?

Terry Parker has established two distinct professional learning communities among its teachers. The professional study groups are comprised of interdisciplinary teams of teachers who focus on authentic literacy across subject areas. In these groups, the teachers meet with the School Standards Coach to plan lessons, review student work, and discuss leading educational research and best practices.

The other professional learning community is comprised of course specific collaboration teams of teachers who meet on early dismissal days to discuss student work, review lesson plans, and develop common assessments. Within these teams, teachers discuss grade-level trends and determine ways to improve student achievement within specific course areas.

Also, Terry Parker implemented a variety of student-centered small learning communities.

***Communications With Parents**

Describe the process used to provide parents with written notification on the academic progress of their child in a format parents can easily understand.

As Terry Parker High School is utilizing the four-by-four block scheduling format, parents receive formal, written notification of their student’s academic performance on the district-created report card once every four and one-half weeks. The report card provides the parents with their student’s letter grade for the grading period. It also allows the teachers to communicate with the parent through printed comment codes. Additionally, each teacher is required to send home a written progress report at the mid-point of each grading period for any student with a “D” or an “F” grade. Teachers may use a format of their own creation or one that the school created.

Duval County Public Schools and Terry Parker High School require teachers to notify parents, in writing, when a student is in danger of failing. If a student is in danger of failing a course at the time progress reports are issued, the progress report can serve as a scholarship warning as well.

*Letter to Parents _____ (Upload the Choice letter from your school) SINIs, D and F schools

***Preschool Transition**

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

Extended Learning Opportunities/Safety Nets

- Individual teachers provide before and after school tutoring as determined by a variety of student performance data.
- Each teacher has submitted a safety net plan that is course specific.
- The Parent Teacher Student Association (PTSA), and the School Advisory Council (SAC) work together to promote awareness and provide funds/materials/resources for targeted programs that will accelerate student achievement.
- Terry Parker HS provides help to students through a Standards-Based learning program that infuses Readers’ Workshop, Writers’ Workshop, College Preparatory Mathematics (CPM), AVID, Springboard, Excelerator School and other content areas.
- FCAT Explorer and simulations are used with individual students in 9th – 12th grade. Terry Parker HS provides reading and math tutoring Safety Nets for all students.
- Accelerated Learning Lab.
- Access to Media Center after school
- Grade Recovery opportunities in all classes.

GOALS

Goal 1: Academic Performance (Reading)

District/School Target(s) for All Students in All Curriculum Groups:

- All 9th and 10th grade students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All 9th and 10th grade students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).
- All students will meet the 25-book reading standard.

Needs Assessment:

35% of our current 9th graders scored at level 3 or above in FCAT Reading. Data analysis shows the 9th graders scored lowest on Reference/Research (47%) and Words/Phrases (59%). The 9th graders scored above 50 percentile in all strands of the FCAT Reading except Reference/Research. Comparison (67%) and Main Ideas/Purpose (60%).

30 % of current 10th graders scored at level 3 or above in FCAT Reading. Data analysis shows that the 10th graders scored lowest in Words/Phrases (47%). The 10th graders scored above 50 percentile in Main Idea/Purpose (54%), Comparisons (61%) and Reference/Research (58%).

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

- Minority subgroups, specifically Black and Hispanic populations, will improve by 3% on the FCAT Reading.
- 9th grade students will show gains in Reference/Research, a strand in which our students have consistently scored performed poorly in.
- 10th grade students will show gains in Words/Phrases, a strand in which our students have consistently scored performed poorly in.

Objectives:

- 9th – 10th grade students will improve on the four (4) strands tested on the FCAT Reading.
- Promote a culture of reading within the school.
- Incorporate daily reading activities.
- Implement Springboard in 9th and 10th Grade English Language Arts classes.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Review AIDE info/data to place 9 th and 10 th grade Level 1 readers. The students will then be placed in Intensive Reading classes. <i>(July 06)</i>	APC	FCAT scores AIDE Data Professional Dev.
Teachers will give the district formative assessment (MAP) periodically to track student	Teachers Bostic	Formative assessments in four sub-groups of

progress in the area of reading-concentrating on the sub-group identified by classroom data. (Sept 06 –May 07).	Stinson	Reading Computers
The results of the formative assessments will be discussed with the teachers and they will receive strategies (divided by FCAT Reading Strands) to provide small-group instruction and individual assistance. These meetings will occur as soon as the results of the formative assessments are received. (Aug. 06 – May 07)	Standards Coach	Formative Assessment in four sub-groups of Reading
Monitoring of implementation of strategies will be done by the Standards Coach and the Administrators and reported to the Leadership Team for needed next steps. (Aug 06 – May 07)	All administrators Standards Coach	Monitoring forms
Increase and publicize incentives for meeting or exceeding the 25 book challenge by rewarding students who achieve each term then 25+ books by the end of the year. The tracking process will be supervised & updated each quarter by ELA department and the Media Specialist. (Aug 06 – May 07)	ELA department Media Specialist	Financial support to provide incentives to students & teachers
All teachers in all content areas will incorporate daily reading opportunities (Independent Reading, Sustained Silent Reading or Read Aloud, Think Aloud, Talk Aloud (RATATA), authentic literacy to promote reading appreciation. (Aug 06– May 07)	All teachers	Classroom libraries
Continue the expansion of classroom libraries in every classroom. (Aug 06- May 07)	Standards Coach Teachers	Financial support to expand reading selections
All intensive reading teachers will administer the SDRT. (Aug 06)	All intensive reading teachers	
All intensive reading teachers uses Renaissance Place	All intensive reading teachers	
Implement all components of Springboard in 9th –10th class. (Aug 06 – May 07)	Standards Coach All ELA teachers	
Administer the NWEA MAP test 3 xs to 9 th and 10 th students. (Sept 06 – May 07)	NWEA Site Coordinator	More Computers
Provide all ELA/Reading instructors with learner profiles with student reading scores to offer prescriptive teaching strategies. (Aug 06 – May 07)	APC Standards Coach ELA Department Chair	AIDE Data Data Disc

Research-Based Program:

- Students will work in RenPlace at least three times a week to improve reading fluency.
- Accelerated Reader will be used in Intensive Reading classes as an instructional tool to assist teachers in determining students’ appropriate reading level.
- Students will be assessed on NWEA MAP to determine instructional needs. The data will be used to assist teacher in differentiating instruction and planning for small groups.

Professional Development aligned with this objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

- District Snapshot Focus Walk Reviews are conducted to monitor and determine the phase of implementation that exists within the school as well as assessing student’s articulation and implementation of Standards.
- Teachers will use the data to drive their instruction.
- Early Release Days provide training opportunities for departments to meet and discuss various topics.
- District Training provides in-service for our staff based on department and/or teacher specific needs.
- Site-based training provides in-service for staff as directed by our School-Improvement Plan, District Implementation Rubric and 5-3-1 Action Plan. Training is conducted by our Standard Coach to determine implementation of training agenda items and the focus on Next Steps. On early dismissal days, teachers collaborate in like groups organized by course taught. These teams discuss student work, plan lessons, and discuss next steps for improving student performance.
- The Standards Coach will provide staff training in the use of FCAT data, connecting standards to instruction and student work, differentiated grouping, and strategies that support acceleration in each of the FCAT Strands.
- NWEA (MAP) Springboard, and STRIVE.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			

Other			
		Total:	

***Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

- ❖ **Teacher Induction Program (TIP):** All teachers new to the district and assigned to Terry Parker High School are required to participate in the Teacher Induction Program (TIP). The TIP is designed to acclimate new or novice teachers to the district, state, and national standards for teaching according to the Department of Education guidelines. This extensive program will enhance the professional development of novice and second career teachers and assist to facilitate quality instruction to the student population of Terry Parker High School. The TIP consists of a comprehensive plan that sets goals and objectives for each novice teacher on an individual basis. Teachers are given timelines ranging from one to three years to complete all required tasks outlined in their individual action plans. Typically, all teachers who graduate from an institution as a college of education major will follow Action Plan I and normally complete the process in a year. Novice teachers who did not graduate from a college of education program are placed on Action Plan II, Action Plan III, or an Alternative Certification Plan depending on their coursework and/or relevant work experience.
- ❖ **Intensive Reading Support:** Duval County Public Schools provide district-level professional development for Intensive Reading teachers. This training and support will allow teachers within the school to obtain the State’s reading endorsement as well as skills and knowledge necessary to help our struggling readers.
- ❖ **Professional Learning Communities (PLC):** All teachers at Terry Parker High School participate in Professional Learning Communities (PLC). The PLCs meet for forty-five minutes each week. During these meetings, teachers work collaboratively on methods to improve student achievement, which include such topics as authentic literacy, lesson design, and student writing.
- ❖ **Paraprofessionals:** Duval County Public Schools provides district-level professional development to assist paraprofessionals in obtaining their highly qualified status.

Goal 2: Academic Performance (Mathematics)

District/School Target(s) for All Students in All Curriculum Groups:

- All 9th and 10th grade students tested will score at level 3 or above on the FCAT Mathematics Standards component (SSS).
- All 9th and 10th grade students tested will show at least one year’s growth over the previous year on the FCAT Mathematics Standards component (SSS).

Needs Assessment:

54% of our current 9th graders scored at level 3 or above in FCAT Math. Data analysis shows the 9th graders scored below 50 percentile in three math strands: Number Sense (47%), Measurement (35%), Geometry (30%), Algebraic (47%) and Data Analysis (55%).

48 % of current 10th graders scored at level 3 or above in FCAT Math. Data analysis shows that the 10th graders scored above 50 percentile in Algebraic (51%) and scored below 50 percentile in Number Sense (49%), Measurement (39%), Geometry (34%) and Data Analysis (44%).

List objectives that have been developed to address specific problems, identified as needs based on the analysis of student performance and other data disaggregated by NCLB subgroups, FCAT level, and FCAT strands/clusters/elements.

- Minority subgroups, specifically Black and Hispanic populations, will improve by 3% on the FCAT Math.
- 9th grade students will show gains in Number Sense, Measurement, Geometry, Algebraic, strands in which our students have consistently scored performed poorly in.
- 10th grade students will show gains in Measurement and Geometry, strands in which our students have consistently scored performed poorly in.

Objectives:

- 9th – 10th grade students will improve on the four (4) strands tested on the FCAT Math.
- Implement College Preparatory Mathematics (CPM) programs in all Mathematics classes.
- Implement Springboard in Algebra1A/1B, Algebra I, Geometry, Algebra II and Pre-Calculus classes.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Every math teacher will have completed an FCAT TARGET <i>Math Chart</i> for their classroom that indicates the main math issue and the secondary issue for each period. Teachers will use this chart to design lessons emphasizing those strategies for questions and assessments. <i>(Aug 06 – May 07)</i>	Standards Coach Math Dep. Chair	MAP/AIDE Data Charts
All mathematics courses through Algebra II will follow the Springboard Learning Schedules embedded with the College Preparatory Mathematics (CPM) curriculum. <i>(Aug 06 – May 07)</i>	Math Dep. Chair Administrators	Springboard and CPM materials Professional Dev.
Teachers can provide evidence regarding tutoring opportunities for students needing remediation. Student evidence will be accessible through the safety net documents. <i>(Aug 06 – May 07)</i>	Teachers	Tutoring Log Sheet
All projected 9 th and 10 th grade L1 or L2 students will be double-blocked in math classes. Their schedules will be created prior to the beginning of school. <i>(July 06- May 07)</i>	APC Guidance Dept.	AIDE Data Data Disc
All other 9 th and 10 th grade L1 or L2 students	APC	AIDE Data

will be double-blocked in math class as they transfer into Terry Parker. <i>(Aug 06 – May 07)</i>	Guidance Dept	Data Disc
All L3, L4, and L5 students will be encouraged to pursue mathematics via double-blocking in hopes of reaching Dual Enrollment or Advanced Placement class offerings. <i>(Aug 05 – May 06)</i>	APC Guidance Dept	AIDE Data Data Disc
Provide all math instructors with learner profiles of student math scores to offer prescriptive teaching strategies. <i>(Sept 06 – May 07)</i>	APC Math Department Chair	AIDE Data Data Disc
Student work is continually analyzed against elements in the math standards. Math instructors will collect student work that meets the standards for student portfolios. All math instructors begin to differentiate instruction based on student needs as reflected in their work. <i>(Aug 06 – May 07)</i>	Math Department Standards Coach	Time for collaboration Training in standards based education
Create more awareness and understanding through various forms of literature, Math instructors are encouraged to read one book per course regarding their mathematical context. <i>(Aug 06 – May 07)</i>	S. Day	Mathematical Library
Increase participation in Math and computer clubs to enhance math interest and skills. <i>(Aug 06 – May 07)</i>	D. Spencer K. Anderson Club sponsors Mu Alpha Theta	
Math instructors will prepare written test to include FCAT formatted questions (i.e. multiple choice, gridded response and short and long answer). <i>(Aug 06 – May 07)</i>	Math Department	Time for collaboration
Use common assessments developed by the district and develop common assessments for all other class offerings based on district standards and pacing guides. <i>(Aug 06 – May 07)</i>	Math Department	Time for collaboration District common assessments
Administer NWEA MAP test to all 9 th and 10 th grade students <i>(3x) (Sept. 06 – May 07)</i>	NWEA Site Coordinator	More Computers
Math instructors are to design lessons so that students become more comfortable with both scientific and graphing calculators. <i>(Aug 06 – May 07)</i>	Math Department	Classroom sets 4- functions calculators, scientific calculators, and graphing calculators or calculator based laboratories.
Math instructors are to incorporate the use of both scientific and graphing calculators in existing curriculum. <i>(Aug 0 – May 06)</i>	Math Department	Classroom sets 4- functions calculators, scientific calculators, and graphing calculators or calculator based

		laboratories.
Math instructors are to incorporate the use of computers into existing math curriculum. Computers can assist with FCAT practice (FCAT Explorer) and mathematical research in terms of web searches for homework help or project assistance. <i>(Aug 06 – May 07)</i>	Math Department Mike Hall Media center	Functioning classroom computers and applicable software
Math instructors will develop alternative assessment strategies or “recycling procedures” for students to prove their understanding of mathematical concepts. <i>(Aug 06 – May 07)</i>	Math Department	Time for collaboration
Math instructors are encouraged to include one hour of after school tutoring on a weekly basis. Instructors within the math Department have developed a weekly schedule outlining which subject will be tutored and when. <i>(Aug 06 – May 07)</i>	Math Department	Time for collaboration Compensation for Math instructors

Evaluation/Accountability:

- Focus Walks/Observation/Model/Demo/Learning Walks - Feedback will be provided by Leadership Team to Teacher.
- Analysis of a variety of student performance data: NWEA MAP tests results, Teacher Developed Assessments, Data Monitoring Forms and Portfolios, Benchmark Assessment is determined by the district, Teacher-developed assessments are conducted at the end of a unit, Data Monitoring Forms are reviewed quarterly during classroom Focus Walks, scheduled teacher conferences and Site-Based Training. Student Portfolios are reviewed during classroom Focus Walks/Learning Walks as well as during monthly teacher meetings.
- Teacher Meetings that analyze student work are conducted during early dismissal time.
- Safety Net Tutors and teachers working with students in a Safety Net or small group format will meet with the teacher to monitor the progress of students.
- Teachers will monitor student performance on the FCAT Explorer, Accelerated Reader, and NWEA MAP.

Research-Based Program:

- Teachers will utilize the Springboard curriculum in Geometry, Algebra I, and Algebra II classes.
- Teachers will utilize the online assessments in Springboard and NWEA MAP.

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

- District Snapshot Focus Walk Reviews are conducted to monitor and determine the phase of implementation that exists within the school as well as assessing student’s articulation and implementation of Standards.

- Teachers will use the data to drive their instruction.
- Early Release Days provide training opportunities for departments to meet and discuss various topics.
- District Training provides in-service for our staff based on department and/or teacher specific needs.
- Site-based training provides in-service for staff as directed by our School-Improvement Plan, District Implementation Rubric and 5-3-1 Action Plan. Training is conducted by our Standard Coach to determine implementation of training agenda items and the focus on Next Steps. On early dismissal days, teachers collaborate in like groups organized by course taught. These teams discuss student work, plan lessons, and discuss next steps for improving student performance.
- The Standards Coach will provide staff training in the use of FCAT data, connecting standards to instruction and student work, differentiated grouping, and strategies that support acceleration in each of the FCAT Strands.
- NWEA (MAP) and Springboard.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	CPM Springboard FCAT Explorer Accelerated Math	SAI Funds SAC Allocated Funds	
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology	Graphing Calculators TI-83 + TI-84 Computer Programs: <ul style="list-style-type: none"> • Calculus in Motions • Algebra in Motions Manipulative <ul style="list-style-type: none"> • Algebra Tiles • Algebra Blocks 	SAI Funds SAC Allocated Funds	
Professional Development	Site-Based Training, District Training, Seminars, Professional Study.	SAI Funds SAC Allocated Funds	
Other	Safety Net	SAI Funds	
		Total:	

***Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

- ❖ **Teacher Induction Program (TIP):** All teachers new to the district and assigned to Terry Parker High School are required to participate in the Teacher Induction Program (TIP). The TIP is designed to acclimate new or novice teachers to the district, state, and national standards for teaching according to the Department of Education guidelines. This extensive program will enhance the professional development of novice and second career teachers and assist to facilitate quality instruction to the student population of Terry Parker High School. The TIP consists of a comprehensive plan that sets goals and objectives for each novice teacher on an individual basis. Teachers are given timelines ranging from one to three years to complete all required tasks outlined in their individual action plans. Typically, all teachers who graduate from an institution as a college of education major will follow Action Plan I and normally complete the process in a year. Novice teachers who did not graduate from a college of education program are placed on Action Plan II, Action Plan III, or an Alternative Certification Plan depending on their coursework and/or relevant work experience.
- ❖ **Professional Learning Communities (PLC):** All teachers at Terry Parker High School participate in Professional Learning Communities (PLC). The PLCs meet for forty-five minutes each week. During these meetings, teachers work collaboratively on methods to improve student achievement, which include such topics as authentic literacy, lesson design, and student writing.
- ❖ **Paraprofessionals:** Duval County Public Schools provides district-level professional development to assist paraprofessionals in obtaining their highly qualified status.

Goal 3: Academic Performance (Writing)

District/School Target(s) for All Students in All Curriculum Groups:

- All 10th grade students tested will score 4.0 or higher on FCAT Writing.

Needs Assessment:

- In 2006, 30% of 10th grade students scored at level 3.0 or below on the FCAT Writes.
- Terry Parker High School has consistently experienced a drop in the percentage of high-achieving students on the FCAT Writes. Each year, we've seen a 2-3 point percentage drop. Compared to 2004, our 86% of our students were classified as high-achieving. In 2005, 83% of our students were classified as high-achieving in 2005, as compared to 79% in 2006.

Objective (NCLB requires at least a 1% improvement):

- In 2007, 85% of our 10th graders will be classified as high-achieving.
- 82% of our students will score a 3.5 or better on the FCAT Writes.
- All 9th and 10th grade teachers will utilize the Springboard Curriculum and place more emphasis on rigor and consistency in writing expectations.

Strategies (including timeline)	Lead Person/Team	Resources Needed
All 9 th and 10 th grade teachers will receive training in the Springboard curriculum. (July 2006 – September 2006)	School Standards Coach College Board trainers	Springboard materials
9 th and 10 th grade teachers will form professional learning communities with a focus on teacher expectation, quality student work, and well-developed lessons.	School Standards Coach	n/a
All teachers will include authentic literacy activities within their subject areas.	School Standards Coach Professional Study Groups	n/a
A school-wide writing diagnostic will be given. Teachers will be trained on the instructional implications of the Writing assessment. Follow-up administrations will be given to 10 th grade students. The ELA 10 th grade teachers will be trained on the FCAT Writes rubric and will administer two writing diagnostics. (early December and early January) Prescriptive writing lessons will be given to students to address weaknesses that are identified in their writing. (January – February)	School Standards Coach	FCAT Writes booklets Copies of previous student essays

Evaluation/Accountability:

- Teachers will score writing samples using the FCAT Writes rubric.
- All subject area teachers will include authentic literacy activities in their lessons, with a concentrated focus on writing.
- 9th and 10th grade teachers will use the Springboard curriculum daily.
- 9th and 10th grade teachers will focus on improving the quality of student work in their professional learning communities.
- Focus walks, on-site training, and individual follow-up will be conducted to ensure implementation of Springboard curriculum and authentic literacy activities.

Research-Based Program:

- The Springboard Curriculum has been proven to increase students' writing proficiency. Several districts have seen substantial gains with the use of this curriculum.

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

- The School Standards Coach will train 10th grade teachers on the FCAT Writes rubric.
- 9th and 10th grade teachers will meet as professional learning communities to address the quality of student work in writing assignments.
- All teachers will be presented with the information gleaned from the school-wide writing diagnostic. The Instructional Implications from the student writing samples will be shared with all teachers and Next Steps will be identified.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)	Springboard Curriculum		
*Research-Based Resource(s) (e.g. websites, assessment tools)	Springboard online assessments NWEA MAP		
Technology			
Professional Development	FCAT Writes Rubric training 9 th and 10 th grade professional learning communities In-class coaching and modeling		
Other			
		Total:	

Goal 4: Academic Performance (Science)

District/School Target(s) for All Students in All Curriculum Groups:

- All 11th grade students tested will score 3 or higher on FCAT Science.

Needs Assessment:

- The percentage of Terry Parker students scoring at or above the mean score on the FCAT in SSS Science determines the needs. The average scale score for the state is 298; the average scale score for Terry Parker was 292. Students earned the following mean points by content: Physical & Chemical – 5 out 13, Earth/Space – 5 out 11, Life & Environment – 7 out 15, and Scientific Thinking – 6 out of 12.

Objectives:		
<ul style="list-style-type: none"> The Science department will assist in improving students' Reading, Writing, and various Math skills for achievement on the FCAT. 37% of 11th grade students proficient (level 3 or above) on the FCAT Science SSS. 		
Strategies (including timeline)	Lead Person/Team	Resources Needed
All science teachers will incorporate authentic literacy into class lessons and assignments (<i>Aug 06 - May 07</i>).	Sci. content area facilitator	Time for collaboration Current Science Journals
Develop a science model classroom (<i>Aug 06 - May 07</i>).	Sci. lead teacher	Time in classroom
Science educators will collaborate on developing common assessments within content areas (<i>Aug 06 - May 07</i>).	Sci. content area facilitator	Time for collaboration, Text resources
Provide data (AIDE, MAP) to science teachers on a quarterly basis for analysis of student achievement in order to modify instruction as needed (<i>Aug 06 - May 07</i>).	Scott Flowers Mike Hall	Data provided by district research department
Develop common exams on all annually assessed benchmarks in each discipline to enhance consistency (<i>Aug 06 - May 07</i>).	Sci. content area facilitator	Time for collaboration, Revised Sunshine State Standards for Science (release date TBD)
Utilize FCAT practice books and various strategies at various levels to broaden knowledge and test taking strategies (<i>Aug 06 - May 07</i>).	Sci. content area facilitator, Standards Coach	Mastering FCAT Reading Grade 10 Science Content, Preparing for FCAT Science Grade 10 (or new version for Grade 11), FCAT Science Dailies, Grade 11 FCAT Practice Workbook with Content Review from Prentice Hall
Evaluation/Accountability:		
<ul style="list-style-type: none"> Observation of the application of authentic literacy in the content area during science lessons. Focus Walk/Observations/Model/Demo - Classroom observation of and with teachers using instructional strategies from FCAT Content Specifications during Science. The Principal, Vice Principal, and Assistant Principals will review lesson plans during classroom visitations. 		

Research-Based Program:

Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):

- Training will continue with emphasis on authentic literacy.

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s) (Instructional Materials)			
*Research-Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other			
		Total:	

***Highly Qualified Certified In-Field Instructors:** List and describe district and school-level support and/or professional development that is being provided for instructors and paraprofessionals who are not highly qualified.

❖ **Teacher Induction Program (TIP):** All teachers new to the district and assigned to Terry Parker High School are required to participate in the Teacher Induction Program (TIP). The TIP is designed to acclimate new or novice teachers to the district, state, and national standards for teaching according to the Department of Education guidelines. This extensive program will enhance the professional development of novice and second career teachers and assist to facilitate quality instruction to the student population of Terry Parker High School. The TIP consists of a comprehensive plan that sets goals and objectives for each novice teacher on an individual basis. Teachers are given timelines ranging from one to three years to complete all required tasks outlined in their individual action plans. Typically, all teachers who graduate from an institution as a college of education major will follow Action Plan I and normally complete the process in a year. Novice teachers who did not graduate from a college of education program are placed on Action Plan II, Action Plan III, or an Alternative Certification

Plan depending on their coursework and/or relevant work experience.

- ❖ **Professional Learning Communities (PLC):** All teachers at Terry Parker High School participate in Professional Learning Communities (PLC). The PLCs meet for forty-five minutes each week. During these meetings, teachers work collaboratively on methods to improve student achievement, which include such topics as authentic literacy, lesson design, and student writing.
- ❖ **Paraprofessionals:** Duval County Public Schools provides district-level professional development to assist paraprofessionals in obtaining their highly qualified status.

*Parental Involvement

Needs Assessment:		
<ul style="list-style-type: none"> • Promote parent involvement in education • Maintain positive School-to- Home partnership 		
Objectives:		
<ul style="list-style-type: none"> • Parents will be encouraged to be involved in activities that enhance student learning. • To improve Public Relations with parents and alumni. • To obtain up-to-date student/parent contact information. • Involve parents in the implementation of 2 additional Career Academies by establishing 2 additional advisory councils with parent representation. 		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Continue to produce a quarterly parent newsletter. (Smoke Signals) (Aug 06 – May 07)	Newspaper staff	
Create a distribution list through TPHS Website link to send out information to parents.(Jan 06 – May 07)	Bo Smith Mike Hall	
Keep teacher logs of parent calls. (Aug 06 – May 07)		
Conduct Parent/Teacher conferences. (Aug 06 – May 07)		
Continue to produce a quarterly parent newsletter. (DrumBeat) (Aug 06 – May 07)	Scott Flowers	
School Climate/Parent Surveys will be distributed to gather information on expectations, questions and/or concerns.	Administrators	
Have an AVID Family Night event at least 4x a year. (Nov. 06 – May 07)	Gregory Bostic Raynise Smith AVID Site Team	Funds for activities.
Evaluation/Accountability:		
<ul style="list-style-type: none"> • Maintain the parent/volunteer sign-in log to track parent involvement • Teachers will document all parent conferences • Review parent surveys, staff and all other stakeholders 		
Researched-Based Program		

<p>Professional Development Aligned with this Objective</p> <ul style="list-style-type: none"> • Parents will become an active part of the School Advisory Committee • The Principal, Vice Principal and Assistant Principals will model and assist with parent conferences

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available

***Return On Investment (ROI)**

Needs Assessment:		
Objective:		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Evaluation/Accountability:		

School Safety and Discipline

<p>Needs Assessment:</p> <ul style="list-style-type: none"> • The School Climate Survey and the district discipline reports indicated a need to train teachers and staff in Foundations and CHAMPS to decrease the number of violations committed by students.
<p>Objectives:</p> <ul style="list-style-type: none"> • To increase the percentage of students who feel safe at school by 10 percentage points as evidenced by the 2007 Annual School Climate Report. • To increase a campus-wide focus of effective management & discipline to decrease Class I, and II offenses. • To institute the Foundations Program to improve the educational climate.

<ul style="list-style-type: none"> To improve the culture of the school. 		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Conduct security sweeps at least twice a year to detect presence of weapons and other prohibited items throughout the year. <i>(Aug.06 – May 07)</i>	Administrators	Detection devices
Continue to seek maximum disciplinary action for those students committing serious violations of the district and school policies. <i>(Aug. 06 – May 07)</i>	Administration	
School personnel discuss the Code of Conduct with all students at the beginning of school year.	Administrators	Code of Conduct Books for district
APSS will develop a school in-service program with teachers to discuss alternatives to referrals through community learning center throughout school year. <i>(Aug 06 – May 07)</i>	All APSS	Professional Development Time for teachers
Training & use of security cameras to identify trouble spots. <i>(Aug 06 – May 07)</i>	Administrators	District funding
School staff will utilize TV News & announcements to remind students to follow school's policies and procedures. <i>(Aug 06 – May 07)</i>	All APSS	
The Foundations Team will be trained to develop and implement Terry Parker High School's Program. <i>(Aug 06 – May 07)</i>	Lead teachers	Foundations training; TDE for Lead teachers.
Leadership training through Leadership Jax to assist with improving students' culture. <i>(Nov 06 – May 07)</i>	Administration SAC	Training time
Research-Based Program		
Professional Development Aligned with this Objective		
<ul style="list-style-type: none"> The number of referrals will be analyzed to determine the effectiveness of the discipline plan. Incident report describing the nature of referrals written will be maintained and reviewed by the Foundation Team. 		

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available

Final Budget Summary:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based			

Program(s) (Instructional Materials)			
*Research- Based Resource(s) (e.g. websites, assessment tools)			
Technology			
Professional Development			
Other			
		Total:	

SAC Members

<p>*List the names of the SAC members and the groups they represent.</p> <p>Allen, Shauna - Parent Baker, Jean (SAC Chair) – Parent Bennett, George – Educational Support Beasley, Julie - Community Blakely, Katrina - Teacher Bostic, Gregory, Educational Support Carlson, Anita – Teacher Cowell, Michael - Parent Courtney, Diane – Parent Denton, Kristi - Parent Elmore, Tina – Parent Fenton, Marilyn – Community/Business Flowers, Scott – Principal Goreloc, Daniel – Student Johnson, Jamie - Parent Leibig, Ricki - Student Perry, Bruce – Parent Ruiz, Kathrine - Student Sewell, Dave - Parent Sewell, Jerry – Parent Smith, Becky - Community Stinson, Doretha – Educational Support VanDoren, Terry – Parent Williams, Burdette – Educational Support Zellner, Laura - Parent</p>
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Implementation Evaluation (Previously: Adequate Progress)

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

