

**2007-2008
SCHOOL IMPROVEMENT PLAN**

School Name: Mandarin High School School Number: 3260
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Date of Public Hearing: _____

Signatures of Approval

Principal: Crystal R. Sisler Date: 9/14/07

SAC Chair: Amy Cohen Date: 9/12/07

Cluster Chief: _____ Date: _____

(Original signatures on file with Principal)

**Presented, reviewed and signed by SAC chair on 9/12/07;
___no___ dissenting comments expressed--full committee
acceptance to be proposed on 10/3/07. signed pending full
committee of SAC meeting. AEC/lg**

Presented, revised and edited by Department Chairs 9/24/07;

**Presented and accepted by MHS faculty on 9/26/07 at a general
faculty meeting. No dissenting votes expressed.**

2007-2008

SCHOOL IMPROVEMENT PLAN

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

 2007 School Performance Grade: **B**

Vision: MHS promotes an academic environment that fosters and empowers extensive learning communities to achieve at rigorous, competitive, world-class standards.

Mission: Through professional learning communities engaged in high quality instruction and consistent expectations of student performance, we incorporate myriad strategies to ensure each student’s success.

School Profile/Demographics:

School Achievement Data:

Links to Florida School Grades, NCLB AYP, FCAT results
 2006-2007 Disaggregated Data

School Accountability Report

School Achievement Data:

Links to Florida School Grades, NCLB AYP, FCAT results
 2006-2007 Disaggregated Data

School Accountability Report

260	Grade	Total Points	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains In Reading	% Making Learning Gains In Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math	Percent Tested
Year											
2008	A	574	61	86	93	65	62	80	57	70	100
2007	B	528	51	83	91	56	53	75	46	63	99
2006	B	398	48	82	91		49	79	49		98
2005	A	416	48	81	95		56	78	58		98

School Match (schools TBD)

Highly Qualified Certified Administrators/High Performance Management

Dr. Crystal Sisler, Principal, leads a high performing administrative team. Administrative team oversight ensures Reading, Writing, Science and Mathematics achievement for all students; the ultimate goal is to eliminate the Achievement Gap among each sub-group of NCLB. The administrative team encourages, facilitates, and participates in faculty professional growth.

Dr. Crystal Sisler, Principal

Degrees held: Bachelors of Psychology; Masters in Educational Leadership; Doctorate in Education

Area of certification: Instructional Leadership

Experience: 15 Years teaching

Years as administrator: 18 years

Deemed Highly Qualified

Melissa Rhodes, Assistant Principal for Curriculum

Degrees held: Honors B.S. Chemistry, B. S. in Biology

M.A. Educational Leadership

Currently enrolled in Doctoral Program in Educational Administration

Experience: 5 years teaching

Years as administrator: 3

Deemed Highly Qualified

Administrators for Division of Advanced Studies (upper division)

Aurelia Powell, Assistant Principal—Administrator/ Division of Advanced Studies

Degrees held: Bachelors of Speech and Language Disorders; Masters in Educational Leadership

Area of certification: Educational Leadership

Experience: 15 years teaching

Years as administrator: 16

Deemed Highly Qualified

James Schmitt, Assistant Principal-- Administrator/ Division of Advanced Studies

Degrees held: Bachelors of Science in History; Masters in Educational Leadership

Area of certification: Social Studies

Experience: 15 years teaching

Years as administrator: 1

Deemed Highly Qualified HQ

Administrators for Division of Preliminary Studies (lower division)

Terry Darby, Assistant Principal—Administrator/ Division of Preliminary Studies

Degrees held: Elementary Education (1-6); Masters in Educational Leadership
Area of certification: Educational Leadership
Experience: 16 years district level classified staff – Research Analyst, 4 years classroom teacher, 2 years district level administration – Coordinator
Years as administrator: 2
Deemed Highly Qualified

Erica Shay, Assistant Principal-- Administrator/ Division of Preliminary Studies

Degrees held: BA Elementary Education, Public Communications, & Business Administration
Masters in Organizational Management
Doctoral Candidate in Educational Leadership
Area of certification: Educational Leadership
Experience: 10 Years teaching
Years as administrator: 2
Deemed Highly Qualified

Jason Sobol, Assistant Principal-- Administrator/ Division of Preliminary Studies

Degrees held: Bachelors of English Literature; Masters in Educational Leadership Candidate
Area of certification: English 9-12; Educational Leadership Candidate
Experience: 5 ½ Years teaching
Years as administrator: First year
Deemed Highly Qualified

Timothy A. Simmons, Assistant Principal-- Administrator/ Division of Preliminary Studies

Degrees held: Bachelors of Arts in Mathematics; Masters in Educational Leadership
Area of certification: Educational Leadership and Mathematics
Experience: 5 Years teaching
Years as administrator: First Full Year
Deemed Highly Qualified

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

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

Administrators recruit via Job Fair, school interview processes, district advertising.
All teachers new to Mandarin are nurtured via mentoring, orientation for acclimating to school practices, on-going, school-wide training and support throughout the school year. District resource personnel support and offer training.

We retain excellent instructors through constant professional reinforcement. Collaborative development of lesson plans, resource sharing, and teaming enrich instructional practices. School-based opportunities for specific training needs allow for individual professional growth.

* **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
<p>Describe the research-based school improvement model at your school. How is this model being implemented and how has it helped student achievement?</p> <p>Florida Secondary School Redesign program: Mandarin High reconfigured faculty, admin, students and facilities to accommodate small learning communities. Student achievement improvements resulted as follows: 3% improvement meeting high standards in Reading; 1% improvement meeting high standards in Mathematics; maintained 91% meeting high standards in Writing; 4% improvement in Making Learning Gains in Reading.</p> <p>Florida K-12 Comprehensive Reading Plan: Mandarin High empowers a Literacy Team; implements Intensive Reading classes for level 1 and 2 readers; employs Read 180 and Fast ForWord reading programs; utilizes cross-curricular reading strategies; applies a school-wide reading plan to encourage struggling readers and to improve proficiency in all readers. See the above statistics for gains.</p>

<p>NCLB Public School Choice – Describe the process used to provide parents with written notification on the academic progress of their child’s school in a format and language parents can easily understand.</p>
<p>All students are provided with regular, standardized progress reports and report cards from each teacher.</p>

Public School Choice Notice to Parents

Attach document (upload online and include in district plan)

Notification of SINI Status (upload online and include in district plan)

Preschool Transition
<p>Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs:</p>

Teacher Mentoring
<p>Describe your school’s Teacher Mentoring Program.</p>
<p>Department Chairs, PDF and administrative staff assign all teachers new to MHS an appropriate mentoring teacher chosen from quality, well-trained veteran faculty. Training and orientation specific to school practices and procedures, to classroom management, to content area instruction, and to professional expectations are ongoing throughout the year. Professional Learning Communities help all teachers acquire and implement best instructional practices through peer mentoring and collaboration. Monitoring of effective teaching practices and for appropriate intervention needs promote success.</p>

Extended Learning Opportunities/Safety Nets

(Internal and External)

FCAT Safety Nets (Reading and Math)	Graduation Initiative
Accelerated Learning Center	House/Team Safety Net plans
National Honor Society Tutoring Service	AP Safety Net system
Athletes' Academic Tutoring Program	FCAT Explorer
Departmental/Teacher Safety Nets	Intensive Reading program
Community/Parent Training Sessions	Intensive Math
FCAT Blitz Programs; FCAT Cadre	Test Prep courses
Army Corps of Engineering tutoring	Compass/Odyssey: Grade
SCI-CAT (online FCAT Test-maker)	Recovery
READ-CAT (online FCAT Test-maker exercises)	FCAT Simulator

Note: Please refer to the District K-12 Comprehensive Reading Plan – for content related questions.

Schools Graded C or Below (new State requirement, Sec. 1001.42(16)(a), F.S.)

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies.

Compass/Odyssey, a computer based course recovery program and accelerated learning system, is implemented during the regular school day in our Graduation Initiative lab (to assist students behind grade-level), in our course recovery classes (to assist students in maintaining progress toward timely graduation), and in after-school Accelerated Learning Center (to assist students in acquiring graduation credits). Reading labs within the Intensive Reading program assists teachers and students in monitoring reading improvement.

**Schools Offering Any Grades 6 through 12
Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.)**

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the box below.
For each principle that is not checked, Please address it in the box below.

Different Innovative Approaches to Instruction ... **Goal 1. Academic Performance Reading, Obj. 2**

Responsibility of Teaching Reading for Every Teacher... **Goal 1. Academic Performance Reading, Obj. 2**

Quality Professional Development for Teachers and Leaders... **All Objectives**

Small Learning Communities (SLC)... **School-Wide Improvement Model; Goal 1. Academic Performance Guidance and Curriculum**

Intensive Intervention in Reading and Mathematics... **Goal 1. Academic Performance Reading and Mathematics, Objective 1**

Course Choice Based on Student Goals/Interests/Talent... **Goal 1. Academic Performance Guidance and Curriculum**

Master Schedules Based on Student Needs... **Goal 1. Academic Performance Guidance and Curriculum**

Parental Access and Support... **Parent Involvement; Goal 1. Academic Performance Guidance and Curriculum**

Applied and Integrated Courses... **Goal 1. Academic Performance Guidance and Curriculum**

Academic and Career Planning... **Goal 1. Academic Performance Guidance and Curriculum**

GOALS

Goal 1: Academic Performance (Reading)

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

- All students tested will score at level 3 or above on the FCAT Reading Standards component (SSS).
- All students tested will show at least one year's growth over the previous year on the FCAT Reading Standards component (SSS).

Needs Assessment:

51% of all students tested in 2007 scored 3 or above in Reading: White: 54%; Black 26%; Hisp: 42%; Asian: 24%; Multi-racial: 44%; Econ: 24%; LEP: 18%

53% made one-year gains in reading; 46% of the lowest 25% showed learning gains in reading. MHS did not meet the AYP standard for Reading improvement.

Based on the above data, MHS must:

- Continue our school-wide literacy plan for cross-curricular reading support;
- Develop a Master Schedule that ensures that all level 1 and 2 students are enrolled into appropriate courses for reading support;
- Closely monitor and support the Read 180, Fast ForWord, and Intensive Reading classes;
- Ensure that all community members participate in instilling strategic reading habits in all students.

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.

1. Objective:

All students will complete the one-million-word campaign by the end of the school year.

Evaluation/Accountability:

Leadership Team members will conduct "Focused Walks" to determine the implementation of the one-million-word campaign. ELA teachers and the Media Specialists will monitor student achievement via readers' response notebooks or reading logs. Monitoring reviews, results, and "Look For" data will determine progress. Evidence of consistent reading will be required in all classrooms. Administrators of Divisions of Preliminary and Advanced Studies houses will monitor implementation. Quarterly reviews of data by admin teams and faculty will guide program redirection.

Strategies (including timeline)	Lead Person/Team	Resources Needed
All teachers will encourage progress toward the one-million-word Performance Standard in each class via classroom assignments.	Media Specialists; MHS teachers; MHS Literacy Team	Classroom libraries; Media Center resources; Readers Response Notebooks; Reading Logs
Quarterly Reward luncheons will recognize all who achieve and exceed the million word standard. End-of-year award ceremony (MHS) will celebrate "25 Book" and "50 Book" achievers. (May celebration (county-wide) for "Wise Guys"—75 Book achievers.)	Media Specialists; Media staff	Funds for rewards and luncheon supplies; appropriate equipment and facilities for luncheons
Media Specialists will sponsor periodic book talks (<i>Novel Teas</i> , <i>Much Ado About Books</i>) and author events for faculty and students.	Media Specialists	Library funds for more selections (i.e. nonfiction)

<p>2. Objective: The total population of 9th and 10th grade students will show an increase of one year's growth in FCAT Reading Standards 2007-2008.</p>		
<p>Evaluation/Accountability: Teachers and parents will monitor FCAT Explorer use; Intensive Reading teachers will administer formative and summative assessments through Fast ForWord and Read 180; Leadership Team and individual teachers will review Benchmark test results and identify needs; Houses and departments will establish model literacy classrooms; Faculty and Administration will steer literacy development via the district Monitoring guidelines; Departments will participate in collegial conversations re: high quality student work, implementing three designated cross-curricular reading strategies. Site visits will determine our effective implementation. Quarterly reviews of data by admin teams and faculty will guide program redirection.</p>		
Strategies (including timeline)	Lead Person/Team	Resources Needed
All Level 1 and 2 SSR students will be enrolled into Fast ForWord, Read 180 or CARPD monitoring.	APC; Guidance Department Chair; Intensive Reading Teachers	Data; Intensive Reading teachers; classrooms and equipment; district approved materials—Fast ForWord, Read 180, and FCAT materials; Master Schedule course components
Model Literacy classrooms will be developed in all Intensive Reading classrooms per state K-12 Comprehensive Reading Plan; innovative practices shall serve to train all teachers.	Intensive Reading teachers	Intensive Reading classrooms; leveled libraries/materials
All Intensive Reading teachers will administer ongoing assessments to determine student progress and to remediate per the 5 components of reading.	Intensive Reading Teachers; Instructional Coach	Diagnostic and Formative assessments; Fast ForWord and Read 180 software; Common planning time; planning office/ storage space; Permanent Intensive Reading classrooms for each IR teacher; 8 computers in each Read 180 classroom and 30 computers in the lab with the appropriate software; K-12 Comprehensive Reading Plan
All teachers will assign students activities on MHS' READCAT for enhancing FCAT performance.	ELA dept. chair; Instructional Coach	FCAT software; website
AP, AICE, and SpringBoard teachers will target CollegeBoard or Cambridge designated reading	All ELA teachers	SpringBoard DLS and Teacher Versions;

strategies weekly.		AP/AICE Curriculum DLS; Readers Response Notebooks
The school literacy plan, approved by SGT, dictates the instruction and implementation of anticipatory guides, 2-column notetaking, and summarizing into all curricula.	Literacy Team	
All teachers will implement the three basic reading strategies per the school literacy plan to be monitored by House admin.	All classroom teachers	Professional development for teachers re: reading strategies
Compass/Odyssey computer program will be implemented in Course Recovery classes.	Research III teachers	Compass training

**Research-Based Program:
CollegeBoard; AICE; Read 180; Fast ForWord; CRISS; CARPD**

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

All Intensive Reading teachers will be trained by district teams for use of reading programs; all ELA teachers will attend CollegeBoard/Springboard training. All MHS teachers will be provided block session training re: CRISS strategies for all classrooms related to the school-wide plan to implement “anticipatory guides”, Cornell notes and other 2-column notetaking strategies, and Summarizing strategies and Instructional strategies to elevate the rigor of all reading and raise the maturity level of classroom vocabulary.

Budget:

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

		Total:	
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***Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

Goal 1: Academic Performance (Mathematics)

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

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

Needs Assessment:

83% of the student population met high standards in mathematics—an increase of 1% from 2006 results.

60% of the African American population met proficiency target for mathematics, 10th grade.

64% of the African American population met proficiency target for mathematics, 9th grade.

63% of the Lowest 25% made Learning Gains in Mathematics.

54% of LEP population met proficiency target for mathematics.

65% of Economically Disadvantaged population met proficiency target for mathematics.

75% percent of the student population made a year’s worth of progress in mathematics as determined by the 2007 FCAT SSS Mathematics results.

2007 FCAT data suggests that MHS students’ greatest areas of weakness are in the Geometry and Measurement strands.

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.

1. Objective:

All 9th and 10th grade students will show at least one year’s growth over the previous year on the FCAT Mathematics Standards component.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Analysis of benchmarked samples and MHS student work will guide Mathematics teachers’ instructional targets and strategies for improvement.	Instructional Coach Administration Mathematics Teachers	Training for evaluating student work and creating data worksheets
Results of District formative assessments, school-based common assessments, and individual teacher assessments will inform departmental planning for instructional adjustments.	Instructional Coach, Administration, Subject area lead teachers	Collaborative planning time via Early Dismissal time and professional development time
Teachers will employ anticipatory guides, 2-column notes, and summarizing strategies which address the needs of different learning styles.	Instructional Coach Administration Mathematics Teachers	Early Dismissal Collaboration
Teachers will correlate pacing and curriculum within the Springboard Curriculum during PLC’s.	College Board Trainers Mathematics	Training on how to use the curriculum Early Dismissal

	Teachers	Collaboration
Model Mathematics classrooms per subject area will be refined and utilized for faculty training.	Instructional Coach Model classroom Teachers	Mathematics curriculum; CPM manipulatives; math resource materials
All math faculty members will incorporate appropriate technology to develop students' skills.	Faculty and Technology Coordinators	Scientific, graphic calculators; FCAT calculators; FCAT Explorer; FCAT TestMaker; HotMath.com
The number of special diploma students in introductory level core academic classes will be increased to raise the level of academic rigor for those with the intellectual ability.	APC, Guidance and ESE Staff	IEP's
Compass/Odyssey computer program will be implemented in Course Recovery classes.	Research III teachers	Compass training
<p>Evaluation/Accountability: All math teachers will provide samples of student work, lesson plans, rubrics and other artifacts to show evidence of implementing district curriculum.</p> <p>Collaborative sessions during professional development time will focus on analysis of student work and assessments. Teachers will use the data collected to incorporate differentiated instruction to address needs.</p> <p>Diagnostic Benchmark Test results will be used to diagnose mathematics skills in relation to the FCAT.</p> <p>Evaluation of student work samples will provide direction for targeting improvement strategies.</p> <p>Sub groups will meet AYP in mathematics as measured by NCLB.</p> <p>ILT and the mathematics faculty will perform Quarterly reviews to redirect instruction.</p>		
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): MHS will provide training in Differentiated Instruction and Cooperative Strategies through planning period sessions and early dismissal collaboration.</p>		

2. Objective:		
70% of our bottom quartile will make learning gains in Math.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Teachers of Intensive Math 1 and Intensive Math 2 will work in PLC's to develop common assessments.	Lead Intensive math instructors	Common planning time
Results of Common assessments will be reviewed in PLC's to identify missed concepts.	Dept. Chair; lead teachers	
After school remediation, tutoring, and safety net programs will be available to all 9 th and 10 th grade	APC; NHS tutors;	FCAT study materials; funding for safety net

students.	Safety net instructors; Army Corps of Engineers tutors	instructors AIDE Data
<p>Evaluation/Accountability: Sub groups will continue to meet AYP in math as measured by NCLB.</p> <p>Reviews of AIDE data, results from Formative testing, teacher designed common tests and FCAT practice tests will drive instructional strategies.</p> <p>Evidence of student remediation will be accessible through the safety net documents (attendance rosters, teacher generated assignments, assessments, and grade change documents recorded with the APC).</p> <p>Quarterly reviews of data by admin teams and mathematics faculty will guide program redirection.</p> <p>Outcomes of monthly classroom observations per the Results Now Monitoring system will determine instructional needs of faculty.</p>		

<p>Research-Based Program: CPM math text; SpringBoard Math; CRISS</p>
<p>Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands):</p> <p>School-based collegial workshops on Early Dismissal Days to collect data and coordinate instruction. There will be ongoing communication between classroom teachers and Safety Net instructors. Outcomes of Results Now Monitoring system will determine other professional development needs.</p>

Budget:

Issues to Address	Describe Resources	Funding Sources	Total (funds) Available
*Research-Based Program(s)			
*Research-Based Resource(s)			
Technology			
Professional Development			
Other			
		Total:	

***Highly Qualified Certified In-Field Instructors:** List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development

being planned and provided for these professionals.

Goal 1: Academic Performance (Writing)

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

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

Needs Assessment:

91% of MHS students are meeting high standards.

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

MHS students will increase their percentage meeting high standards in writing to 93%.

Strategies (including timeline)	Lead Person/Team	Resources Needed
9 th and 10 th grade ELA teachers will incorporate SpringBoard writing strategies and guidelines into the ELA classrooms weekly.	ELA Dept. Chair; classroom teachers	Professional Development Time; continued SpringBoard trainings
Each teacher will implement writing strategies that support the school's Literacy Initiative. Lesson plans will contain a reading and writing component.	Dept. Chair; Classroom Teachers; Instructional Coach	Professional Development Time; Early Dismissal collaborative lesson plans
The Literacy Team will continue to develop and implement a Literacy Initiative through which all faculty will incorporate reading and writing strategies into lesson designs.	Leadership Team; Literacy Initiative Team	Literacy Initiative; writing strategies instruction; collaborative time

Evaluation/Accountability:

We will see an increase in the number of students meeting high standards in writing by at least 1%. Evaluation is done through students' portfolios and writing journals...samples of student work assessed through collegial collaboration time. All classrooms will display samples of student work that meets the standard. Periodic review of the AICE and CollegeBoard writing standards will occur. Quarterly reviews of data by admin teams and faculty will guide program redirection.

Research-Based Program:

SpringBoard Curriculum; CRISS

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

Planning period sessions and faculty meetings will provide instruction to faculty members relative to AP and FCAT writing standards.

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:	

Goal 1: Academic Performance (Science)

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

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

Needs Assessment:

56% of MHS students achieved proficiency in FCAT Science

1. Objective: Rigorous science curricula will include reading and writing strategies to prepare students for the FCAT.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Science teachers will reinforce reading skills using anticipatory guides, 2-column notes, and summarizing.	Science Department Head; Classroom Teachers Instructional Coach	AIDE Data; Writing standards and scoring rubrics Professional Development Team Summative test results
All faculty members will receive and implement science standard objectives and strategies into assessment and instruction where possible to support science achievement.	Department Head; Classroom Teachers	Early Dismissal Days District Personnel

Evaluation/Accountability:

Evaluation will be based on the review of reading and writing strategies in classroom lessons, assignments and student work. Summative test results (FCAT and end of course tests) are reviewed by science department members and ILT; action plans targeting needs are developed, focus walks, and collaborative departmental sessions will assess progress.

2. Objective: Science faculty and Guidance will encourage all students to pursue higher level science courses to elevate each student's academic skills.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Science teachers will continually develop higher level courses as electives. Students with potential and interests will be encouraged to enroll.	Science Department Head; Classroom Teachers Guidance	AIDE Data; Summative test results
All Science faculty will infuse rigorous activities into all courses to promote critical and analytical thinking skills.	Science Department teachers	Collaborative planning time.

Evaluation/Accountability:

Department members and administrators will monitor rigor of assignments and assessments during Early Dismissal activities.

3. Objective: Science faculty will engage in peer mentoring to elevate instructional practices in all science classrooms.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
PLC's will develop common lessons and assessments per subject area.	Sci. Dept. Chair	
Lesson modeling for peer observations will demonstrate a variety of teaching strategies	All Science faculty	
Peer critiquing of lesson design and instruction during PLC's will inform professional development needs.	All Science faculty; instructional coach	
Evaluation/Accountability: House administrators and PLC participants will monitor for inclusion of effective classroom strategies.		

Research-Based Program:
Professional Development Aligned with this Objective/Learning Communities (Must address planning, delivery, follow up and evaluation strands): MHS Science teachers will collaborate in subject area communities to mentor new and veteran teachers in the 5 E's methodology.

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 instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

Goal 1: Academic Performance (Guidance and Curriculum)

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

- All students will be placed in appropriate classes on the first day of school.
- Master scheduling and course development will reflect students' requests, needs, and requirements.
- Counselors will guide students through academic planning.
- **All** students with AP potential will be guided into AP courses; historically underrepresented students and their parents will be monitored for AP performance and for college planning.
- Keystone teachers, with House Counselors, will guide students through Career planning.
- Career Academy development will allow pursuit of industrial instruction, application and certification.

Needs Assessment:

Master Schedule and course offerings must match student interests, graduation needs, ability levels, and talents. Courses must align with industrial/ business/ and higher education standards.

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.

1. Objective: Master scheduling will be completed during the summer to ensure that all students have appropriate schedules on the first day of school.

Evaluation/Accountability: The Assistant Principal for Curriculum will survey students, parents, department chairs for input into the master schedule and continually monitor and adjust as warranted. SAC and PTSA will be apprised of all scheduling policies and practices. Parents will receive advanced notice of students' schedules and opportunities for revisions will be provided.

Strategies (including timeline)	Lead Person/Team	Resources Needed
Scheduling committee will meet and develop the master schedule.	APC/ Department Chairs/ Guidance	Student course offerings and selection sheets.
Summer reviews of student schedules by parents and students occur before the opening of school.	APC and Guidance	

2. Objective: Career Academy and Keystone classes will offer students opportunities to explore career options based upon their own interests.		
Evaluation/Accountability: Career Academy Coordinator and Administrator will monitor the progress of academy development for implementation in 2008. Guidance and APC will monitor enrollment of all students in Keystone.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
All Keystone teachers will ensure the fidelity of the curriculum via common planning.	Keystone Lead teacher/ APC	Career Choices text Career counselors/ guest speakers FACTS.org
Career Academy, technology, business, and industrial teachers will provide opportunities for hands-on experiences for career exploration.	Department Chairs, faculty, admin; Career Academy coordinator	Local business partners

3. Objective: APC and Counselors will ensure that underrepresented students are fully represented in all courses, particularly AICE, AP and Honors.		
Evaluation/Accountability: Upper and Lower division administrators will monitor the enrollment of students in all academic classes; the APC and Principal will monitor school-wide to ensure parity. Quarterly curriculum reviews by admin will monitor minority achievement.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
PSAT scores, student grades and interests will determine student AP course enrollment	APC	PSAT records
Counselors will conference with each student to ensure that scheduling is appropriate to each child's potential, interests, abilities, and needs.	APC	Student records/ test results per FCAT/ PSAT/ AP/ Benchmarks
House Administrators, counselors and Team teachers will monitor students' progress in AP and Honors courses via common planning meetings.	House Administrators, Counselors and team teachers.	Common planning time

4. Objective: Counselors will actively participate in classroom instructional and exploratory activities to ensure student understanding of academic opportunities.		
Evaluation/Accountability: APC and House administrators will monitor teacher-counselor-student interaction		
Strategies (including timeline)	Lead Person/Team	Resources Needed
Development of collaborative lessons will occur during House and Team common planning	House administrator; counselor; teachers	Common planning time

Research-Based Program: Florida Secondary School Redesign

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

Career Academy staff will visit other academies to learn the planning and implementation strategies necessary for full compliance in 2008.

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 instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are **NOT** highly qualified. Describe the support and professional development being planned and provided for these professionals.

***Parental Involvement**

Needs Assessment:

MHS has the number one PTSA in the state of Florida; the largest PTSA in Duval County. Parents are involved in SAC, PTSA, Athletic and Arts Booster groups.

1. Objective: Parents and Community members will actively participate in the decision-making process at MHS.

Strategies (including timeline)	Lead Person/Team	Resources Needed
PTSA Board will include faculty and administrative personnel in order to continuously update and receive input regarding current issues and policy changes and implementation.	MHS administrators; faculty representatives	PTSA monthly meetings
SAC will include faculty and administrative members	MHS administrators;	SAC monthly meetings

in order to continuously update and receive input regarding current issues and policy changes and implementation.	faculty representatives	
SAC will offer input and evaluation of the School Improvement Plan and monitor its implementation.	SAC chair	SAC monthly meetings/ monthly SIP report
A community liaison board will represent the school to local community organizations and newsletters in order to update and receive input regarding current issues and policy changes and implementation.	MHS Community Liaison Board (Instructional Coach, PDF, Admin. rep)	Meeting time with Mandarin Rotary; Jax Chamber of Commerce; Career Academy business partners
Evaluation/Accountability: MHS Administration will attend, monitor, and provide feedback to parent groups per their input and suggestions. SAC monthly SIP report will allow for parental feedback and updating.		
2. Objective: Administration, Faculty and staff will communicate with parents and community members through various media to continually update and inform of policies and procedures.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
PTSA Board will include faculty and administrative personnel in order to continuously update and receive input regarding current issues and policy changes and implementation.	MHS administrators; faculty representatives	PTSA monthly meetings
SAC will include faculty and administrative members in order to continuously update and receive input regarding current issues and policy changes and implementation.	MHS administrators; faculty representatives	SAC monthly meetings
Community Liaison Board will attend various school and community meetings to personally inform their members of policies and practices at MHS.	Administration; Community Liaison Board members	Monthly community and school parent group meeting schedules
Continued development of school-based media will ensure parental and community communication.	STC's; Journalism class; Student activities coordinator; Media specialists; TV Production staff	School newsletter; website; classconnections website; School newspaper; tv classes

Researched-Based Program
Professional Development Aligned with this Objective

Budget:

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

***Return On Investment (ROI)**

Note: If you **previously** had "Return on Investment" listed under "Additional Goals", **please copy-and-paste** the information into the newly-required ROI goal fields (listed under "Goals") **before deleting the old ROI goal** (listed under "Additional Goals").

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

ADDITIONAL GOALS – Not required by DOE

School Safety and Discipline

Needs Assessment:		
<ul style="list-style-type: none"> • All teachers and students will be educated and practiced in safety procedures during the school year. • Administrators and counselors in small learning communities will spend time counseling students and parents regarding appropriate behaviors. • According to the school’s Discipline data, the focus of student behavioral improvement will be on reducing the number of classroom tardies. 		
1. Objective:		
All students will be in class and prepared to begin learning at the sounding of the tardy bell.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
All staff will monitor movement in the hallways between classes to determine traffic patterns, the need for alternative routes to encourage punctuality.	Faculty; Foundations Team	
Foundations team will evaluate discipline data to determine success of school’s tardy policy.	Foundations Team	
Warning bells will be reinstated during the lunch blocks to improve tardiness from the cafeteria.	Admin	
Evaluation/Accountability: The faculty will report to the administration via Department Chair, House and full faculty meetings.		
Research-Based Program		
Foundations/CHAMPS		
Professional Development Aligned with this Objective		
CHAMPS training via block sessions by Administrative staff		

2. Objective: A variety of school-wide measures will ensure a safe secure physical environment.		
Strategies (including timeline)	Lead Person/Team	Resources Needed
All admin offices are manned at all times.	House administrators	
Additional SRO's and security personnel will be employed as needed.	Principal	
All personnel and students on campus will wear ID's.	Principal	
All book bags must be clear/mesh.	Student activities director	
Research-Based Program		
Professional Development Aligned with this Objective		

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

*List the names of the SAC members and the groups they represent.

Brown, Tina Parent
 Brown, Terri Parent
 Cohen, Amy Parent
 Countryman, Zelbra Community

Darby, Terry Administrator

Douglas, Debbie Parent
 Fleet, Janis Community

Gallina, Lynn Parent

Glassman, Jan Parent
 Goodin, Nancy MHS Staff
 Griffith, Linda Faculty
 Graessle, Bill Parent
 Hall, Brenda Community
 Holmberg, Helen Community
 Howalt, Gail Parent

Johnson, Sandra Parent
 King, Mae Community
 Lee, Janice Faculty
 Levine, Susan Parent
 Lewis, Marla Parent

Maiman, Lynn Parent
 Meek, John Faculty
 Mizrahi, Jack Community
 Moore, Lisa Faculty

Numbers, Paul Parent
 Perrone, Michael Parent
 Plotkin, Cheryl Parent
 Prescott, Jim Parent
 Price, Denise Parent
 Price, Rhonda Parent
 Rathman, Bruce Faculty
 Rhodes, Melissa Administrator
 Richter, Robert Parent

Roberts, Glinda Parent

Rosen, Valeri Parent
 Shay, Erica Administrator
 Simmons, Timothy Administrator
 Sisler, Dr. Crystal Principal
 Sobol, Jason Administrator
 Spooner, Ruth Anne MHS Staff
 Wylie, Dennis Parent

Sharpe, Donald Student
 Teague, Erin Student

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.

Ongoing reviews of the SIP will occur in ILT and admin meetings. SAC will have monthly ongoing review discussions about strategies and effective implementation of the SIP to be posted in the minutes from each meeting on the share folder. The administrative team will conduct quarterly reviews of data to determine student performance and teacher effectiveness.

The administrative team will utilize the district **Results Now** monitoring system for instructional quality.

The state will provide an annual school report card providing end-of-year data regarding school progress. SAC and school personnel provide the plan for assigning School Recognition Awards funds for all faculty and staff.