

2009 – 2010 SCHOOL IMPROVEMENT PLAN

School Name: Douglas Anderson School of the Arts
District Name: Duval
Principal: Jackie Cornelius
SAC Chair: Debra Knauer
Superintendent: Ed Pratt-Dannals
Date of School Board Approval:

VISION and MISSION STATEMENTS

Vision/Mission:

Douglas Anderson School of the Arts will be the leading public arts high school in the nation.

Beliefs:

1. We believe that the arts define us.
2. We believe that the arts enrich all human endeavors by bridging differences among people and teaching creative and critical thinking skills.
3. We believe that the integration of arts and academics offers students great opportunity to succeed in post-secondary education.
4. We believe that creative freedom and rigorous discipline are fundamental to student success.
5. We believe that an environment that promotes student learning and encourages the creative process is physically, intellectually and emotionally safe.
6. We believe that good teaching practice recognizes and addresses the various ways by which students learn.
7. We believe that leadership, citizenship and ethics are a part of every student's learning experience.
8. We believe that student progress should be monitored to ensure students' personal and educational success.
9. We believe that periodic evaluation of our programs and policies insures that we meet the needs of our diverse student population.
10. We believe that cooperation and collaboration among students, parents, faculty, staff, and community are vital to the success of our school.
11. We believe that the audition process is fundamental to our success.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Douglas Anderson (DA), a public arts high school located near downtown Jacksonville, FL, first opened its doors in 1985 to 720 students. DA is now home to 1136 students who are passionate about both artistic and academic study. Today, the school serves a diverse student population from all over Duval County and, by special arrangement, nearly 100 from surrounding counties. The facility has undergone two major construction projects, moving the school from a two-story single structure built in 1924 to a state-of-the-art facility. Our students include both the academically successful and the struggling and underachieving, who are admitted after an audition for arts placement. Thirty-seven busses transport students to DA where they take eight courses a year in 90 minute sessions on an alternating A/B schedule. In addition to meeting all of the state requirements for graduation, our students take a minimum of three classes in an arts discipline per year. Additionally, they participate in a heavy performance schedule, including collaborative programs like the annual *Coffeehouse* and the community event, *Extravaganza*, held at our downtown performance center.

In the last five years, the school has: been named by *Newsweek* four times as being among the nation's best academic high schools (top 4%); been ranked 14th in Florida's top 50 high performing high schools for academics; graded "A" for the past eight years by the Florida State Department of Education; consistently had students recognized by the College Board as National Merit and National Achievement award winners; ranked 1 of 25 in Florida for delivering an academically rigorous and relevant curriculum; each year had students earn achievement in writing awards from NCTE; had 69 students place in the top 10% of the National Foundation for the Advancement of the Arts competition; administered more than 1200 AP exams in 2008 (up from 726 the year before); consistently had national finalists in the NAACP's ACT-SO competition; been named as a Grammy Gold Signature School; been invited to Lincoln Center and won the Essentially Duke Ellington Jazz competition; had American History Fair State finalists; sponsored state-wide writing conferences, featuring Pulitzer Prize winning authors; had instructors (including 6 with PhD's and 11 with National Board recognition) who have been awarded Surdna and Fullbright scholarships to continue their study internationally.

DA's classrooms extend beyond the four walls – across the city in art, theatre, dance, and film workshops, and across the world in a cultural exchange of performances. Our teachers reflect a vision of excellence that students respond to enthusiastically. Our strengths are numerous, and our needs are continuously addressed through greater parental involvement, stronger community and corporate support and a dedicated faculty and staff who extend their time, energy and effort to assist students in their total development and focus. DA is committed to meeting its goals of providing every student with the knowledge and skills to be successful and thoughtful contributing citizens in our changing world.

Unique School Strengths for Next Year

We are implementing a response to intervention program for ninth grade students who scored a level 1 or 2 on the FCAT Reading Test in 2009. This course will teach students the basic skills needed to be successful in high school and on standardized tests. We have also implemented a lunch and learn program for our at-risk students who are currently on academic probation, as defined by a GPA of less than a 2.0. This program will be used to help increase students' GPA to greater than a 2.0 resulting in them remaining off probation for the next quarter.

Over the past year we have had an increase in the number of teachers with advanced degrees. Our teachers and school leaders serve as role models to other teachers and administrators. Many of our National Board Certified teachers mentor other teachers in the district, helping them achieve their National Board certification. Many have participated in writing the district curriculum and have provided in-service on implementing the

standards and fostering creativity in students.

Faculty and administrators share how teachers at DA implement successful art programs and especially how to tailor these programs to meet the needs of their students. Our dance, film, theatre, and creative writing students plan workshops and visit local elementary and middle schools to work with young, aspiring art students. Our Issues Based Theatre class writes and performs skits based on current social issues facing young people, such as drug and alcohol abuse. Students then travel to detention centers and local elementary and middle schools to perform their program and conduct discussions on these social problems. Our film students accompany the class and record the performances to share with the community.

Our teachers, students, and administrators are involved at the national and state levels. For example, our creative writing students host a bi-annual state-wide writing festival, where professional writers conduct workshops for aspiring writers. One of our theatre teachers serves as the State Director for the High School Thespian Conference. He in collaboration with 20 DA students, run the entire event which involves over 7,000 students. Together, they oversee every detail, from setting up convention rooms to recruiting workshop presenters and working with theatre professionals. In addition, our school leaders regularly present workshops on successful arts collaboration programs. These conferences offer hands-on, real-life adventures in goal setting, organizational tasking and time-sensitive problem solving in a high pressure environment. Two of our administrators are enrolled in the Assistant Principal Academy, and one administrator is in a doctorate program.

Unique School Weaknesses for Next Year

No standards coach

Lack of classroom space, lab space, planning space

Lack of qualified Science teachers in the District

Increased acceptance of homeschooled and private school students where testing data is not available to use for placement.

Budget cuts

Increase in enrollment with lack of space

Did not meet AYP

FCAT scores dropped in both reading and math

Student Demographics

Enrollment: 1212 students

67.6% White

21% African American

3.4% Asian

6.3% Hispanic

0.5% Native American

1.2% Other

We have a diverse population due to the fact that our students seek out our program from surrounding districts and neighborhoods.

Student Attendance Rates

Our student population fluctuates from year to year depending on the number of students who audition and are accepted into our programs.

In 2006-2007, we saw a decrease of 1.5% in our student population. In 2007-2008, we saw an increase of 10% in our student population, and in 2008-2009, we saw an increase of 5.3% in our student population. We currently have 1211 students, which is the largest enrollment Douglas Anderson has ever seen.

<p>Student Mobility Our student mobility rate is 2%. Mobility comes predominately because students have difficulty in handling both a rigorous academic program and an intensive art program.</p>
<p>Student Suspension Rates 2008-2009: In-school 17% Out of school 6% 2007-2008: In-school 8% Out of school 5.3% 2006-2007: In-school 5.8% Out of school 6.3%</p>
<p>Student Retention Rates The retention rate for 2008-2009 school year was 3.3% or 37 students.</p>
<p>Class Size A point has been made to reduce class sizes in all subject areas and across grade levels. The average class size is 23.83. This is below the state mandate of a class average of 25 students.</p>
<p>Academic Performance of Feeder Pattern There are no feeder schools for Douglas Anderson since we are a magnet school that serves a special purpose.</p>
<p>Partnerships and Grants</p> <p>Grants: Two Florida Learn and Serve grants. Earth Day Grant Donors Choose Grant Target Field Trip Grant Humanities Grant Jacksonville Community Foundation, Tom Nehl fund</p> <p>Partnerships: The Children's Home Society Hubbard House Division of Cultural Affairs Jacksonville Library Cummer Museum of Art and Gardens Jacksonville Symphony Beaches Fine Arts, JMTA (Jax Music Teachers Ass) Federated Music Clubs 'Arts and Medicine' at Shands</p>

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.

[School Grades Trend Data](#)

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

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

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	Jackie Cornelius	Ms. Cornelius received her B.A. from the University of Florida and her M.Ed. in Educational Leadership from the University of North Florida.	13 Years		<p>2007-2008: Grade A Reading mastery 76%, Math mastery 90%, Writing mastery 86%, Science mastery 63%. AYP was achieved.</p> <p>2008-2009: Grade B Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading.</p> <p>Under Mrs. Cornelius's leadership, DA has been recognized as a National Blue Ribbon School of Excellence, a National Model School, a Florida A+ school for 8 years, and a National Leader School by the US Department of Education as well as being listed by the Newsweek magazine as one of the Best Academic High Schools in the country. Knowing that we come to know and experience our own humanity through art, she has tirelessly initiated and supported numerous arts education projects nationally and locally benefiting the students, school, its faculty and staff. She has served as President of Theatre Jacksonville, Uptown Civilians, First Coast Business and Professional Women's Club, and as a Past Director of the BPW Florida Education Foundation. She is a Leadership Jacksonville Alumni, '92. She has served as President of the International Network of Performing and Visual Arts Schools, has served on the</p>

					<p>Jacksonville Women's Network board and the Mayor's Commission on the Status of Women board. She also has in the past served on the Gateway Girl Scout Council, the Mayor's Insight Committee, the Jacksonville Symphony Education committee, and the Youth Leadership Jacksonville Board of Directors. Awards include: the Eve Award, Florida Times Union, 2002; Florida 2000 Leadership Award/Arts for a Complete Education/ Florida Alliance for Arts Education; National Service Learning Award / US Department of Education, April 2001; Outstanding Arts Educator Award/ Jacksonville Arts Assembly, 1996; Woman of Distinction Award/ Gateway Girl Scout Council, 1995; Woman of the Year/ River City BPW, 1996; Excellence Award for Most Outstanding Drug Education Program /Florida Commissioner of Education, 1988, State Outstanding Leadership Award, University of Florida; Florida Outstanding Administrator Award, Florida Thespians; Outstanding Administrator/Principal, Florida Thespians; Outstanding Leader, Florida Visual Arts.</p>
Assistant Principal	Lianna Knight	She earned a B.A. in Dance from Sam Houston State University and a Master's degree in Educational Leadership from Stephen F. Austin State University.	4 years	4 years	<p>2007-2008: Grade A Reading mastery 76%, Math mastery 90%, Writing mastery 86%, Science mastery 63%. AYP was achieved. 2008-2009: Grade B Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading.</p>
	Sabrina Hamilton	Ms. Hamilton earned a B.A. in Exceptional Education and a	1 year	6 years	Under Ms. Hamilton's leadership at a Ribault High school, the lowest 25% (predominantly ESE)

		M.Ed. Degree in Education Leadership from the University of North Florida			demonstrated 41% learning gains in reading and 60% learning gains in math
	Melanie Hammer	Ms. Hammer earned a B.S. in Mathematics Education from the University of Georgia, and a Master's degree in Educational Leadership from the University of North Florida	5 years	1 year	2007-2008: Grade A Reading mastery 76%, Math mastery 90%, Writing mastery 86%, Science mastery 63%. AYP was achieved. 2008-2009: Grade B Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading.
	Lashantah Holliday	Ms. Holliday earned a B.S. degree from the University of Central Florida in Psychology and Molecular/Microbiology, and post-baccalaureate studies in Biological Systems Management at the University of Florida.	2 years	2 years	2008-2009: Grade B Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading.

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)

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. Publish in national journals	Art Directors	Ongoing	
2. Email Universities	Art Directors, Counselors, Administrators	Ongoing	
3. Job Fairs	Administrators	Ongoing	
4. Professional Development	Administrators, and professional development committee	Ongoing	
5. Mentors	ALL CET trained teachers and PDF	Ongoing	

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
Leslie Harris	English	English and Intensive Reading	Reading / ESOL
Lynn Burton	Biology	Chemistry	Chemistry
Debbie Rouse	English	English and Intensive Reading	Reading
Tamara Tuschhoff	Math	Math	ESOL
Amy Canning	English	English	ESOL
John Roberts	Physical Education	HOPE	Health

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
96	1.2%	32.1%	27.2%	39.5%	43.2%		3.7%	13.6%	34.6%

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
Chris Allen-Black	Tammy Tuschhoff	Same subject area	As determined by action plan
Alison Lepage	Laura Solomon	Proximity	As determined by action plan
Denise Harbin	Natalie Aviles	Common Planning	As determined by action plan
Jackie Jones	Brianna Dykes	Same subject area	As determined by action plan
Ali Swartz	Peter MacDonald	common planning	As determined by action plan
Lorry Romano	Freedom Rider	Same subject area	As determined by action plan

ADDITIONAL REQUIREMENTS

Strategic Plan Goal 6.A1. 6.B1

Coordination and Integration (for Title I schools only)

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs

Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

Response to Instruction/Intervention (Rti)

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

School-based Rti Team
<i>Identify the school-based Rti Leadership Team.</i> Principal, Assistant Principals, Guidance Counselors, Intensive Reading Teachers, Study Skill Teacher, and the School Psychologist.
<i>Describe how the school-based Rti Leadership Team functions (e.g. meeting processes and roles/functions).</i> Our RTI Leadership Team meets weekly to discuss strategies, problem solve, and work to improve grades for all of our students.
<i>Describe the role of the school-based Rti Leadership Team in the development and implementation of the school improvement plan.</i> The school based Leadership Team met with the faculty during PLC meetings and professional development committee to develop the SIP. The team analyzes the data to identify students who are in need of RTI. Then the team helps to set clear expectations for instruction and helps teachers facilitate the RTI program in place at Douglas Anderson.

Rti Implementation
<i>Describe the data management system used to summarize tiered data.</i> Baseline Data: Students who are on probation, identified by a GPA of less than a 2.0 or 2 or more F's on the previous report card, and FCAT scores. Progress Monitoring: Daily attendance monitoring, progress reports will be analyzed, observations, and Benchmark assessments. End of Year: Check if the students remain off of probation, grades, and FCAT.
<i>Describe the plan to train staff on Rti.</i> Professional development will be provided during pre-planning, faculty meetings, and PLC meetings. The Leadership Team will also evaluate additional professional development needs during the school year.

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
<i>What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?</i>
Strengths: Writing mastery increased by 1%, Science mastery increased by 4%. The strands that showed an increase in performance were: main idea, compare and contrast, measurement, geometry, data analysis, algebraic thinking. Weaknesses: 42% of our lowest quartile made learning gains in reading, Reading mastery decreased by 5%, and Math mastery decreased by 2%. The three strands that showed a decrease in performance were: reference and research, words and phrases, and number sense.
Instructional Calendar Development
<i>What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?</i>
Academic Looking Glass and District learning schedules.
<i>Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?</i>
Math – Number Sense Reading – Reference and Research Science – Scientific processes
<i>What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?</i>
Lesson planning is driven by student performance on formative assessments as well as the master schedule. Balance between the master schedule and the needs of the students.
<i>How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</i>
As a pre-professional arts school we offer required courses in the arts that provide real world training for professional work. Examples, Music composition classes, sound tech, cinematic arts students produce public service announcements. Journalism, magazine production, drafting, graphic design. SpringBoard for authentic assignments, lab work
<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>
Students are able to select their major so it is personally meaningful to them. The arts departments have separate tracks that students are counseled in and are able to select an emphasis intertwined with their required academic class. Students get individual consultation to help them select the courses that meet their needs and wants. Each art department offers guidance and encouragement in selecting, applying for, building portfolio or audition materials for post secondary education.
DO
Direct the Instructional Focus
<i>How are lesson plans and instructional delivery aligned across grade levels and subject areas?</i>
PLC groups meet biweekly to discuss vertical and horizontal alignment, county provided learning schedule.
<i>How are instructional focus lessons developed and delivered?</i>
Introduce a FCAT strategy and model a best practice for teachers to take away and implement during the following month. Study Skills class.
<i>How will instructional focus lessons be revised and monitored?</i>
Survey of teachers who used the strategy. 5 x 5 schedule

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>
Benchmark PSAT Subject tests and quizzes Juries – Each art department evaluates students in a jury setting at the end of each year to determine if adequate progress is being made towards mastery of the art. Quarter assessments SRI – Read 180
<i>How are assessments used to identify students reaching mastery and those not reaching mastery?</i>
FCAT scores are used to determine placement for next year’s academic courses. Additional instruction and practice is provided for students based on assessment results within the classroom. RTI Grade Recovery After or before school tutoring Compass Odyssey
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>
Teachers meet in PLCs by subject area and grade level to discuss and create common formative assessments and develop supplemental lessons which are used to reinforce skills.
<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>
Teachers meet bi-weekly and the faculty meets once a month to revise the focus calendar as needed based on formative assessments and observations.
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>
To ensure <i>improving student achievement</i> drives everything at Douglas Anderson (DA), the leadership team led by a dynamic, passionate principal centers its policies, programs, relationships, and resources on documented student progress and indicators of success by on-going formatives; student centered learning strategies, and art and academic portfolios. Our programs stress small learning communities, integration of the arts, the intensive study of the arts, and grade recovery. Upon visiting DA, one quickly realizes that providing all students with a supportive and intellectually challenging environment is a key component of the school’s vision and mission. High expectations are the norm.
The principal and her team build strong community relationships which have resulted in 1) the donation of \$200,000 for the purchase of essential equipment and much needed resources, 2) the underwriting of student summer art scholarships to various art universities such as Juilliard, Oberlin Conservatory, and the Maryland Arts Summer Institute, and 3) the funding of professional artist master classes. These are a few examples of how our leadership team successfully secures resources for improved student achievement.
The principal’s leadership is supported by the critical leadership roles performed by the administrative team,

eight arts directors, the Professional Development Committee (PDC), the Steering Committee (staff representatives), the School Advisory Committee (SAC), the Parent Teacher Student Association, and the School Advisory Board (community leaders). All stakeholders have a voice in decision making. Because of their involvement at a recent School Board meeting, a waiver for DA was approved. This waiver will allow DA to remain on an eight credit per year block schedule while the remaining traditional high schools in the district will operate on a seven credit per year block schedule.

The PDC and administrative team analyze and set priorities based on data derived from the School Climate surveys, tests and performance results, research, and needs assessment surveys. The PDC in collaboration with the Steering Committee drafts the School Improvement Plan (SIP), which serves as a blueprint for implementing strategies to improve student achievement in all subgroups, identified by NCLB. The SIP ensures that the allocation of resources directly focus on the improvement of student achievement. The SAC reviews, makes recommendations, and approves the SIP for the year. Finally, the Steering Committee and leadership teams begin their plan of action and proceed to implement the SIP.

ACT
Supplemental and Intensive Instruction/Interventions
<i>Identify the core, supplemental, and intensive instruction and interventions.</i>
SpringBoard, Study Skills Class, upper level arts classes, reading and math skills taught across the curriculum, Read 180, Great Books, Compass Odyssey, FCAT Explorer, Gizmos, Intensive Readings, before and after school tutorials.
<i>How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?</i>
Read 180 – prescriptive as the student progresses, best practice that are introduced in faculty meetings are used and in PLCs, professional development, RTI
<i>How does the school identify staff's professional development needs to improve their instructional strategies?</i>
SAI Survey, IPDP, PLC groups identify needs, action plans for beginning teachers, observations
<i>Which students will be targeted for supplemental and intensive instruction/interventions?</i>
Level 1 and 2, students on academic probation, formative assessments, teacher observation formal and informal.
<i>How will the effectiveness of the interventions be measured throughout the year?</i>
Assessments are ongoing through PLC meetings, grade analysis, attendance analysis, Benchmark scores, FCAT scores
Enrichment
<i>Describe alternative instructional delivery methods to support acceleration and enrichment activities.</i>
Performance based instruction Advanced Placement courses Build portfolio over the years, with a sequential curriculum Technology Inquiry method Great Books
<i>Describe how students are identified for enrichment strategies.</i>
FCAT Results, progress in specific courses, and teacher recommendations. Juries, parent conferences, auditions, class critiques.

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)
Visual Arts	Khanh Tran	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks. Discuss recruitment strategies. Develop portfolio requirements and college admissions.
Theatre	Lee Beger	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks. Discuss recruitment strategies. Develop portfolio requirements and college admissions.
Instrumental Music/ Piano/ Guitar	Ace Martin	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify

				instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks. Discuss recruitment strategies. Develop portfolio requirements and college admissions.
Dance	Phyllis Penney	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks. Discuss recruitment strategies. Develop portfolio requirements and college admissions.
Cinematic Arts	Nick Serenati	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks. Discuss recruitment strategies. Develop portfolio requirements and college admissions.
Vocal	Jeff Clayton	Bi-weekly	Early Release Wednesdays	Create Common assessments.

				Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks. Discuss recruitment strategies. Develop portfolio requirements and college admissions.
Math	La Trecia Carson	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks.
Creative Writing	Jackie Jones	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks. Discuss recruitment strategies. Develop portfolio requirements and college admissions.
World Languages	Myra Johnson	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments.

				Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks.
Science	Sarah Thurlow	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks.
Social Studies	Michelle Ivy	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks.
Physical Education	John Roberts	Bi-weekly	Early Release Wednesdays	Create Common assessments. Analyze data from common assessments. Identify instructional strategies that are effective in the classroom. Create enrichment activities, tutorials, and benchmarks.
Guidance	Kathy Mortensen	Bi-weekly	Early Release Wednesdays	Graduation requirements, college applications and testing.

NCLB Public School Choice (for Title I schools only)

Notification of (School in Need of Improvement) SINI Status
 Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification
 Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification
 Attach a copy of the SES Notification to Parents

Pre-School Transition

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

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](#)

Douglas Anderson is greater than the District and State averages on all of the areas indicated on the High School Feedback Report. We will encourage more students to take the SAT and ACT. Guidance counselors will continue to speak with students regarding their post secondary plans. This will include, sharing information and requirements to be eligible for Bright Futures and top colleges, universities, and art conservatories.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

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

Needs Assessment: **Increase gains for the students in the bottom quartile to at least 50%.**

Increase overall reading proficiency to 74%

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? **Decreased** What is the percent change? **5%**

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

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

African American

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? **42%**

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains? **57%**

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
Of students who completed the 2009 FCAT reading test,	Students who complete the 2010 FCAT reading test	1. Reading will be implemented in all classes	1. Administration	1. Review data from previous year and assess if gains are	1. FCAT Data from previous years

71% demonstrated proficiency	will demonstrate at least 74% proficiency.	2.English teachers will utilize FCAT strategies (i.e. Reference and Research) in conjunction with classroom material	2.Department Chairs	2. Common assessments will be used and outcomes will be recorded. Teachers will re-teach strategies if necessary, based student need.	2.Current data and assessments (from county or from curriculum) to measure student learning gains
		3.New vocabulary program implemented-teachers will teach word stems to enhance student reading	3.Professional Learning Communities	3. Administrators will review assessment data to measure learning gains.	3.Other teachers' data in order to develop as a department
Of our bottom quartile, 42% made learning gains.	Of our bottom quartile, at least 50% will make learning gains.	1.Lunch and Learn-students on academic probation attend a lunchtime study hall	1.Reading Teacher	1.Measure of correlation between attendance of Lunch and Learn and learning gains	1. attendance sheet for Lunch and Learn; attending students' previous and current grades
		2.Administrative and departmental support for Read 180 and Intensive Reading	2.Reading teacher and Intensive Reading teacher	2.Student reading level increases	2. Reading skill testing program
		3. Students will be given opportunities to be reassessed if they do not initially meet a particular standard. This will result in learning gains if a student needs more time or opportunities to develop skills	3.English department	3.Improvement or growth on Reassessments	3.Improvement Plans
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

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/	Person Responsible for Monitoring

				Monitoring	

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Strategic Plan Goal 6.A1-6.B1

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
	Subscription to Scholastic Grolier Online		
	Additional books for the Read 180 Independent Reading Library		
	Materials to supplement SpringBoard for low level students		
	100 Copies of Hamlet		
	Grade set of Till We Have Faces by C.S Lewis		
Additional resources to help low level students	FCAT Workbooks		
			Total:
<i>Technology</i>			
Objective	Description of Resources	Funding Source	Available Amount
	Document Camera		
	Promethean Boards – interactive white boards		
			Total:
<i>Professional Development</i>			
Objective	Description of Resources	Funding Source	Available Amount
Learn effective strategies for AP classes	Attend AP Workshops		
			Total:
<i>Other</i>			
Objective	Description of Resources	Funding Source	Available Amount
Learn how to effectively	Attend differentiated		

use differentiated instruction, especially with ESE students	instruction workshop		
			Total:

End of Reading Goal

Mathematics Goal

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? **No**

What is the percent change? **2% decrease**

What clusters/strands, by grade level, showed decrease in proficiency? **Number Sense**

Did all student subgroups meet AYP targets? **Yes**

If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? **Yes**

What is the percent of the lowest 25% of students making learning gains? **70%**

Did 50% or more of the total number tested make learning gains? **Yes**

What is the percent of students making learning gains? **79%**

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
Of our bottom quartile 70% made learning gains.	Of our bottom quartile at least 73% will make learning gains.	1. Maintain Standards-Based model mathematics classrooms in CPM Algebra I/Geometry/Algebra II, Advanced Topics, and Pre-Calculus	1.Math Faculty	1.Evaluation of FCAT Explorer Analysis of midyear Benchmark	1.2010 FCAT
		2. Teachers will align assessments in all math classes with FCAT testing criteria and format.	2.	2.	2.
		3. Implement FCAT preparation in all 9th and 10th grade math classrooms to include regular FCAT practice. It is expected that all 9th and 10th grade students will have the opportunity to take and review the practice FCAT test provided by the state prior to FCAT Testing.	3.	3.	3.
		4. Emphasize Number Sense strand in all 9th and 10th grade math classrooms in preparation for the FCAT.			
		5. Remediate all students who have not passed the FCAT SSS Mathematics.			
		6. Implement and use FCAT Explorer class reports in all 9th and 10th grade math classes to determine student needs at the classroom level.			

		7. Incorporate SpringBoard in Algebra I, Geometry, Algebra II, and Pre-Calculus			
Of students who completed the 2009 FCAT Math Test, 88% demonstrated proficiency.	Students who complete the 2010 FCAT Math Test will demonstrate at least 89% proficiency. Students making Learning Gains from 79% to 81%				
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
Advanced Placement	Increase overall AP Math (Calc/Stat) pass rate to 25%	1. Utilize SpringBoard in all classes	Math Faculty AP Council	AP Teacher Classroom Assessments	2010 AP scores
		2. Vertical Teaming in PLC	2.	2.	2.
		3. AP Teachers will attend AP Summer Institutes	3.	3.	3.
		4. AP Teachers use released material from College Board			
		5. Dept. will work with schools AP Council			
			2.	2.	2.
		3.	3.	3.	3.

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

Strategic Plan Goal 6.A1-6.B1

<i>Budget</i>
Evidence-based Program(s)/Materials(s)

Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Access to gizmo program	Renewal of subscription		
Use new interactive technology to help teach Mathematics	Promethean Boards – interactive white boards		
Prepare students for the FCAT	Class sets of FCAT Calculators		
Use technology to create assessments and class activities	Adobe Acrobat software		
Use technology to create assessments and class activities	Math Type Software		
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
Learn how to use the graphing calculators in the classroom	Graphing calculator workshop		
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Mathematics Goal

Science Goal

Strategic Plan Goal 1.A1-1.A4

Needs Assessment: **All 11th grade students score a 3 or higher on the FCAT Science**

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained? **Increased from 63% to 67% earning a 3 or higher**

What clusters/strands showed decrease in proficiency? **Not sure. We can't seem to get a hold of strand data for the FCAT Science.**

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
Of students who completed the 2009 FCAT Science Test, 67% demonstrated proficiency.	Students who complete the 2010 FCAT Science Test will demonstrate at least 70% proficiency.	1. work with students during scheduled homeroom time	1. science teachers	1. benchmark tests	1. FCAT science
		2. Gizmos online tutorial	2. 11 th grade science teachers	2. pre and post tests during homeroom time	
As a result of the 2009 Benchmark Test it was identified that the Scientific Thinking strand needed improvement.	To increase scores on the Scientific Thinking strand by 5% between first and second administration of benchmark exam	1. work with students during scheduled homeroom time	1. science teachers	1. benchmark tests	1. FCAT science
		2. Gizmos online tutorial	2. 11 th grade science teachers	2. pre and post tests during homeroom time	2.
		3.	3.	3.	3.
As a result of the 2009 Benchmark Test it was identified that the Life/Environmental strand needed improvement.	To increase scores on the Life/Environment strand by 5% between first and second administration of benchmark exam	1. work with students during scheduled homeroom time	1. science teachers	1. benchmark tests	1. FCAT science
		2. Gizmos online tutorial	2. 11 th grade science teachers	2. pre and post tests during homeroom time	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

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

Strategic Plan Goal 6.A1-6.B1

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
Remediation	Biology Workbooks		
Help level 1 and 2 readers	Audio CD of the textbook		
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
Access to gizmo program	Renewal of subscription		
Remediation for students below level	Prentice Hall online assessment program		
Use new interactive technology to help teach Biology as well as give immediate feedback to students and teachers	Promethean Board – interactive white board with clickers		
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
Receive training on the newest labs and ideas to use in the classroom.	Attend Biology National Meetings		
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
Time for planning	Early release/homeroom meetings		
			Total:

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? **Increased** What is the percent change? **1%**

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
On the 2009 FCAT test, 87% of students met the state standard in FCAT writing.	On the 2010 FCAT test, 88% of students will meet the standards on the FCAT Writing test.	1. Teachers will use FCAT style prompts in class to aid in test preparation	1.All English teachers	1.Data maintained through student portfolios	1.FCAT prompts, FCAT rubrics
		2.Other courses will offer FCAT style writing opportunities	2.All non-ELA faculty	2. Non-ELA faculty will report which writing prompts were used in the classroom quarterly	2.Administrative data
		3.Students will write daily in class utilizing different formats; freewrites. Poetry, notebook entries, vocabulary assignments and essays.	3.All English teachers	3.Student portfolios	3.Studnet portfolios
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

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

Strategic Plan Goal 6.A1-6.B1

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

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? **Maintained**

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
Increase parent attendance at class meetings and AP meetings	Increase parent attendance to 75%	1. Publish meetings in Newsletters and website	1. Activities Director	1. Sign in sheets for parents in attendance	1. The number of parents at each meeting
		2. Hosting parent informational nights	2. Website Manager	2.	2.
		3. Send information home with students	3.	3.	3.
Increase the number of parents with access to OnCourse	Increase parent access to OnCourse to 100%	1. Provide login information at Open House	1. Curriculum	1. Reports generated in OnCourse	1. The number of parents who have logged into OnCourse
		2. Publish information about OnCourse in the Newsletter	2. Activities	2.	2.
		3. Provide links to OnCourse through our website	3. Website Manager	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

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

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

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
The total number of student tardies for the 08-09 school year was 288.	There will be a 25% drop in the number of total tardies during the 09-10 school year.	1. Reduce the number of warnings for the tardy policy.	1. Faculty	1. Teachers will report having to send fewer students to retrieve tardy passes	1. Compare school data: There will be a reduction in the total number of tardies than last year.
		2. Students with excessive tardies will be put on performance probation/contract.	2. Dean's Office/Foundations Committee	2. Teachers monitoring the halls will escort fewer students to the dean for tardy passes.	2. Compare school data: There will be fewer tardy passes issued by the scanners.
		3. Increase the penalty associated with each additional tardy.	3. Foundations Committee	3. Fewer attendance contracts will be issued	3. Compare school data: There will be a reduction in the number of after school and Saturday detentions.
The number of violations for possession of a wireless device or phone (Violation 2.26) was 265. In addition, the total number of parent conferences was 344.	There will be a 20% reduction in the number of student referral during the 09-10 school year.	1. Students caught using their cell phone on campus during school hours will have their cell phones confiscated.	1. Faculty/Staff	1. There will be a reduction in the number of referrals written for cell phone use.	1. Compare school data: There will be a reduction in the total number of referrals.
		2. Offending students will be written up on a referral.	2. Faculty/Staff	2. There will be a reduction in the number of referrals written for cell phone use.	2. Compare school data: There will be a reduction in the total number of referrals.
		3. Parents will be required to come to school to retrieve student's cell phone from the dean.	3. Dean's Office	3. Increase the number of parent conferences.	3. Compare school data: There will be a reduction in the number of parent conferences

The number of students sent to ISSP and Night Substance Abuse Program during the 08-09 school year was 3. Additionally, there was 1 record of a student needing Substance Abuse Counseling Program	There will be a 50% reduction in number of students referred to the Substance Abuse Program. There will be 0 students referred to Substance Abuse Counseling.	1. Random locker searches with wands or trained police dogs.	1. Admin Team	1. Random locker searches will produce fewer findings.	1. Compare School Data: There will be the same or higher number of random locker searches.
		2. Motivational Speaker will be brought in to talk to at-risk students and warn of substance abuse.	2. Foundations Committee	2. We will see strong attendance for the Motivational Speaker.	2. Compare school data: Number of Substance Abuse referrals will drop to near-zero.
		3. Soldiers Program will continue to educate young men about substance abuse	3. Coach John Roberts	3. John Roberts will report strong and positive continuing participation in the Soldiers Program.	3. Compare School data: Number of Substance Abuse referrals will drop to near-zero.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

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

Art Goals:

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
Douglas Anderson's minority enrollment will reflect the diversity of the Duval County student population.	Increase the minority population by 2% to more closely reflect the demographic breakdown of Duval County. (Current demographics are as follows: 67.6% white, 21% black, 6.3% Hispanic, 3.4 % Asian, 0.5% American Indian, 1.2% multiracial.)	1. Contact feeder schools, or local elementary or middle schools that are interested in our program.	1. Visual Arts Faculty	1. Response to e-mails.	1. The Principal will work in conjunction with arts area directors to monitor and assess implementation of school-wide arts goals.
		2. Process funding for transportation.	2. Administration	2.	2.
		3. Set dates for field trip for those interested schools to tour DA.	3. Visual Arts Faculty	3.	3.
Provide our students with the latest in the field of technology to increase their proficiency and value in this advanced technological society.	Improve/upgrade technology and offer advanced training to faculty and students.	1. Contact local college professors, experts in the technology fields, or artists to train students and faculty.	1. Visual Arts Faculty	1. Response to e-mails	1. The Principal will work in conjunction with arts area directors to monitor and assess implementation of school-wide arts goals.
		2. Process funding for workshops or new equipment.	2. Administration	2.	2.
		3. Set dates for the workshops.	3. Visual Arts Faculty	3.	3.
Improve the school's visibility with national, state and local communities as evidenced by an increase in school recognition and collaborations	Visibility	1. Obtain applications for state and/or national student scholarships.	Principal and Art Directors	1. Awards and recognition received.	1. The Principal will work in conjunction with arts area directors to monitor and assess implementation of school-wide arts goals.
		2. Seek to increase community collaborations by use of guest artists	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase the minority population by 2% to more closely reflect the demographic breakdown of Duval County. (Current demographics are as follows: 67.6% white, 21% black, 6.3% Hispanic, 3.4% Asian, 0.5% American Indian, 1.2% multiracial.)	Culturally Diverse Art Curriculum	Douglas Anderson Visual Arts Faculty and Teachers from interested elementary or middle schools.	December 3, 2009 through January 19, 2010.	-School tour Q & A -Response to e-mails -Increase in Audition attendees from culturally diverse backgrounds.	Principal and Art Directors
Improve/upgrade technology and offer advanced training to faculty and students.	Technology	Local college professors, experts in the technology fields, or artists.	December 3, 2009 through May 31, 2010	Student Gallery to exhibit new artwork created in those technology workshops.	Principal and Art Directors

<i>Budget</i>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount

			Total:
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Objective	Description of Resources	Funding Source	Available Amount
			Total:

End of Other Goals

FINAL BUDGET (Insert Rows as Needed)

<i>Budget</i>
Evidence-based Program(s)/Materials(s)

Goal	Description of Resources	Funding Source	Available Amount
			Total:
Technology			
Goal	Description of Resources	Funding Source	Available Amount
			Total:
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
			Total:
Other			
Goal	Description of Resources	Funding Source	Available Amount
			Total:

Differentiated Accountability
School-level Differentiated Accountability Compliance

School Differentiated Accountability Status

Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>	Prevent I <input type="checkbox"/>
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Attach school's Differentiated Accountability Checklist of Compliance

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

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount

Describe the Activities of the School Advisory Council for the Upcoming Year
<p>Douglas Anderson School of the Arts SAC will do a mid-year “formative” SIP evaluation in January 2010 and one summative evaluation in June 2010 pending the arrival of FCAT scores and AYP information. SAC members, the administrative team, and lead teachers will be involved in the evaluation process. Other interested parties will be welcomed. Furthermore, the administration will conduct quarterly curriculum reviews with each department, monitoring progress on the School Improvement Plan.</p> <p>If changes are made to Objectives or Strategies, the SIP will be revised and sent to the SAC for approval, and then shared with appropriate stakeholders.</p>

SAC Membership Roster
List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)
Jackie Cornelius	Principal
Deborah Knauer	SAC Chair
Stephanie Brendle	Student
Leslie Harris	Teacher
John Roberts	Teacher
Bonnie Harrison	Teacher
Dorcas Tanner	Business Member
Noel Parris, Jr.	Business Member
Elizabeth Augustus	Business Member
Martin Wander	Business Member
Victoria Richmond-Davies	Parent
Karen Sadler	Parent
Rose Stone	Community Member
Vick-Lynne Gloger	Community Member
Marlyn Ogburn	Community Member
Chrys Yates	Community Member
Melanie Hammer	School Support Personel
Lianna Knight	Assistant Principal