

Duval County Public Schools

# The Bridge To Success Academy At W



## 2020-21 Schoolwide Improvement Plan

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# The Bridge To Success Academy At W Jacksonville

2115 COMMONWEALTH AVE, Jacksonville, FL 32209

<http://www.duvalschools.org/btsm>

## Demographics

**Principal: Aleya Prier W**

Start Date for this Principal: 7/6/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School 4-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>ESSA Status</b>	CS&I

## School Board Approval

This plan is pending approval by the Duval County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

Bridge to Success Academy at West Jacksonville is a Place of Choice with One Supported Voice Engaging in Learning Today and Embracing the Expectations of Tomorrow. Thus fostering a community of learners who are developing socially, emotionally, and intellectually to the highest of their individual and collective potential.

#### **Provide the school's vision statement**

The Bridge to Success Academy provides a culture of excellence that positively impacts all students to maximize their potential in preparation for college, career, and life.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Foster, Vincent	Principal	<p>Perform all duties and functions according to the Florida Principal Leadership Standards</p> <ul style="list-style-type: none"> <li>• Attend and prepare for all leadership meetings</li> <li>• Complete and full collaboration with Host Site</li> <li>• Know and execute the course master to Schedule the Building/ Site</li> <li>• Create course master (Collaborate with APC from host schools to ensure that our planning is cohesive with theirs)</li> <li>• All Content Leadership Administrator &amp; District Liaison</li> <li>• AM supervision at site</li> <li>• PM Campus Supervision at the site as needed</li> <li>• Monitor Support Staff including Office Staff, Guidance and Security</li> <li>• Supervise Site Team Meetings Weekly</li> <li>• Supervise Content areas using the PLC Model Data Analysis (Progress Monitoring Data, Grades, )</li> <li>• Meet with the Department Chairperson/Coach once a week</li> <li>• Oversee Implementation of Standards-based Instruction for Math, ELA, Reading, ESE, and Social Studies</li> <li>• Plan and Oversee Special Events Coordination &amp; Supervision (such as special interest grade level parent meetings, subject area meeting, etc.)</li> <li>• Quarterly grade level discipline assemblies</li> <li>• Staff Evaluations, Weekly Focus Walks, &amp; Standard Focus Walk-through for all content areas</li> <li>• Assist in monitoring Safety Net programs (generate i-ready reports and monitor usage, Progress Report, FCIM, Fluency, Scrimmage/Blitzes, and Quarterly D&amp; F reports via Unify and SAS)</li> <li>• Supervise assigned After School Tutoring as needed at Stuart</li> <li>• Lunch Supervision</li> <li>• Monitor Novice Teachers with PDF Coach (Monthly)</li> <li>• Actively Participate in grade-level RTI meetings for Gilbert</li> <li>• Plan and supervise school-wide quarterly discipline, Honor Roll and attendance incentives (Mid-Year and End of the Year Double Promotion Program)</li> <li>• Organize After School Detention schedules (if applicable)</li> <li>• Faculty &amp; Staff Professional Development (at least twice a month according to the IIT Plan/Content Action Plan)</li> <li>• Textbook and Materials Monitoring</li> <li>• Assist with Orientation and Open House</li> <li>• Maintain Data Notebook for all Science school-wide and district assessments Maintain an Instructional Notebook</li> <li>• Assist and monitor school-wide Skills Implementation</li> <li>• Check Lesson Plans on Focus weekly for all Science and Site Teachers</li> <li>• Lead the completion of School Improvement Plan per content area focus</li> </ul> <p>Oversee field trip experiences for Jeb Stuart</p> <ul style="list-style-type: none"> <li>• Meet bi-weekly with ESE Liaison</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Coach and Monitor all Teachers</li> <li>• Evaluate and observe all teachers</li> <li>• All other duties assigned by Superintendent and other district leaders</li> </ul>
Prier, Aleya	Principal	<p>Perform all duties and functions according to the Florida Principi Leadership Standards</p> <ul style="list-style-type: none"> <li>• Attend and prepare for all leadership meetings</li> <li>• Complete and full collaboration with Host Site</li> <li>• Know and execute the course master to Schedule the Building/ Site</li> <li>• Create course master (Collaborate with APC from host schools to ensure that our planning is cohesive with theirs)</li> <li>• All Content Leadership Administrator &amp; District Liaison</li> <li>• AM supervision at site</li> <li>• PM Campus Supervision at site as needed</li> <li>• Monitor Support Staff including Office Staff, Guidance and Security</li> <li>• Supervisor Site Team Meetings Weekly</li> <li>• Supervise Content areas using the PLC Model Data Analysis (Progress Monitoring Data, Grades, )</li> <li>• Meet with the Department Chairperson/Coach once a week</li> <li>• Oversee Implementation of Standards-based Education for Math, ELA, Reading, ESE and Social Studies</li> <li>• Plan and Oversee Special Events Coordination &amp; Supervision (such as special interest grade level parent meetings, subject area meeting, etc.)</li> <li>• Quarterly grade level discipline assemblies</li> <li>• Staff Evaluations, Weekly Focus Walks, &amp; Standard Focus Walk-through for all content areas</li> <li>• Assist in monitoring Safety Net programs (generate iready reports and monitor usage, Progress Report, FCIM, Fluency, Scrimmage/ Blitzes, and Quarterly D&amp; F reports via Unify and SAS)</li> <li>• Supervise assigned After School Tutoring as needed at Stuart</li> <li>• Lunch Supervision</li> <li>• Monitor Novice Teachers with PDF Coach (Monthly)</li> <li>• Actively Participate in grade-level RTI meetings for Gilbert</li> <li>• Plan and supervise school-wide quarterly discipline, Honor Roll and attendance incentives (Mid-Year and End of the Year Double Promotion Program)</li> <li>• Organize After School Detention schedules (if applicable)</li> <li>• Faculty &amp; Staff Professional Development (at least twice a month according to the IIT Plan/Content Action Plan)</li> <li>• Textbook and Materials Monitoring</li> <li>• Assist with Orientation and Open House</li> <li>• Maintain Data Notebook for all Science school-wide and district assessments Maintain an Instructional Notebook</li> <li>• Assist and monitor school-wide Skills Implementation</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Check Lesson Plans on Focus weekly for all Science and Site Teachers</li> <li>• Lead the completion of School Improvement Plan per content area focus</li> <li>Oversee fieldtrip experiences for Jeb Stuart</li> <li>• Meet bi-weekly with ESE Liaison</li> <li>• Coach and Monitor all Teachers</li> <li>• Evaluate and observe all teachers</li> <li>• All other duties assigned by Supreintendant and other district leaders</li> </ul>
Copeland, Kim	Assistant Principal	<ul style="list-style-type: none"> <li>• Attend and prepare for all leadership meetings</li> <li>• Complete and full collaboration with Host Site</li> <li>• Know and execute the course master to Schedule the Building/ Site</li> <li>• Create course master (Collaborate with APC from host schools to ensure that our planning is cohesive with theirs)</li> <li>• Science Leadership Administrator &amp; District Liaison</li> <li>• Science and Enrichment Science Liaison</li> <li>• AM supervision at site</li> <li>• PM Campus Supervision at site as needed</li> <li>• Monitor Support Staff including Office Staff, Guidance and Security</li> <li>• Supervisor Site Team Meetings Weekly</li> <li>• Supervise Content areas using the PLC Model Data Analysis (Progress Monitoring Data, Grades, Referrals)</li> <li>• Meet with the Department Chairperson/Coach once a week</li> <li>• Oversee Implementation of Standards-based Education for Math, ELA, Reading, ESE and Social Studies with focus on specific teachers at the site your covering</li> <li>• Plan and Oversee Special Events Coordination &amp; Supervision (such as special interest grade level parent meetings, subject area meeting, etc.)</li> <li>• Quarterly grade level discipline assemblies</li> <li>• Staff Evaluations, Weekly Focus Walks, &amp; Quick Walk-through for all content areas focused on Science for all sites.</li> <li>• Assist in monitoring Safety Net programs (generate iready reports and monitor usage, Progress Report, FCIM, Fluency, Scrimmage/ Blitzes, and Quarterly D&amp; F reports via Unify and SAS)</li> <li>• Supervise assigned After School Tutoring as needed at Stuart</li> <li>• Lunch Supervision</li> <li>• Monitor Novice Teachers with PDF Coach (Monthly)</li> <li>• Actively Participate in grade-level RTI meetings for Gilbert</li> <li>• Plan and supervise school-wide quarterly discipline, Honor Roll and attendance incentives (Mid-Year and End of the Year Double Promotion Program)</li> <li>• Organize After School Detention schedules (if applicable)</li> <li>• Faculty &amp; Staff Professional Development (at least twice a month according to the IIT Plan/Content Action Plan)</li> </ul>



Name	Title	Job Duties and Responsibilities
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- Assist in the coordination of textbook orders, deliveries, and bar coding with Ms. Mills
- Assist with Orientation and Open House
- Maintain Data Notebook for all Science school-wide and district assessments Maintain an Instructional Notebook
- Assist and monitor school-wide Skills Implementation
- Check Lesson Plans on Focus weekly for all Science and Site Teachers
- Monitor Guidance and meet with Site Guidance bi-weekly
- Lead the completion of School Improvement Plan per content area focus (Science)
- Oversee fieldtrip experiences for Jeb Stuart
- Meet bi-weekly with ESE Liaison
- Coach and Monitor all Teachers
- Evaluate and observe all Science teachers through Perform Evaluation System and site teachers.
- All other duties assigned by the principal

Rentz, LaSonya	Guidance Counselor	Conduct Character Education Lessons Restorative Justice PBIS, MTSS and AIT Meet with Admin Bi-Weekly on Tuesday Mornings Conduct Credit Checks beginning August 23rd then quarterly Monitor Student grades each quarter. Submit a list for any potential failure students Review students schedules per student transcript Create a list of Credit Recovery students (Submit by September 21st) Begin Guidance Lessons (Submit Schedule) Bring sample lessons to the Bi-Weekly admin meeting Create a Career Fair Expo Create a College Expo Meet with High School Counselors Submit weekly logs bi-weekly prior to meeting. Participate in Recruitment Participate on the Threat Assessment Team Wellness Ambassador Conduct sessions with students regarding specific counsleing needs
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### Demographic Information

**Principal start date**

Monday 7/6/2020, Aleya Prier W

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

**Total number of teacher positions allocated to the school**

43

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School 4-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>ESSA Status</b>	CS&I

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Monday 7/6/2020

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	41	46	94	124	155	49	57	47	3	616
Attendance below 90 percent	0	0	0	0	10	15	34	40	49	45	36	8	0	237
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	2	0	5	15	11	5	17	5	0	60
Level 1 on statewide assessment	0	0	0	0	10	21	40	58	78	0	0	0	0	207

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	5	13	24	37	48	18	17	8	1	171

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	5	3	12	7	3	8	10	12	6	66
Students retained two or more times	0	0	0	0	0	0	1	5	10	3	14	4	7	44

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	41	46	94	124	155	49	57	47	3	616
Attendance below 90 percent	0	0	0	0	10	15	34	40	49	45	36	8	0	237
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	2	0	5	15	11	5	17	5	0	60
Level 1 on statewide assessment	0	0	0	0	10	21	40	58	78	0	0	0	0	207

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	5	13	24	37	48	18	17	8	1	171

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	5	3	12	7	3	8	10	12	6	66
Students retained two or more times	0	0	0	0	0	0	1	5	10	3	14	4	7	44

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	54%	61%	0%	51%	60%
ELA Learning Gains	0%	56%	59%	0%	53%	57%
ELA Lowest 25th Percentile	0%	53%	54%	0%	50%	52%
Math Achievement	0%	57%	62%	0%	57%	61%
Math Learning Gains	0%	57%	59%	0%	55%	58%
Math Lowest 25th Percentile	0%	52%	52%	0%	50%	52%
Science Achievement	0%	50%	56%	0%	52%	57%
Social Studies Achievement	0%	76%	78%	0%	78%	77%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)									Total
	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	5%	52%	-47%	58%	-53%
	2018	5%	49%	-44%	56%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
05	2019	0%	50%	-50%	56%	-56%
	2018	0%	51%	-51%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
06	2019	15%	47%	-32%	54%	-39%
	2018	5%	44%	-39%	52%	-47%
Same Grade Comparison		10%				
Cohort Comparison		15%				
07	2019	11%	44%	-33%	52%	-41%
	2018	6%	41%	-35%	51%	-45%
Same Grade Comparison		5%				
Cohort Comparison		6%				
08	2019	17%	49%	-32%	56%	-39%
	2018	10%	51%	-41%	58%	-48%
Same Grade Comparison		7%				
Cohort Comparison		11%				
09	2019	16%	48%	-32%	55%	-39%
	2018	18%	48%	-30%	53%	-35%
Same Grade Comparison		-2%				
Cohort Comparison		6%				

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
10	2019	8%	48%	-40%	53%	-45%
	2018	8%	49%	-41%	53%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-10%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
04	2019	16%	64%	-48%	64%	-48%
	2018	2%	60%	-58%	62%	-60%
Same Grade Comparison		14%				
Cohort Comparison						
05	2019	3%	57%	-54%	60%	-57%
	2018	9%	61%	-52%	61%	-52%
Same Grade Comparison		-6%				
Cohort Comparison		1%				
06	2019	12%	51%	-39%	55%	-43%
	2018	8%	42%	-34%	52%	-44%
Same Grade Comparison		4%				
Cohort Comparison		3%				
07	2019	13%	47%	-34%	54%	-41%
	2018	9%	50%	-41%	54%	-45%
Same Grade Comparison		4%				
Cohort Comparison		5%				
08	2019	12%	32%	-20%	46%	-34%
	2018	11%	31%	-20%	45%	-34%
Same Grade Comparison		1%				
Cohort Comparison		3%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	0%	49%	-49%	53%	-53%
	2018	10%	56%	-46%	55%	-45%
Same Grade Comparison		-10%				
Cohort Comparison						
08	2019	10%	40%	-30%	48%	-38%
	2018	13%	44%	-31%	50%	-37%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	16%	67%	-51%	67%	-51%
2018	23%	63%	-40%	65%	-42%
Compare		-7%			
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	30%	69%	-39%	71%	-41%
2018	35%	84%	-49%	71%	-36%
Compare		-5%			
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	11%	68%	-57%	70%	-59%
2018	16%	64%	-48%	68%	-52%
Compare		-5%			
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	10%	57%	-47%	61%	-51%
2018	15%	61%	-46%	62%	-47%
Compare		-5%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	7%	61%	-54%	57%	-50%
2018	3%	57%	-54%	56%	-53%
Compare		4%			

<b>Subgroup Data</b>											
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>

**ESSA Data**  
 This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	23
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	11
Percent Tested	95%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	24
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	20



Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends**

N/A

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

N/A

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

N/A

**Which data component showed the most improvement? What new actions did your school take in this area?**

N/A

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

N/A

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

- 1.
- 2.
- 3.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. -- Select below -- specifically relating to**

**Area of Focus Description and Rationale:**

**Measureable Outcome:**

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

***No action steps were entered for this area of focus***

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**

Our focus is on standards-aligned planning, task and assessment development, and implementation. In the 19-20 school year, the data from the Standards Walk Through tool indicated that the vast majority of our teachers needed additional support with understanding the correlation between aligned instruction, aligned tasks, and assessments.

**Measureable Outcome:**

Based on Instructional Review Rubric, the vast majority of core content teachers will create and deliver standards-aligned instruction and assessment, as measured by the Standards Walkthrough Tool.

**Person responsible for monitoring outcome:**

Aleya Prier (wilcoxa@duvalschools.org)

**Evidence-based Strategy:**

Common Planning Tool Used, Learning Arc, develop quality instruction that is aligned, and assessments are developed to measure student proficiency of standards/objectives. (Evidence Learning Arc Tool)

**Rationale for Evidence-based Strategy:**

Best instructional practices indicate that the pronounced strategy will lead to greater fidelity with respect to growing students to proficiency with the use of the learning arc, standards alignment, and assessing the standards students will be better prepared to make proficiency. As it is stated in the Opportunity Myth, when teachers are aligning grade level planned instruction, students are better prepared to face state assessments to the following year's progression of standards.

**Action Steps to Implement**

Provide professional development with the use of the Opportunity Myth as it relates to offering quality instruction and aligned assessment experiences.

(Common Planning vs PLC's)

Learning Arc Lesson Plan Development, Student Work and Aligned Assessments (Equip Protocol)

**Person Responsible**

Aleya Prier (wilcoxa@duvalschools.org)

Align teacher expectation from planned lessons with outcomes from assessments as evidenced by data chats bi-weekly during PLC's. Assistance provided to content area teachers by Instructional Support Staff. (Science Coach - Title 1) Reading and Math Lead Teachers

**Person Responsible** Vincent Foster (fosterv@duvalschools.org)

Monthly assessments of student learning broken into 3 parts.  
Determining Mastery of Standards (Student Data)  
Aligned Assessments per that mimic how students will be assessed at the end of the school year.  
(Teacher/District Made)  
Students and Teachers understand the levels of Proficiency and what it means to make a proficient score. (Rubric and ALD's)

**Person Responsible** Kim Copeland (copelandk@duvalschools.org)

Standards Walk Through (Standard Walk Through Tool)  
Weekly Instructional Focuses given during Leadership Meetings and Instructional Support, Teacher Leaders and Admin will debrief per the SWT Rubric.  
Walkthrough Reflections given to teachers with support aligned next steps per the Walkthrough tool.  
Instructional Review Calibrations walks periodically during the school year.

All Admin

**Person Responsible** Vincent Foster (fosterv@duvalschools.org)

Provide Professional Development (Opportunity Myth)  
Common Planning vs PLC's- Knowing the Difference  
Creating Differentiated Lessons and Assessments for ESE Students  
Learning Arc Lesson Plans,  
Student Work and Aligned Assessment Experiences  
Satarii Inc Swivil Tool (Title 1)  
An instrument used to record real-time lessons and professional development for both teachers and students.  
Due to having multiple sites, our teachers rarely have the opportunity to actively plan and train during the same PLC time. The Swivil will allow BTSA Teachers to record PD or Lessons to be viewed by students for instruction or teachers for training purposes. This tool is currently being used by several departments and schools within the district for teaching and learning.

**Person Responsible** Aleya Prier (wilcoxa@duvalschools.org)

PLC meetings focused on standard aligned tasks and aligned assessments on a bi-weekly basis. Content area admin. and instructional support will facilitate focused PD to all content area teachers.

**Person Responsible** Vincent Foster (fosterv@duvalschools.org)

Model Classrooms - Gradual Release teacher will model instruction with aligned lessons, tasks, and assessments. (Teacher Leader) Beginning the 2nd quarter.  
The model classroom will use Z Space as a tool to engage students with aligned tasks and assessments with a hands-on virtual 3D approach to learning. (Title 1) ZSPACE - 3 Dimensional Virtual lab experiences where students are able to work together to conduct experiments, solve problems, or manipulate text. This virtual program offers students a cooperative approach to conduct real-world experiences with multiple contents for students

to work collaboratively in a lab environment to conduct real-world experiences through science, social studies, and math. (Evidence with SWT Tool)

**Person Responsible** [no one identified]

**#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

The majority of teachers either disagree or strongly disagree that we are creating an environment that's conducive for students to plan and enter college per the 5 Essential Survey. Additionally, the survey trended to students needed a more supportive culture that related to a college-going culture and teachers having a belief that students are being prepared for their next academic or career level.

**Area of Focus Description and Rationale:**

The school demonstrated that an area of growth is a supportive environment where students are well supported and prepared for post-high school experiences.

Description of Rationale:  
 Less than 20% of students agree that teachers are supporting them with decisions for post-secondary plans. Most teachers desire an increase in parent involvement as a way to keep parents engaged and for students to feel supported from home and school.

**Measureable Outcome:**

95% of teachers will engage in tasks and activities that directly relate to growth in culture & climate-related to students feeling well-supported and being prepared for post-secondary opportunities.

**Person responsible for monitoring outcome:**

Vincent Foster (fosterv@duvalschools.org)

**Evidence-based Strategy:**

Evidenced-Based Strategy:  
 PBIS Quarterly walkthrough focusing on a supportive environment and safety with the use of the Opportunity Myth as a form of research to address adult biases and the effects those have on students feeling supported and prepared to enter post-secondary opportunities.  
 Sign-in sheets for virtual meetings & parent meetings.  
 Parent logs (Title 1)  
 Activities created to expose students to post-secondary opportunities.

**Rationale for Evidence-based Strategy:**

The rationale for Evidenced Based Strategy  
 With a review of the Opportunity Myth, the school needs to ensure that both academic & cultural needs are met so that students are well prepared and believe that they are ready for their next level.

**Action Steps to Implement**

Teacher training on Opportunity Myth as it relates to the beliefs of students being college and career ready. Training on academic equity during PLC's as it relates to a supportive environment and students having equal access to resources and academic support.

**Person Responsible** Vincent Foster (fosterv@duvalschools.org)

Parent Engagement Activities that are both virtual and face to face.  
Such As:  
Training in content areas where students are in need of additional support.  
Blended Learning Training for Parents/Guardians (How to support your student at home)  
Grade Reporting 3 times a quarter

**Person Responsible** LaSonya Rentz (rentzl@duvalschools.org)

Creating opportunities for students to lead and mentor younger grade levels within the school.  
Student Council (Sponsored by Teacher Leader)  
BTSA Ambassadors (Sponsored by Admin and/or Principal)

**Person Responsible** Vincent Foster (fosterv@duvalschools.org)

Increase student's understanding and exposure to different collegiate and career opportunities.  
College visits/virtual visits and assisting students with learning about college and careers.  
College and career fair  
UNF, FAMU, FSU, UCF, Savannah State, etc. (Title 1)  
To give students the opportunity to be exposed to different local and state universities and their programs. Students will gain insights early on the steps necessary to gain acceptance to a college or university of choice.

**Person Responsible** Vincent Foster (fosterv@duvalschools.org)

Monthly Parent/Student Collaboration Meetings  
SAC, PBIS,

**Person Responsible** [no one identified]

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

See Planning and Improvement section.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

<b>Part V: Budget</b>			
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: -- Select below --:</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>	<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>	<b>\$0.00</b>
			<b>Total: \$0.00</b>