

Duval County Public Schools

Frank H. Peterson Academies



2020-21 Schoolwide Improvement Plan

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Frank H. Peterson Academies

7450 WILSON BLVD, Jacksonville, FL 32210

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

Demographics

Principal: Jessica Mastromatto

Start Date for this Principal: 7/31/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (55%) 2017-18: B (57%) 2016-17: B (58%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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

Mission

Provide an equitable, high quality academic and career-technical education, and support the development of our students' work ethic, personal responsibility, and respect for others.

Provide the school's vision statement

Vision

All students will graduate with an appreciation for life-long learning, prepared to enter the work force and/or pursue higher education.

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
Mastromatto, Jessica	Principal	<p>Job Summary</p> <p>Ensures the highest academic standards and a safe and secure learning environment for all students.</p> <p>Leads, manages, supervises, and administers all programs, policies and activities of the school.</p> <p>Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> 1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives. 2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). 7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. 8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning. 9. Performs other duties as assigned

Name	Title	Job Duties and Responsibilities
Banks, Antonio	Assistant Principal	<p>Job Summary Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> 1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives. 2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). 7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. 8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning. 9. Performs other duties as assigned

Name	Title	Job Duties and Responsibilities
Bicksler, Cristine	Assistant Principal	<p>Job Summary</p> <p>Ensures the highest academic standards and a safe and secure learning environment for all students.</p> <p>Leads, manages, supervises, and administers all programs, policies and activities of the school.</p> <p>Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> 1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives. 2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). 7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. 8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning. 9. Performs other duties as assigned

Name	Title	Job Duties and Responsibilities
Smith, Alpha	Dean	<p>Job Summary Implements the Duval County Code of Student Conduct at the school level. Problem solves with students, parents, and teachers regarding disciplinary issues. Supervises attendance procedures and student conduct. Plans and implements programs and procedures for the elimination of disciplinary problems.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> 1. Administers appropriate disciplinary actions as outlined in the Code of Student Conduct, which often necessitates the counsel of students and the contact of students' homes. 2. Ensures that the Code of Student Conduct is disseminated and explained to all students, teachers and parents. 3. Develops and oversees a school attendance plan. Counsels students with excessive absences/ tardies. 4. Provides "preventive" counseling for students referred by teachers before actual disciplinary measures are necessary. 5. Refers students to school guidance services when appropriate. 6. Initiates action for suspensions of students. 7. Confers with students, parents, and teachers concerning student problems, such as unauthorized absenteeism, classroom procedures, etc. 8. Develops and oversees the school positive behavioral support plan (PBS), including a PBS school team. 9. Performs other duties as assigned.

Demographic Information

Principal start date

Friday 7/31/2020, Jessica Mastromatto

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.*

3

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.*

5

Total number of teacher positions allocated to the school

Demographic Data

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Year	
Support Tier	
ESSA Status	N/A
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Early Warning Systems

Current Year

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide ELA assessment		
Level 1 on 2019 statewide Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Date this data was collected or last updated

Pending

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	0	0	0	0	0	0	335	315	287	290	1227
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	12	14	20	53	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	1	2	5	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	114	98	77	21	310	

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	20	16	20	23	79

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	13	23	17	2	55
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	335	315	287	290	1227
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	12	14	20	53
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	1	2	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	114	98	77	21	310

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	20	16	20	23	79

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	13	23	17	2	55
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	37%	47%	56%	36%	47%	56%
ELA Learning Gains	42%	48%	51%	44%	49%	53%
ELA Lowest 25th Percentile	37%	42%	42%	42%	42%	44%
Math Achievement	40%	51%	51%	40%	51%	51%
Math Learning Gains	48%	52%	48%	51%	55%	48%
Math Lowest 25th Percentile	38%	47%	45%	41%	50%	45%
Science Achievement	49%	65%	68%	65%	61%	67%
Social Studies Achievement	68%	70%	73%	63%	67%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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
09	2019	38%	48%	-10%	55%	-17%
	2018	30%	48%	-18%	53%	-23%
Same Grade Comparison		8%				
Cohort Comparison						
10	2019	35%	48%	-13%	53%	-18%
	2018	42%	49%	-7%	53%	-11%
Same Grade Comparison		-7%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	67%	-18%	67%	-18%
2018	65%	63%	2%	65%	0%
Compare		-16%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	68%	-1%	70%	-3%
2018	62%	64%	-2%	68%	-6%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	57%	-35%	61%	-39%
2018	29%	61%	-32%	62%	-33%
Compare		-7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	61%	-8%	57%	-4%
2018	48%	57%	-9%	56%	-8%
Compare		5%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	39	38	23	41		30	42		96	82
ELL	23	55	53	35			36	45			
ASN	43	39		56	75			73			
BLK	27	34	29	30	41	33	41	63		97	95
HSP	41	44	36	42	53	60	48	66		91	97
MUL	46	52		63	31		63	90		90	
WHT	48	54	53	49	54	42	59	71		98	92
FRL	35	40	35	39	48	36	43	62		95	93

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	30	31	25	53		34	38		100	85
ELL	9	24	23	7							
ASN	52	41		53	50		85				
BLK	25	42	45	28	36	37	56	58		93	94
HSP	35	38	33	45	57	30	68	73		94	84
MUL	52	57		71			83			100	100
WHT	47	47	40	50	60	56	75	68		92	91
FRL	30	41	38	39	48	39	63	56		91	92

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	596
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	57
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	62
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	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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

Math showed the lowest performance. Teachers lacked the support from interventionist and coaches that they had years' prior. New teachers to the content may have also contributed.

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

Biology. Two new teachers in this content area contributed to this decline.

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

Biology. Two new teachers and a significant group of 11th and 12th grade students taking biology for the first time that both have lower reading proficiency than the 9th and 10th grade groups.

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

US History. Teacher team was in their third year of working together, so they are in improvement mode. This team conducted regular throwback Thursdays and flashback Fridays to reinforce previously taught standards to keep .

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

Attendance and the number of students with two early warning indicators.

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

1. Increase reading proficiency
2. Increase reading gains for lowest 25%
3. Increase math proficiency
4. Increase science proficiency
5. Decrease students missing class time

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Planning practices will focus on unpacking and analyzing standards to align tasks for students that help them achieve mastery. This focus is to help us increase teacher capacity in unpacking standards to get to meaningful student tasks that are standards aligned and meet or exceed the standard complexity. The 5 Es Survey data indicate that our academic press is strong, but that opportunities for meaningful common planning are lacking. Our data suggest that our student tasks may not be demanding the complexity so our students are not reaching proficiency.

Measureable Outcome: Vast majority of teachers will create standards-aligned lessons and scaffolded tasks and assessments that help students achieve mastery of their standards.

Person responsible for monitoring outcome: Jessica Mastromatto (parrishj@duvalschools.org)

Evidence-based Strategy: Planning is focused on using the standards based arc tool to create student tasks that reach the standard complexity.

Rationale for Evidence-based Strategy: Improving planning between and among teachers focused on what we want students to know and be able to do according to standards will ultimately result in increased student learning. Tasks and assessments are aligned to complexity students will experience on assessments.

Action Steps to Implement

Admin team training to set up expectations for PLCs and CPs based on standards-based unpacking tool and creation of aligned student tasks.

Person Responsible Jessica Mastromatto (parrishj@duvalschools.org)

Train lead teachers on the process of PLCs and CPs, unpacking the standards using the standards arc template, and creation of student tasks.

Person Responsible Cristine Bicksler (bickslerc@duvalschools.org)

Admin will attend weekly PLCs and CPs to ensure unpacking standards and creating aligned tasks for students is occurring.

Person Responsible Jessica Mastromatto (parrishj@duvalschools.org)

Have ELA and Science PLCs fishbowl math or soc studies PLC to see a model of an effective PLC using steps 1-4 and then CP to see the student task creation.

Person Responsible Antonio Banks (banksa@duvalschools.org)

Classroom walkthroughs for evidence of PLCs and CPs--language of the standard and student tasks aligned.

Person Responsible Jessica Mastromatto (parrishj@duvalschools.org)

Provide each content area one day/quarter to plan for next quarter's standards and student tasks.

Person Responsible Jessica Mastromatto (parrishj@duvalschools.org)

#2. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Maximizing time students are in class is another area of focus. Our data indicate that skipping and tardies are major disciplinary issues. Not being in class and being late to class impacts our learning goals, as well as increases the likelihood for other discipline issues. Reducing these significantly will positively impact every other area of culture.

Measureable Outcome: Reduce the incidences of skipping and tardies by 50%.

Person responsible for monitoring outcome: Alpha Smith (smitha20@duvalschools.org)

Evidence-based Strategy: Reduce the amount of time classes do not have a certified teacher, either as a vacancy or absent from class.

Rationale for Evidence-based Strategy: Having effective teachers in class with students every day will reduce the number of students skipping and tardies.

Action Steps to Implement

Start the year with instructional 0 vacancies.

Person Responsible Jessica Mastromatto (parrishj@duvalschools.org)

Provide PD for teachers on strong openings for teacher lessons so that students do not want to miss their class opening.

Person Responsible Jessica Mastromatto (parrishj@duvalschools.org)

Support teaches who refer students for skipping class by holding parent conferences regarding importance of being in class.

Person Responsible Antonio Banks (banksa@duvalschools.org)

Monthly drawing for an incentive of either lunch gift card or class relief for being at work every day.

Person Responsible Jessica Mastromatto (parrishj@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

To support our schoolwide improvement priorities, we will help our academy teachers establish small learning communities for our students through helping them plan activities that build relationships with students in their academies. This will help foster pride in our school and their own academy.

Academy teachers will be retrained in unpacking their standards and designing tasks and assignments that align to ensure our students are prepared to pass their industry certifications.

Teachers: Title I Funds will be utilized to fund additional classroom teachers (ELA, Math, Science) to promote student achievement by providing smaller class sizes and more specialized support across subject areas.

Supplies: Title I funds will be used to purchase additional supplies to provide to students in need to support classroom instruction.

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.

Academy Advisory Boards meet quarterly. Academy Advisor Boards have representation from local colleges, businesses, students, and parents. These are designed to help academies continuously improve.

School Advisory Board meets monthly and is mostly comprised of local churches and community organizations, along with parents, students and school personnel to ensure school is working toward goals and to provide recommendations of actions to make sure that continues to happen.

PTSA Board meets monthly with parents, students, teachers, and admin, who also work to create rich experiences for students and teachers.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
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2	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
			Total: \$0.00