Duval County Public Schools

First Coast High School

2019-20 Schoolwide Improvement Plan

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First Coast High School

590 DUVAL STATION RD, Jacksonville, FL 32218

http://www.duvalschools.org/fch

Demographics

Principal: Justin Fluent

Start Date for this Principal: 7/1/2019

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)	79%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (57%) 2016-17: B (55%) 2015-16: C (45%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 was approved by the Duval County School Board on 10/1/2019.

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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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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.

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Fluent, Justin	Principal	
Hackman, Jovana	Assistant Principal	
Emery, Roger	Assistant Principal	
Kimbrough, Reina	Instructional Coach	
Strong, Latroy	Dean	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	585	611	510	445	2151
Attendance below 90 percent	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	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	339	334	406	0	1079
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	375	380	305	121	1181
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	281	106	172	31	590

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	7	10	2	1	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	91	60	56	76	283
One or more suspensions	0	0	0	0	0	0	0	0	0	164	118	67	45	394
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	413	381	185	173	1152
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	367	334	158	171	1030

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	347	271	175	144	937

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	36%	47%	56%	38%	46%	53%
ELA Learning Gains	42%	48%	51%	44%	45%	49%
ELA Lowest 25th Percentile	36%	42%	42%	38%	39%	41%
Math Achievement	53%	51%	51%	55%	59%	49%
Math Learning Gains	57%	52%	48%	53%	52%	44%
Math Lowest 25th Percentile	47%	47%	45%	48%	45%	39%
Science Achievement	59%	65%	68%	54%	64%	65%
Social Studies Achievement	67%	70%	73%	62%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	585 (0)	611 (0)	510 (0)	445 (0)	2151 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	339 (0)	334 (0)	406 (0)	0 (0)	1079 (0)
Level 1 on statewide assessment	375 (0)	380 (0)	305 (0)	121 (0)	1181 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	36%	48%	-12%	55%	-19%
	2018	36%	48%	-12%	53%	-17%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	34%	48%	-14%	53%	-19%
	2018	44%	49%	-5%	53%	-9%
Same Grade Comparison		-10%				
Cohort Comparison		-2%				

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	58%	67%	-9%	67%	-9%
2018	60%	63%	-3%	65%	-5%
Compare		-2%			

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	65%	68%	-3%	70%	-5%
2018	60%	64%	-4%	68%	-8%
Compare		5%			

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State
2019	44%	57%	-13%	61%	-17%
2018	47%	61%	-14%	62%	-15%
Compare		-3%			

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State
2019	61%	61%	0%	57%	4%
2018	44%	57%	-13%	56%	-12%
Compare		17%			

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 2017-18	C & C Accel 2017-18
SWD	15	34	31	34	59		42	36		79	55
ELL	21	38	30	67							
ASN	65	47		54			80	67			
BLK	29	39	36	43	47	34	43	60		92	71

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 2017-18	C & C Accel 2017-18
HSP	46	39	18	67	81		63	73		96	87
MUL	26	39		41			70	58		92	58
WHT	48	46	40	70	66	73	80	82		92	79
FRL	29	40	40	48	49	41	49	56		91	69

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 2016-17	C & C Accel 2016-17
SWD	18	35	32	24	35		50	13		80	55
ELL	8	31		18						100	75
ASN	40	57		40						94	88
BLK	29	45	43	38	48	40	48	53		96	68
HSP	51	57	30	53	39		83	54		91	80
MUL	23	42		46				75		93	85
WHT	62	62	58	70	64	77	84	83		86	72
FRL	35	47	42	41	50	39	56	56		91	66

2017 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	7	26	29	35	36	36	24	38		90	42
ELL	10	55								88	93
ASN	22	33								88	93
BLK	29	41	36	49	51	45	45	55		92	67
HSP	49	43		60	64		73	63		92	83
MUL	41	60		75	60		60	75			
WHT	54	50	43	63	51	50	69	72		89	72
FRL	30	40	37	53	55	50	51	56		88	67

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	56
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	53
Total Points Earned for the Federal Index	616
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
Asian Students	
Federal Index - Asian Students	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	

White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

ELA proficiency showed the lowest performance with 36%. Contributing factors include 4 novice teachers in ELA accountability areas, and student learning activities not fully aligned to the standard.

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

LPQ gains in ELA had a 10% decline from 46% to 36%. Factors that contributed were:1. Scheduling of support facilitation, 2. school and target tutoring attendance.

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.

9th grade ELA proficiency was 36% compared to 55% at the state. Factors that contributed were: 1. scheduling of support, 2. Novice teachers, 3. Targeted small group instruction, 4. Learning tasks aligned to standards.

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

Mathematics showed the most improvement with 6% increase from 47% to 53%. New actions include: 1. Double-blocking all Algebra 1 classes, 2. Target Tutoring, 3. Specialist push-in support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Number of retained students
2. Student Attendance

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

1. ELA Proficiency
2. LPQ Gains
3. Number of Retained Students
4. Student Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Proficiency in Accountability Areas
Rationale	FSA ELA scores dropped from 40% proficient in 2017-2018 to 36% proficient in 2018-2019. Math proficiency increased during the 2018-2019 school year, but we have a larger denominator of students in the 2019-2020 school year. Biology scores dropped from 62% proficient in 2017-2018 to 58% proficient in 2019-2020.

State the measurable outcome the school plans to achieve	Increase Reading proficiency to 41% for 2019-2020. Maintain Math proficiency at 53% for the 2019-2020 school year. Increase Biology proficiency to 62% for the 2019-2020 school year.
Person responsible for monitoring outcome	Justin Fluent (fluentj@duvalschools.org)
Evidence-based Strategy	Use of Title 1 Funds to hire a Reading Coach, a Math Coach, two (2) additional ELA teachers, two (2) additional math teachers, and one science teacher. Created a Standard Aligned Baseline Assessment to benchmark incoming 9th and 10th grade students in ELA. Targeted Tutoring and pull-out sessions for all subject areas. Double Blocking Algebra 1 and Geometry students.
Rationale for Evidence-based Strategy	The Reading Coach and Math Coach will be used to design, monitor, and assess reading and math achievement progress and provide professional development and coaching for teachers. Standard Aligned Baseline Assessment allows for monitoring of student progress of assessed standards. Tier 2 and 3 instruction. Funding of additional teachers in ELA, Math and Science will assure that class sizes are appropriate for core content areas, and that students are exposed to double-blocked mathematics courses in Algebra and Geometry for additional instructional support, resulting in maximized instructional opportunities.

Action Step	
Description	1. Weekly PLC support with focus on alignment to standards 2. Small group instruction based on results of Standard Aligned Baseline Assessment 3. Strategic scheduling of bubble students in ELA, Intensive Reading, and ACT/SAT prep courses, Algebra 1, Geometry, and Biology. 4. Standard aligned lessons created by the Reading Coach for tutoring and pull-out sessions 5. Progress monitoring to include students, parents and teachers. 6. Corrective Instruction.
Person Responsible	Justin Fluent (fluentj@duvalschools.org)

#2	
Title	School Climate and Culture
Rationale	If First Coast High School creates a positive, college-bound culture using collaborative structures, we will increase student and staff engagement and school pride.

State the measurable outcome the school plans to achieve	Increase the amount of teachers in leadership roles in the school. Increase the number of College and Career Ready students
Person responsible for monitoring outcome	Justin Fluent (fluentj@duvalschools.org)
Evidence-based Strategy	Create teacher-led committees on campus to increase teacher input in regard to campus activities. Ensure a diverse group of teachers are involved in clubs and organizations based on student interests. Assign novice teachers mentors to assist with academic and social needs Strategically schedule students in ACT/SAT Prep courses.
Rationale for Evidence-based Strategy	Involving teachers in the decision making process will increase teacher buy-in and morale in the school. A diverse group of teacher involved in clubs and activities provides an inviting atmosphere to attract a diverse group of students to be involved in clubs and activities creating a positive school culture. Strategically scheduling students allows for increased academic focus in regard to college and career readiness for students.

Action Step	
Description	1. Create teacher-led committees 2. Assign novice teachers a mentor 3. Ensure diverse groups of teachers are leading clubs and activities. 4. Strategic scheduling of ACT/SAT classes 5. Bootcamps for students taking the ACT and SAT. 6. Increase Guidance Counselor presence in classrooms.
Person Responsible	Justin Fluent (fluentj@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school will continue to include parents in academic decisions for their children by holding quarterly meetings to share results of academic testing, grading, acceleration opportunities, and college and career opportunities. The school will utilize newsletters, parent call-outs, social media and the marquee to inform parents of engagement opportunities in addition, the leadership team has an open door policy for parents and is available to address constituent concerns.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school has a full time wellness counselor in addition to grade levels by dean and administrators. The school also has support from Gear-up that will provide counseling services. There are 5 professional school counselors, 1 truancy officer, 1 military liaison, and 2 full time school safety officers.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Grade level expectation meetings with students 2 times a year. Parent Academic nights by grade level in the fall and spring. College financial aid nights, college and career fairs. Partnerships with middle school and participate in transition nights. Cohort monitoring for successful high school completion including ACT and SAT waivers and one school day PSAT/SAT.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

A Reading and Math Coach will be used to design, monitor and assess reading and math achievement progress; provide professional development and coaching for teachers.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We offer Dual Enrollment, Advanced Placement, Early College Program, and CTE programs to advance student readiness. In addition we work with FSCJ in an effort to enroll all 12th grade students during the 2nd semester of school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase Proficiency in Accountability Areas	$0.00
2	III.A.	Areas of Focus: School Climate and Culture	$0.00
		Total:	$0.00