Frank H. Peterson Academies

leadership
analysis
Florida
mission
college and career
students
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
needs assessment
success
resources
supportive environment
areas of focus
instruction
strategic planning
collaboration
vision
learning
growth

2019-20 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: 7/1/2016

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)	90%
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 (55%) 2017-18: B (57%) 2016-17: B (58%) 2015-16: C (50%) 2014-15: B (55%)
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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Frank H. Peterson Academies

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http://www.duvalschools.org/fhp

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	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

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SIP Authority

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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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Mastromatto, Jessica	Principal	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. Essential Functions 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	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. Essential Functions 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
Akande, Christine	Assistant Principal	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. Essential Functions 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	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. Essential Functions 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. Conducts Code of Conduct training for all school employees. 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.

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	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	
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	

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

51

Date this data was collected or last updated

Thursday 8/29/2019

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	44	49	63	74	230
One or more suspensions	0	0	0	0	0	0	0	0	0	74	85	72	54	285
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	55	52	69	64	240
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	131	75	81	48	335

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	213	281	267	250	1011

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%	46%	53%
ELA Learning Gains	42%	48%	51%	40%	45%	49%
ELA Lowest 25th Percentile	37%	42%	42%	29%	39%	41%
Math Achievement	40%	51%	51%	59%	59%	49%
Math Learning Gains	48%	52%	48%	52%	52%	44%
Math Lowest 25th Percentile	38%	47%	45%	43%	45%	39%
Science Achievement	49%	65%	68%	71%	64%	65%
Social Studies Achievement	68%	70%	73%	67%	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	335 (0)	315 (0)	287 (0)	290 (0)	1227 (0)
Attendance below 90 percent	7 ()	12 ()	14 ()	20 ()	53 (0)
One or more suspensions	1 (0)	1 (0)	1 (0)	2 (0)	5 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	114 (0)	98 (0)	77 (0)	21 (0)	310 (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	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 2017-18	C & C Accel 2017-18
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 2016-17	C & C Accel 2016-17
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

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	14	27	18	58	70	60	44	29		97	69
ELL	13	12								91	80
ASN	45	50		92	75		43			100	90
BLK	28	35	31	50	47	43	69	63		92	82
HSP	37	39	18	59	52		67	76		96	72
MUL	45	48		56	50		80	71			
WHT	46	45	28	70	56	41	78	69		92	92
FRL	35	40	28	56	55	44	68	63		93	85

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

ESSA Federal Index	
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%	
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	57
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	56
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	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

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%	

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%	

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 overall. The contributing factor to a decrease in math proficiency was having no school-based coach and infrequent support from the district working with the algebra and geometry teachers and students. The year before we had both supports for math with the same teachers.

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

The greatest decline occurred in biology. The factor that contributed most to this was a new teacher to biology and to a state tested subject.

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 had the greatest gap between the school's performance and the state performance. We had a second year teacher in biology and her first time teaching a state tested area, as well as juniors and seniors taking biology for the first time, both groups' proficiency significantly lower than the 9th and 10th grade groups of students.

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

US History increased proficiency showed the greatest increase of 5%. No new actions were taken, but the teacher team was in its third year working together and had an impactful working relationship in their PLC, aligning tasks to standards. These teachers have utilized learning strategies such as Throwback Thursday and Flashback Friday random cumulative quizzes weekly to help students retain information taught all year.

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

Attendance and the number of students with two early warning factors are of concern.

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

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

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Literacy Proficiency
Rationale	Our proficiency in literacy is below the 41% required level.

State the measurable outcome the school plans to achieve	42% proficient in literacy from 37% proficient on the FSA ELA 9th and 10th grade.
Person responsible for monitoring outcome	Jessica Mastromatto (parrishj@duvalschools.org)
Evidence-based Strategy	Small group instruction in both ELA and reading classrooms that focuses on deficiencies per standard. One reading teacher is funded with Title 1 dollars to support the small group instruction with students receiving an additional 90 minutes in reading and small group instruction.
Rationale for Evidence-based Strategy	Repeated small group instruction provides specific students with tier 2 support in the classroom. The small group instruction will focus on standards work within grade level texts to provide students who struggle with more help in these areas. Hattie's research backs RtI and Small group Instruction.

Action Step	
Description	1. From beginning of year assessment using technology, determine students who need more support for specific standards. 2. Plan series of lessons per standard 3. Carry-out lessons 4. Progress monitor assess students using technology 5. Determine next steps based on results of assessment 6. Hire part-time para to work with lower 25% students in increasing reading proficiency
Person Responsible	Jessica Mastromatto (parrishj@duvalschools.org)

#2	
Title	Increase Algebra 1 Proficiency
Rationale	We are below the 41% required proficiency rate in Algebra 1.
State the measurable outcome the school plans to achieve	42% proficient on the Algebra 1 state FSA, while increasing Geometry proficiency by 5%.
Person responsible for monitoring outcome	Christine Akande (bickslerc@duvalschools.org)
Evidence-based Strategy	Math Nation used in all Algebra 1 classrooms. Two teachers who are content area experts in Algebra 1 and geometry respectively and math nation are funded with Title 1 dollars.
Rationale for Evidence-based Strategy	Math Nation provides teacher's support in delivering content and provides students with practice.
Action Step	
Description	1. Work through lessons with teachers in PLCs to deepen their content knowledge 2. Implement lessons with students 3. Determine needs based on student results 4. In small groups, work on areas of weakness with specific students 5. Assign students practice problems based on results of small group intervention
Person Responsible	Christine Akande (bickslerc@duvalschools.org)

#3	
Title	Increase biology proficiency
Rationale	Biology proficiency decreased 16% over year prior

State the measurable outcome the school plans to achieve	65% of students will be proficient on the state biology EOC
Person responsible for monitoring outcome	Antonio Banks (banksa@duvalschools.org)
Evidence-based Strategy	Implement the use of PENDAs in each biology classroom using classroom laptop cart and All-In systems. Two biology teachers are funded with Title 1 dollars to support the instruction and facilitate the use of PENDAS in the biology classrooms.
Rationale for Evidence-based Strategy	PENDAs was used district-wide, except in our school due to lack of technology. Most school's biology scores increased, while ours decreased.
Action Step	
Description	1. Send teachers to PENDAs professional development 2. Teach students how to use PENDAs 3. Assign students PENDAs according to class lessons and student needs 4. Monitor use 5. Make adjustments as needed
Person Responsible	Antonio Banks (banksa@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).

School safety and culture and climate will be other priority areas for improvement. For school safety, we will have drills to practice systems, we will have a system for monitoring all vulnerable areas of our campus, and we will follow all guidelines for safety defined by the district and state.
For Climate and culture, we are incentivizing great behavior by recognizing students with a monthly lounge during their lunchtime where they can be on their phones, play games, and hang out. Students who have no Ds and Fs and no referrals will be able to attend.
We are having a ZAP study hall two times/week for students to work on assignments with the principal that they have 0s on. This will take place during their lunch times.
Teachers who are having trouble with particular students can refer them to the prinicpal. She will meet with these students on Fridays.
Students can earn tokens when being responsive in a classroom. The tokens will only be given by administrators.
Teachers who are struggling are paired with a strong teacher to get ideas, motivation, support. This started during the summer and will continue through the year.

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, Â§ 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.

Parent meetings are planned throughout the year and the dates and topics of these meetings have already been shared with parents and community. These include breakfast with the principal for time just to have with the principal to address any concerns at all.
We have also introduced a new system for parent conferences that streamlines the parent's experience for meeting with teachers, which we hope will help parents feel more supported and informed about their child's progress throughout the year.
Weekly messages are sent out on Sunday evenings to inform parents of the coming week's events.

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.

All students receive at minimum of 5 hours of mental health lessons each year. Teachers are trained at the beginning of the year how to refer students to our school-based mental health therapist. Our threat assessment team meets monthly to ensure students who may pose a danger to themselves or others are receiving proper and timely interventions. All 9th grade students meet monthly with a counselor/dean for lessons on building strong character and career skills.

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

9th grade students meet monthly with a counselor/dean for lessons on building strong character and career skills. 9th grade students in their academy classes are partnered with a senior or junior student who mentors/guides them through the transition to high school.
All students create a 10 year plan upon entering the school and the plan is used throughout their four years to make adjustments and use as a guide to achieve their post-secondary aspirations. A

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 developmental meeting is held in the spring with all stakeholders invited to review the progress the school made over the past year, and identifies areas of need and areas of strengths. The principal and bookkeeper provide the budget and resources that are available and proposals are made and evaluated by impact on students to determine which resources would prove most valuable. These plans are reevaluated in the fall at an annual meeting for all stakeholders to review the choices made and take a final assessment of the items before securing the resources. A mid-year assessment with all stakeholders invited meet to determine the effectiveness of the resources/interventions put in place and make adjustments as needed.

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

The school has 4 career academies with 16 career pathways for students. The courses each involve skill development that students will need in the respective industry. Each academy has an advisory board that includes business partnerships that meets four times/year minimum to assess what is needed to help our students be more successful in that particular career field and/or whatever career filed the student chooses after graduation. Students create ten year plans that help students outline a timeline of what needs to be done when to reach their post-secondary goals and this plan is reevaluated with counselors and their career teachers.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase Literacy Proficiency				$66,454.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	2801 - Frank H. Peterson Academies	Title, I Part A		$55,278.00
			Notes: Reading teacher and part-time para			
	5100	160-Other Support Personnel	2801 - Frank H. Peterson Academies	Title, I Part A		$11,176.00
			Notes: Part-Time para			
2	III.A.	Areas of Focus: Increase Algebra 1 Proficiency				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	2801 - Frank H. Peterson Academies	Title, I Part A		$0.00
			Notes: Math teacher to increase proficiency			
3	III.A.	Areas of Focus: Increase biology proficiency				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	2801 - Frank H. Peterson Academies	Title, I Part A		$0.00
			Notes: 2 biology teachers to increase proficiency			
	5100	640-Furniture, Fixtures and Equipment	2801 - Frank H. Peterson Academies	Title, I Part A		$0.00
			Notes: Laptop cart and 2 All In systems for bio teachers			
					Total:	$66,454.00