

Duval County Public Schools

Paxon School/Advanced Studies



2019-20 Schoolwide Improvement Plan

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Paxon School/Advanced Studies

3239 NORMAN E THAGARD BLVD, Jacksonville, FL 32254

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

Demographics

Principal: Royce Turner

Start Date for this Principal: 8/29/2019

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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (76%) 2016-17: A (75%) 2015-16: A (69%) 2014-15: A (81%)
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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p style="font-size: 24px;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">31%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">65%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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.

At Paxon School for Advanced Studies, we believe passionately that every student must feel he or she belongs while being held to the highest standards to experience the greatest future success in life.

Provide the school's vision statement.

To be recognized internationally as the exemplary, comprehensive educational experience for the multifaceted student.

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
Turner, Royce	Principal	The Principal is responsible for overseeing all facets of school operations which include but are not limited to instruction, student and family engagement and support, school culture and climate, safety, personnel, and facilities matters.
Allen, LaShanda	Assistant Principal	Paxon's Assistant Principals serve in a support role to the Principal and the school. These individuals are responsible for monitoring instruction, employee evaluation, student discipline and support services, school culture and climate, and safety.
McLeland, Bradley	Assistant Principal	Paxon's Assistant Principals serve in a support role to the Principal and the school. These individuals are responsible for monitoring instruction, employee evaluation, student discipline and support services, school culture and climate, and safety.
Weaver, MaryBeth	Assistant Principal	Paxon's Assistant Principals serve in a support role to the Principal and the school. These individuals are responsible for monitoring instruction, employee evaluation, student discipline and support services, school culture and climate, and safety.

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	436	432	299	320	1487
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	13	26	13	18	70
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	14	7	5	29
Course failure in ELA or Math	0	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	0	15	16	5	1	37

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	3	16	6	5	30

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	1	1	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

79

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	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 or Math	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	19	12	5	1	37

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	9	18	6	10	43

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	84%	47%	56%	87%	46%	53%
ELA Learning Gains	68%	48%	51%	66%	45%	49%
ELA Lowest 25th Percentile	61%	42%	42%	65%	39%	41%
Math Achievement	74%	51%	51%	66%	59%	49%
Math Learning Gains	56%	52%	48%	53%	52%	44%
Math Lowest 25th Percentile	52%	47%	45%	38%	45%	39%
Science Achievement	85%	65%	68%	93%	64%	65%
Social Studies Achievement	83%	70%	73%	89%	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	436 (0)	432 (0)	299 (0)	320 (0)	1487 (0)
Attendance below 90 percent	13 ()	26 ()	13 ()	18 ()	70 (0)
One or more suspensions	3 (0)	14 (0)	7 (0)	5 (0)	29 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	15 (0)	16 (0)	5 (0)	1 (0)	37 (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	84%	48%	36%	55%	29%
	2018	82%	48%	34%	53%	29%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	85%	48%	37%	53%	32%
	2018	88%	49%	39%	53%	35%
Same Grade Comparison		-3%				
Cohort Comparison		3%				

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	85%	67%	18%	67%	18%
2018	84%	63%	21%	65%	19%
Compare		1%			

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	83%	68%	15%	70%	13%
2018	90%	64%	26%	68%	22%
Compare		-7%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	19%	57%	-38%	61%	-42%
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	61%	12%	57%	16%
2018	75%	57%	18%	56%	19%
Compare		-2%			

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	76	63									
ELL	64	45									
ASN	91	64	70	83	68		88	97		100	97
BLK	76	65	55	65	48	48	76	75		99	88
HSP	91	65		89	56		100	87		100	100
MUL	79	65								100	94
WHT	91	74	76	83	70	56	95	90		99	96
FRL	76	61	53	65	46	47	77	79		100	91
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	71	60		73			71				
ASN	93	80		89	76		97	97		100	96
BLK	78	59	51	64	53	48	78	87		100	93
HSP	87	70	75	76	51		90	73		100	94
MUL	78	46		71	36		94	100		100	100
WHT	91	73	73	87	73	61	85	94		100	96
FRL	81	63	53	67	53	42	83	87		100	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	80	42		68	67						
ASN	87	72	65	79	53	20	94	97		100	94
BLK	82	64	65	55	52	37	89	82		99	81
HSP	79	67	27	79	59		97	91		100	91
MUL	100	84		69	46			89			
WHT	93	66	73	74	54	52	94	93		99	96
FRL	83	60	66	59	50	25	89	81		100	78

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

ESSA Federal Index	
OVERALL Federal Index – All Students	76
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	
Total Points Earned for the Federal Index	756
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	70
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
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Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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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	
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Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
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Federal Index - Black/African American Students	70
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	
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Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	85
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 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	83
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	70
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.

The area that showed the lowest performance was mathematics achievement. Although the score was above the district average, this continues to trend as our lowest achievement area. One contributing factor to this low achievement was that the school continues to see increased numbers of students who do not possess the prerequisite assessment data for the Geometry EOC.

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

The school's social studies data showed the greatest decline due to students not being enrolled in the tested course. Students at Paxon are enrolled in AP US History and this curriculum differs from the curriculum that is tested.

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.

The school's data exceeds the state average in all tested areas.

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

The data component that showed the most improvement was ELA Lowest 25 percentile gains. The school continued to provide a reading course for both 9th and 10th grade levels as well as implemented targeted instruction based on standards.

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

A potential area of concern is the number of students who received a level 1 on the state wide assessments.

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

1. Social Studies Achievement
2. Math Achievement
3. Level 1 achievement scores on state assessments
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the percentage of students scoring proficient on the Social Studies FSA.
Rationale	Our school saw a seven point decrease in this area.
State the measurable outcome the school plans to achieve	Increase Social Studies achievement to 90%.
Person responsible for monitoring outcome	Royce Turner (turnerr@duvalschools.org)
Evidence-based Strategy	Conduct additional EOC practice sessions as well as include sample EOC questions on each formative assessment during the year. The teachers will also provide EOC Ramp-Up sessions during the second semester for students.
Rationale for Evidence-based Strategy	These strategies provide additional exposure to the tested standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a timeline for implementation for impact teachers 2. Develop a monitoring schedule 3. Identify students in need of additional instructional support 4. 5.
Person Responsible	[no one identified]
#2	
Title	Increasing Math Achievement
Rationale	Our math achievement scores continue to be the school's lowest performing area.
State the measurable outcome the school plans to achieve	Math Achievement scores will increase from 74%to 80%.
Person responsible for monitoring outcome	Royce Turner (turnerr@duvalschools.org)
Evidence-based Strategy	<p>Algebra 1 review sessions for students who have not met Algebra 1 EOC requirements.</p> <p>Saturday standards based tutorial sessions.</p> <p>Pull out sessions based on areas of deficiency</p>
Rationale for Evidence-based Strategy	These strategies provide specific interventions and support based on student needs.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop timeline for implementation 2. identify students and student areas of deficiency 3. Develop monitoring plan 4. 5.
Person Responsible	Royce Turner (turnerr@duvalschools.org)

#3	
Title	Level 1 Achievement on FSA ELA and Geometry EOC
Rationale	By reducing the number of students achieving level 1 on state assessments, the school will have increased proficiency in the test areas as well as increased gains.
State the measurable outcome the school plans to achieve	Reduce the number of students achieving level 1 on the state assessment by
Person responsible for monitoring outcome	Royce Turner (turnerr@duvalschools.org)
Evidence-based Strategy	Algebra 1 review sessions for students who have not met Algebra 1 EOC requirements. Saturday standards based tutorial sessions. Pull out sessions based on areas of deficiency After school standards based sessions Small group differentiated instruction
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

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).