

Duval County Public Schools

Samuel W. Wolfson High School



2019-20 Schoolwide Improvement Plan

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Samuel W. Wolfson High School

7000 POWERS AVE, Jacksonville, FL 32217

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

Demographics

Principal: Christopher Begley

Start Date for this Principal: 8/26/2019

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)	33%
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: A (64%) 2017-18: B (56%) 2016-17: B (54%) 2015-16: C (46%) 2014-15: C (47%)
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;">71%</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;">73%</p>

School Grades History

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

Samuel Wolfson School for Advanced Studies and Leadership fosters academic excellence through comprehensive curricula and rigorous studies.

Provide the school's vision statement.

Pursuit of excellence through valor, integrity and perseverance.

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
Begley, Christopher	Principal	
Humphreys, Julie	Assistant Principal	Assistant Principal of Curriculum
Ball, Jr.	Assistant Principal	

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	1	318	218	130	102	769
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	7	4	5	22
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	3	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	13	33	13	0	59
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	40	21	16	20	97

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	1	0	0	0	1

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	10	25	34	69
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	4	4

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

769

Date this data was collected or last updated

Monday 8/26/2019

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	32	73	48	88	241
One or more suspensions	0	0	0	0	0	0	0	0	0	42	58	34	29	163
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	25	17	38	42	122
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	78	80	79	75	312

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	83	107	74	70	334

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	63%	47%	56%	45%	46%	53%
ELA Learning Gains	50%	48%	51%	41%	45%	49%
ELA Lowest 25th Percentile	41%	42%	42%	37%	39%	41%
Math Achievement	50%	51%	51%	55%	59%	49%
Math Learning Gains	55%	52%	48%	52%	52%	44%
Math Lowest 25th Percentile	57%	47%	45%	45%	45%	39%
Science Achievement	73%	65%	68%	63%	64%	65%
Social Studies Achievement	79%	70%	73%	47%	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	318 (0)	218 (0)	130 (0)	102 (0)	768 (0)
Attendance below 90 percent	6 ()	7 ()	4 ()	5 ()	22 (0)
One or more suspensions	1 (0)	0 (0)	3 (0)	0 (0)	4 (0)
Course failure in ELA or Math	13 (0)	33 (0)	13 (0)	0 (0)	59 (0)
Level 1 on statewide assessment	40 (0)	21 (0)	16 (0)	20 (0)	97 (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	67%	48%	19%	55%	12%
	2018	55%	48%	7%	53%	2%
Same Grade Comparison		12%				
Cohort Comparison						
10	2019	56%	48%	8%	53%	3%
	2018	52%	49%	3%	53%	-1%
Same Grade Comparison		4%				
Cohort Comparison		1%				

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	71%	67%	4%	67%	4%
2018	49%	63%	-14%	65%	-16%
Compare		22%			

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	79%	68%	11%	70%	9%
2018	61%	64%	-3%	68%	-7%
Compare		18%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	57%	-4%	61%	-8%
2018	43%	61%	-18%	62%	-19%
Compare		10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	61%	-14%	57%	-10%
2018	50%	57%	-7%	56%	-6%
Compare		-3%			

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	38	29		20	55					83	60
ELL	25	39	42	42	71		45			91	90
ASN	31	40		73						100	73
BLK	45	45	40	36	38	43	51	72		92	77

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	62	41	30	48	53		74	83		92	91
MUL	71	64					60				
WHT	87	61		73	76	92	93	92		96	84
FRL	49	44	35	42	41	52	54	76		92	79
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	43	42		40			20			80	42
ELL	32	52	43	50			27	45		75	73
ASN	53	56					50	85		100	82
BLK	40	40	28	39	38	40	36	53		88	75
HSP	56	51	55	60	55		54	56		76	77
MUL	53	33		36							
WHT	87	62		68	63		82	68		87	80
FRL	47	45	32	48	47	53	47	55		84	75
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	26	32	25	45			40	33		86	39
ELL	19	28	30	38	50		34	17		50	
ASN	46	61		60	69		62	23		60	
BLK	39	40	42	50	51	52	60	43		89	63
HSP	37	30	29	62	59	30	60	39		90	71
MUL	67	47									
WHT	67	49		56	44		73	74		93	58
FRL	44	42	34	52	49	42	61	43		87	60

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	62
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	43
Total Points Earned for the Federal Index	684
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	54
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	54
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	65
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	84
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	55
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 ELA Lowest 25 Percentile showed the lowest performance. The contributing factor to last year's performance was the students were placed in an English Honors course since we do not offer standard classes. As a result, the students experienced instruction that was at a faster pace than normal.

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

The ELA Lowest 25 Percentile showed the greatest decline from the prior year. Unfortunately, the reading teacher did not follow the curriculum guide given by the district and did not provide differentiated instruction on a daily basis.

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 greatest gap compared to the state average was the ELA Lowest 25 Percentile and Math Proficiency. In both subjects, we were one percentage below the state average. The factor that contributed the most is that we did not offer consistent tutoring for these students outside of the classroom.

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 Achievement. As a result of monthly monitoring our students Lexile scores, students improved their reading ability even though they were above average at the beginning of the year.

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

One potential concern is that we have several students that are failing English and Math courses due to the academic rigor. All students are placed in a honors class since we are advanced studies school. As a result, the work load for these struggling students becomes very challenging for the students.

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

1. ELA Lowest 25%
2. Math Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading Lowest Quartile
Rationale	Based on 18-19 FSA results, our lowest quartile only had 40% gains in reading.
State the measurable outcome the school plans to achieve	To ensure at least 45% of the LP25 9th and 10th grade students will show reading gains in 2019-2020 FSA.
Person responsible for monitoring outcome	Julie Humphreys (humphreysj@duvalschools.org)
Evidence-based Strategy	Tutoring for students after SAI funds are expanded.
Rationale for Evidence-based Strategy	Students are not making adequate reading progress with the FSA. Teachers lack informal assessments and that align to the standards. Based on the informal and formal assessments, students need additional support, will participate in pull out. Also, the school has a hired a parent liaison in order to support parents with their child's academic progress in reading.
Action Step	
Description	<ol style="list-style-type: none"> 1. Create SMART Goals with ELA PLC team 2. Monitor formal assessments with the Unify platform 3. Analyze students' progress with the admin team on a monthly basis 4. Identify students that are not making progress with previous taught standards 5. Provide remediation for these targeted students with pull out, after school tutoring and Saturday school.
Person Responsible	Julie Humphreys (humphreysj@duvalschools.org)

#2	
Title	Math Proficiency
Rationale	Based on 18-19 FSA results, had 50% proficiency.
State the measurable outcome the school plans to achieve	To ensure at least 55% of our Algebra and Geometry students are proficient with the 2019-2020 EOCs.
Person responsible for monitoring outcome	Christopher Begley (begleyc@duvalschools.org)
Evidence-based Strategy	Students will be provide additional support through tutoring. The students will participate in a pull out during their elective classes.
Rationale for Evidence-based Strategy	Students are not making adequate quarterly assessments. Students need more instructional time to master standards; therefore, additional tutoring is needed. Furthermore, Title One funds were used to hire an additional math teacher in order to keep class size down.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor the students' quarterly district modules and interim assessments for the targeted students that do not show adequate progress. 2. Teacher and admin will conduct data chats to monitor students' growth with informal and formal assessments. 3. Teachers will participate in a one on one monthly data chats with admin to determine if targeted group of students are meeting progress. 4. Provide pull out for the targeted students that are not showing adequate progress starting Jan. 2020.
Person Responsible	Christopher Begley (begleyc@duvalschools.org)

#3	
Title	Science Proficiency
Rationale	Based on 18-19 FSA results, we had 73% proficiency.
State the measurable outcome the school plans to achieve	To ensure at least 80% Biology students are proficient with the 2019-2020 EOC.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Students will be provide additional support through tutoring. The students will participate in a pull out during their elective classes.
Rationale for Evidence-based Strategy	Students are not making adequate on the quarterly assessments. Students need more instructional time to master standards; therefore, additional tutoring is needed. As a result, Title One funds were used to hire an additional science teacher in order to keep class size down and provide additional support.
Action Step	
Description	<ol style="list-style-type: none"> 1.Create SMART Goals with science teacher team 2. Monitor formal assessments with the Unify platform 3. Analyze students' progress with the admin team on a monthly basis 4. Identify students that are not making progress with previous taught standards 5. Provide remediation for these targeted students with pull out, after school tutoring and Saturday school.
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).

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.

In order to build positive relationships with parents, families, and other community stakeholders, the school will offer parent engagement events every quarter. Also, the principal sends a robo call every week to inform the parents of the upcoming 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.

We have a mental health counselor assigned to our school three days a week. In order for a student to receive services, a student has to be referred from the counselor or a teacher.

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

For incoming students, the school provides several events such 9th Grade Elective Night, 9th Grade Summer Social, and 9th Grade Student Successful Seminar. For the outgoing cohort of students, we provide a Financial Aide Night and College Application Seminar.

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.

After analyzing district EOCs, FSA, state EOCs, and AP/IB data, the leadership team determines which subgroups of students are not making adequate progress. For example, our PFEP plan is designed based on the needs of the students such as our PSAT/ACT/SAT scores are below the national average. Therefore, we have established a PSAT Parent Night to inform parents the importance the assessment and how they help their child be successful. Furthermore, we hired additional tutors for Saturday school for the group of students who are taking AP courses since our scores are far below the national average.

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

We use several strategies to advanced college and career awareness such as college rep visits. For example, the month of September we have over 50 colleges visiting our school. Also, during senior nights, we have stakeholders such as certified accountants to help students with the financial aid process for college application.