

Duval County Public Schools

# Grand Park Career Center



2020-21 Schoolwide Improvement Plan

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## Grand Park Career Center

2335 W 18TH ST, Jacksonville, FL 32209

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

### Demographics

**Principal: Tyrone Blue**

Start Date for this Principal: 5/30/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Duval County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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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## Grand Park Career Center

2335 W 18TH ST, Jacksonville, FL 32209

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

### School Grades History

Year

Grade

### School Board Approval

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### SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Our mission is to provide an environment that fosters academic excellence and builds the self-confidence of every student, in every classroom, every day. This will strengthen their ability to make better, informed choices at home and school; as well as provide the guidance for students to develop into productive citizens in the community.

#### Provide the school's vision statement.

All students will soar academically and behaviorally when they adhere to the principles within the EAGLES guidelines to success: Expect the best; Act responsibly; Give respect; Learn to make good choices; Engage in safe behaviors; come to school daily with the appropriate Supplies & prepared to learn.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Blue, Tyrone	Principal	Provide instructional leadership and supervision of all faculty & staff members.
Mitchell, Phillip	Assistant Principal	Provide instructional leadership and supervision of all faculty & staff members.
Hutchinson, Lakita	Teacher, K-12	Math teacher, Test Coordinator; Assists with Professional development activities

### Demographic Information

#### Principal start date

Monday 5/30/2011, Tyrone Blue

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

16

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	2	10	17	40	57	27	11	164	
Attendance below 90 percent	0	0	0	0	0	0	1	6	11	27	36	18	8	107	
One or more suspensions	0	0	0	0	0	0	20	9	16	37	50	24	10	166	
Course failure in ELA	0	0	0	0	0	0	0	3	7	11	23	7	1	52	
Course failure in Math	0	0	0	0	0	0	0	2	5	10	5	2	8	32	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide Math assessment	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	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	2	8	12	30	42	20	6	120	

**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	4	9	11	32	7	11	74	
Students retained two or more times	0	0	0	0	0	0	2	7	7	7	5	0	0	28	

**Date this data was collected or last updated**

Saturday 5/30/2020

**Prior Year - As Reported**
**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	1	5	9	45	40	30	13	143	
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	8	8	6	4	28	
One or more suspensions	0	0	0	0	0	0	0	0	9	6	2	3	0	20	
Course failure in ELA or Math	0	0	0	0	0	0	0	6	9	40	36	28	12	131	
Level 1 on statewide assessment	0	0	0	0	0	0	1	4	9	39	37	23	13	126	

**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	1	5	9	40	36	28	12	131	

**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	1	5	9	19	18	6	5	63
Students retained two or more times	0	0	0	0	0	0	0	3	6	10	11	4	3	37

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	1	5	9	45	40	30	13	143
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	8	8	6	4	28
One or more suspensions	0	0	0	0	0	0	0	0	9	6	2	3	0	20
Course failure in ELA or Math	0	0	0	0	0	0	0	6	9	40	36	28	12	131
Level 1 on statewide assessment	0	0	0	0	0	0	1	4	9	39	37	23	13	126

**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	1	5	9	40	36	28	12	131

**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	1	5	9	19	18	6	5	63
Students retained two or more times	0	0	0	0	0	0	0	3	6	10	11	4	3	37

**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	0%	47%	56%	0%	46%	53%
ELA Learning Gains	0%	48%	51%	0%	45%	49%
ELA Lowest 25th Percentile	0%	42%	42%	0%	39%	41%
Math Achievement	0%	51%	51%	0%	59%	49%
Math Learning Gains	0%	52%	48%	0%	52%	44%
Math Lowest 25th Percentile	0%	47%	45%	0%	45%	39%
Science Achievement	0%	65%	68%	0%	64%	65%
Social Studies Achievement	0%	70%	73%	0%	64%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(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.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018	0%	44%	-44%	52%	-52%
Cohort Comparison						
07	2019	0%	44%	-44%	52%	-52%
	2018	0%	41%	-41%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	8%	49%	-41%	56%	-48%
	2018	0%	51%	-51%	58%	-58%
Same Grade Comparison		8%				
Cohort Comparison		8%				
09	2019	9%	48%	-39%	55%	-46%
	2018	15%	48%	-33%	53%	-38%
Same Grade Comparison		-6%				
Cohort Comparison		9%				
10	2019	6%	48%	-42%	53%	-47%
	2018	8%	49%	-41%	53%	-45%
Same Grade Comparison		-2%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019					
	2018	0%	42%	-42%	52%	-52%
Cohort Comparison						
07	2019	0%	47%	-47%	54%	-54%
	2018	0%	50%	-50%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	32%	-32%	46%	-46%
	2018	0%	31%	-31%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	40%	-40%	48%	-48%
	2018	0%	44%	-44%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	5%	67%	-62%	67%	-62%
2018	5%	63%	-58%	65%	-60%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	71%	-71%
2018	18%	84%	-66%	71%	-53%
Compare		-18%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	14%	68%	-54%	70%	-56%
2018	9%	64%	-55%	68%	-59%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	57%	-54%	61%	-58%
2018	0%	61%	-61%	62%	-62%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	61%	-53%	57%	-49%
2018	0%	57%	-57%	56%	-56%
Compare		8%			

### 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
BLK										10	
FRL											
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
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

### 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)	CS&I
OVERALL Federal Index – All Students	9
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	9
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

## 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.**

EOC & STATE DATA NOT APPLICABLE DUE TO COVID-19

Based upon Benchmark / PMA data, the lowest performing students are reflected in the bottom quartile (both ELA & Math Lowest 25th Percentile). Contributing factors:

- Over 75% of student population are reading below grade-level
- Daily attendance on an average is less than 80%.
- Rdg vacancy filled with inexperienced, first-year teacher. Math vacancy throughout majority of the year.
- Poor motivation of students / Constant transition / daily enrollment of students
- Multiple Student Code of Conduct infractions

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

EOC & STATE DATA NOT APPLICABLE DUE TO COVID-19

**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.**

EOC & STATE DATA NOT APPLICABLE DUE TO COVID-19

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

EOC & STATE DATA NOT APPLICABLE DUE TO COVID-19

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

Multiple Preps  
Student Motivation

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

1. Providing ownership & growth opportunities / More Teacher Collaboration
2. Providing a Supportive Teaching & Learning Environment
3. Providing Professional Development on Multiple Preps (Gradual Release Model)
4. Provide clear expectations for virtual learning (Achieve 3000 / CommonLit- 2 articles per wk. @ 75%; Alg. Nation / i-Ready - 2 lessons per week; and Edgenuity - 1 unit every 2 weeks)
5. Reduce discipline referrals by 10% (Targeting profanity, as well as verbal & physical disputes)

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Small Group Instruction**

<b>Area of Focus Description and Rationale:</b>	Our focus is standards-based planning/instruction that leads to increased student achievement via mastery of standards-based lessons/assessments. Ultimately, we want students to show improved proficiency relating to standards-based assessments, lowest performing subgroups to demonstrate growth as well as our graduation rate to increase to 50% or higher based upon the time students are enrolled at Grand Park.
<b>Measurable Outcome:</b>	<ol style="list-style-type: none"> <li>1. Majority of observed classrooms will show evidence of standards-based planned/aligned lessons</li> <li>2. Majority of observed classrooms will show evidence of alignment to the learning Arc</li> <li>3. Majority of observed classrooms will show evidence of alignment to grade-level</li> <li>4. Standards-based planning/alignment will be a consistent part of PD's, PLC'S, and Common Planning (Teacher/Admin)</li> <li>5. Students will demonstrate growth of 5 percentage points between baseline, PMA's and EOC/State assessment window periods.</li> <li>6. Teachers will consistently incorporate school-wide strategies and provide differentiated instruction to meet the needs of the diverse learners in all classes.</li> <li>7. Teachers will implement instructional framework with fidelity.</li> <li>8. Teachers will participate in weekly PLC's and provide progress monitoring on monthly basis for targeted, low-performing subgroups</li> <li>9. Students will maintain writing portfolios in all core content areas</li> <li>10. Students will complete 2 assignments on iReady / Algebra Nation at 75% or higher on a weekly basis.</li> <li>Students will complete 2 Achieve 3000 articles at 75% or higher on a weekly basis.</li> <li>11. Intervention Team members will provide push-in &amp; pull-out support in elective classes.</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Tyrone Blue (bluet@duvalschools.org)
<b>Evidence-based Strategy:</b>	<p>Review and train with use of the Opportunity Myth</p> <p>School-wide goals are standards-based aligned</p> <p>Instructional strategies include annotating the text, graphic organizers and small group / pull-out instruction in all core content areas</p> <p>Teachers will maintain three small groups throughout instructional delivery</p> <p>School-wide goals are standards-based aligned</p>
<b>Rationale for Evidence-based Strategy:</b>	<p>Improve proficiency across core content areas</p> <p>Increased student achievement</p> <p>Increased engagement, knowledge of specific content, and overall achievement</p> <p>Provide classroom environment of independent thinkers &amp; learners.</p> <p>Improve student, teacher, parent &amp; administration accountability</p> <p>Reduction in off-task behaviors</p>

**Action Steps to Implement**

Standards-based planning/alignment will be a consistent part of PD's, PLC'S, and Common Planning (Teacher/Dept. Heads/Admin)

Teachers will consistently incorporate school-wide strategies and provide differentiated instruction to meet the needs of the diverse learners in all classes. (Teacher/Dept. Heads/Admin)

Consistently, observe classrooms seeking evidence of standards-based planned/aligned lessons (Teacher/Admin)

Consistently, observe classrooms seeking evidence of alignment to the learning Arc (Teacher/Admin)

Consistently, observe classrooms seeking evidence of alignment to grade-level (Teacher/Admin)  
 Consistently, monitor looking for the incorporation of school-wide strategies and differentiated instruction to meet the needs of the diverse learners in all classes. (Teacher/Admin)  
 Consistent monitoring of the implementation of the instructional framework with fidelity. (Teacher/Admin)  
 Students will maintain writing portfolios in all core content areas. (Teacher/Admin)  
 Students will complete 2 assignments on iReady / Algebra Nation at 75% or higher on a weekly basis. (Teacher/Admin)  
 Teachers will complete data tracking sheet & progress monitor on monthly basis (Teacher/Admin)

**Person Responsible** Tyrone Blue (bluet@duvalschools.org)

Students will complete 2 Achieve 3000 articles at 75% or higher on a weekly basis.  
 Intervention Team members will provide push-in & pull-out support in elective classes.  
 ESE Support Facilitators will collaborate with teachers and provide support to students with disabilities in Reading & Math classes.

**Person Responsible** Tyrone Blue (bluet@duvalschools.org)

Measureable Outcome:

State the specific measurable outcome the school plans to achieve. This should be some kind of data-based, objective outcome.

10. ESE Support Facilitators will collaborate with teachers and provide support to students with disabilities in Reading & Math classes.

Improve state reading & math assessment scores by 5%-10%

Improve reading & math gains by 5%-10%

Improve student Lexile Scores by 5%-10%

Reduce school-wide referrals by 10%-12%

Increase graduation rate to 50% or higher

Increase the school's Average Daily Attendance rate to 75%+

**Person Responsible** Tyrone Blue (bluet@duvalschools.org)

## #2. -- Select below -- specifically relating to

### Area of Focus Description and Rationale:

**Measurable Outcome:**

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

### Action Steps to Implement

*No action steps were entered for this area of focus*



**#3. -- Select below -- specifically relating to****Area of Focus Description and Rationale:****Measurable Outcome:****Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:****Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

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

**Title I Funds will be used to fund additional classroom materials and supplies that will be used to improve student achievement.**

**Part-time Para (Salaries) - Funding will be used to provide instructional support to ELA, Reading & Math teachers to increase student gains / proficiency scores. Tasks will include: Assisting targeted students (bottom quartile), working w/students in small groups, tracking student progress, communicating to parents what students are learning, motivating and encouraging students with disabilities.**

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Grand Park always maintains an "Open Door" policy for all stakeholders. Faculty & staff members will model expected behaviors as outlined in our Guidelines for Success. We will strive to consistently maintain effective relationships with all stakeholders to support our school's mission & student body by: \*

- Consistently communicating school's vision/mission statement to all stakeholders
- \* Requesting Community representatives to participate in career, military, and college day/week
- \* Consistently Communicating positively to students & parents
- \* Providing Neighborhood integration through monthly collaboration activities
- \* Establishing mentoring partnerships through local universities, community organizations as well as the faith-based community (Girls Matters)
- \* Addressing individual students' learning styles
- \* Being

Intentional / dedicated to providing academic success, building the self-confidence & being respectful to all \*  
On-going virtual communication\* Providing school climate surveys to all stakeholders & responding to  
student/parent concerns in a timely manner

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$48,555.24
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0141 - Grand Park Career Center	Title, I Part A	160.0	\$14,332.91
			Notes: Full-time Para (Salaries)			
	5100	200-Employee Benefits	0141 - Grand Park Career Center	Title, I Part A	160.0	\$9,323.55
			Notes: Full-time Para (Benefits)			
	5100	150-Aides	0141 - Grand Park Career Center	Title, I Part A	160.0	\$4,349.28
			Notes: Part-time Para (Salaries) - Provide instructional support to ELA, Reading & Math teachers to increase student gains / proficiency scores. Tasks will include: Assisting targeted students (bottom quartile), working w/students in small groups, tracking student progress, communicating to parents what students are learning, motivating and encouraging students with disabilities.			
	5100	200-Employee Benefits	0141 - Grand Park Career Center	Title, I Part A	160.0	\$808.53
			Notes: Part-time Para (Benefits)			
	5900	120-Classroom Teachers	0141 - Grand Park Career Center	Title, I Part A	160.0	\$16,320.00
			Notes: Multiple Assignments (Salaries)... Tutorial services provided to low-performing students with proficiency scores of level I or level II in Reading and/or Math.			
	5900	200-Employee Benefits	0141 - Grand Park Career Center	Title, I Part A	160.0	\$3,420.97
			Notes: Multiple Assignments (Salaries)... Tutorial services provided to low-performing students with proficiency scores of level I or level II in Reading and/or Math.			
2	III.A.	Areas of Focus: -- Select below --:				\$0.00
3	III.A.	Areas of Focus: -- Select below --:				\$0.00
Total:						\$48,555.24