

Duval County Public Schools

Paxon School/Advanced Studies



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	18
Budget to Support Goals	19

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: 7/1/2009

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2019-20 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%)
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 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	19

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2019-20 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">28%</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;">70%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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, position title, and job duties/responsibilities 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.
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.

Demographic Information

Principal start date

Wednesday 7/1/2009, Royce Turner

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.*

5

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.*

3

Total number of teacher positions allocated to the school

59

Demographic Data

2020-21 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
2019-20 Title I School	No
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SI Region	Northeast
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Year	
Support Tier	
ESSA Status	N/A
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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	354	461	330	277	1422
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	21	10	10	43
One or more suspensions	0	0	0	0	0	0	0	0	0	0	23	55	40	17	135
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	14	48	7	0	69
Course failure in Math	0	0	0	0	0	0	0	0	0	0	13	61	47	0	121
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	13	7	2	3	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	1	17	17	3	38

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	45	125	80	44	294

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	3	57	10	3	73
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	9	1	0	12

Date this data was collected or last updated

Wednesday 7/29/2020

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	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	
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	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

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	0	0	0	436	432	299	320	1487
Attendance below 90 percent	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	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
Level 1 on statewide assessment	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	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

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	
	(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
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						

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
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
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

Students With Disabilities

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%	0

English Language Learners

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%	0

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%	0

Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0
Hispanic Students	
Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

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.

Social Studies Achievement showed the lowest performance. Students at Paxon do not take the Social Studies course and standards that are tested on this assessment. They are all enrolled in the AP course, which assesses different standards.

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

Social Studies Achievement showed the lowest performance. Students at Paxon do not take the Social Studies course and standards that are tested on this assessment. They are all enrolled in the AP course, which assesses different standards.

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 exceeds the state average in every category.

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

ELA learning gains for the lowest 25% showed the most improvement. Teachers focused on identifying individual student needs and remediating those needs based on data monitoring and differentiated and small group instruction.

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

Our greatest area of concern is the number of students that we have with two or more early warning indicators.

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

1. Instructional Practice
2. School Culture and Climate
3. Social Studies data
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: This year we will focus on instructional technology professional learning for teachers for enhancement of their instructional practices to include targeted teaching both in the classroom and in an online learning environment. Our student gains in Mathematics and achievement performance in Social Studies were reduced. The challenges presented by the current pandemic will make it more difficult to target specific learning needs. Teachers need to be equipped to adapt their teaching methods to be effective in this new environment. This training will include implementation, providing feedback, grading, and assessment.

Measurable Outcome: 100% of teachers will be trained in multiple instructional technology delivery methods and display evidence of implementation of teacher selected strategies in their instruction and lesson planning.

Person responsible for monitoring outcome: Royce Turner (turnerr@duvalschools.org)

Evidence-based Strategy: Professional Development will be provided to teachers with consideration of adult learning theory. Training will be conducted by qualified personnel from the district, the school and outside entities.

Rationale for Evidence-based Strategy: The school and district have been directed to provide both online and in person instruction. These delivery methods require that teachers be well versed and knowledge in effective online delivery methods that have not been previously required.

Action Steps to Implement

Professional Development in the effective use of instructional technology will be conducted by district personnel, school based innovative educators, and school based certified Microsoft Educator. These trainings will be conducted face to face and online as appropriate.

Person Responsible LaShanda Allen (allenl1@duvalschools.org)

Classroom observation to observe the use of new methods.

Person Responsible Royce Turner (turnerr@duvalschools.org)

Monitoring of lesson plans to demonstrate planning that includes learned instructional technology methods.

Person Responsible Royce Turner (turnerr@duvalschools.org)

Classroom focus walks.

Person Responsible Royce Turner (turnerr@duvalschools.org)

Video monitoring of instruction.

Person Responsible Royce Turner (turnerr@duvalschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Our 5 essentials data demonstrates that the school has a need for more collective responsibility for discipline in the entire school. Increasing teacher engagement in this area can help improve overall school culture and encourage positive behavior among students.

Measurable Outcome: 100% of teachers will be involved in Positive Behavior Interventions and Supports through various initiatives as implemented by the PBIS team.

Person responsible for monitoring outcome: Royce Turner (turnerr@duvalschools.org)

Evidence-based Strategy: Inclusion of teacher input in PBIS initiatives and goals.

Rationale for Evidence-based Strategy: Including teachers in the decision making process helps to build teacher buy-in and provides ample opportunities for teacher engagement in this area.

Action Steps to Implement

All teachers will physically position themselves to contribute to the monitoring of student behavior during the change of class.

Person Responsible: MaryBeth Weaver (weaverm1@duvalschools.org)

All teachers will be given the opportunity to submit goals to the PBIS team.

Person Responsible: MaryBeth Weaver (weaverm1@duvalschools.org)

All teachers will have an opportunity to participate on the PBIS team as a representative of their department.

Person Responsible: MaryBeth Weaver (weaverm1@duvalschools.org)

All teachers will be encouraged to participate in the PBIS incentive program for students to encourage positive behavior.

Person Responsible: Royce Turner (turnerr@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based on our school's instructional focus walks, it has been determined that our school could benefit from a greater alignment of our classroom assessments with the standards being taught. Doing so, will provide a more accurate measure of student learning of the standards to assist with areas of focus and ultimately student learning.

Measurable Outcome: Paxon will see an increase in the alignment of classroom standards to the assessment in our weekly instructional review walks.

Person responsible for monitoring outcome: Royce Turner (turnerr@duvalschools.org)

Evidence-based Strategy: The Administrative team will engage in regular monitoring of instructional standards alignment and assessment.

Rationale for Evidence-based Strategy: Administrative monitoring of standards align instructional practices will allow the administration to identify areas of support needed by teachers so that student learning is maximized.

Action Steps to Implement

Weekly Instructional Review Walks and Calibration Walks by the school administration.

Person Responsible Royce Turner (turnerr@duvalschools.org)

Participation in and monitoring of weekly common planning sessions to ensure that appropriate standards are taught and the assessments and tasks are aligned to the standards.

Person Responsible Royce Turner (turnerr@duvalschools.org)

Professional Learning Communities activities that provide development in learning and teaching the appropriate standards.

Person Responsible Royce Turner (turnerr@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

Professional development will be provided to address issues around student engagement during instruction.

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.

The school works tirelessly to create a positive school culture. For incoming freshmen, this includes a specifically designed transition program that acclimates them to the campus and have personal interactions with current students and faculty and administration. The school also provides an intimate question and answer session for parents with the school principal. The school's Parent Teacher Student Association immediately begins engaging with new students and families to include them in the school community and provide support.

The school believes that communication is a key component of school culture. The school has a variety of communication avenues for families including a monthly newsletter, website, social media, remind app, district app, and a parent call out. Several of these communication methods allow for two way communication so that families can actively engage with the school.

The school has in place Positive Behavior Interventions and Supports. These efforts are governed by a committee that is lead by teachers and includes administration, students, and parents. This committee looks for alternatives to traditional discipline and emphasizes a rewards system that highlights positive behavior.

To assist our students who have academic challenges, each year, school administration chooses an area of focus to monitor which includes contact and mentoring of students in identified group. This initiative helps build positive relationships between students and the school administration.

The school attends to the academic, social, and emotional needs of students through a variety of activities that include sports, clubs, student tutoring, teacher tutoring, mental health counseling, and college and career support.

The school works closely with outside stakeholder groups to ensure multiple perspectives are represented in school efforts and for support of school initiatives. These groups include our PTSA, SAC, booster organizations, and business partners.

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: Professional Learning	\$0.00
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2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00