Douglas Anderson School Of The Arts

2021-22 Schoolwide Improvement Plan

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Douglas Anderson School Of The Arts

2445 SAN DIEGO RD, Jacksonville, FL 32207

http://www.duvalschools.org/anderson

Demographics

Principal: Tina Wilson

Start Date for this Principal: 4/17/2017

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2020-21 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 (80%) 2017-18: A (79%) 2016-17: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	21%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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.

Douglas Anderson School of the Arts will be the leading public arts high school in the nation.

Provide the school's vision statement.

Where Arts and Academics Meet in Excellence

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Hammer, Melanie	Principal	
Cinotti, Jacquelyn	Assistant Principal	
Franklin, Jeremy	Assistant Principal	
Sproch-Boyd, Tammy	Dean	
Lamp, Bonnie	Reading Coach	
Cowgill, Patti	Teacher, ESE	
Mathis, Donna	Teacher, K-12	Gifted Lead Teacher

Demographic Information

Principal start date
Monday 4/17/2017, Tina Wilson

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.*
4

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
62

Total number of students enrolled at the school
1,127

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

Demographic Data

Early Warning Systems

2021-22

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	277	315	267	286	1145
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Monday 6/21/2021

2020-21 - 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	297	282	329	262	1170
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	4	13	3	21
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	2	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	3	4	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	1	4	15	4	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	38	41	32	11	122
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	69	24	22	15	130

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	45	59	64	41	209

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

2020-21 - 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	297	282	329	262	1170
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	4	13	3	21
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	2	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	3	4	0	8
Course failure in Math	0	0	0	0	0	0	0	0	0	1	4	15	4	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	38	41	32	11	122
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	69	24	22	15	130

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	45	59	64	41	209

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					Grade Level									
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				86%	47%	56%	86%	47%	56%
ELA Learning Gains				70%	48%	51%	69%	49%	53%
ELA Lowest 25th Percentile				69%	42%	42%	66%	42%	44%
Math Achievement				80%	51%	51%	79%	51%	51%
Math Learning Gains				63%	52%	48%	59%	55%	48%
Math Lowest 25th Percentile				64%	47%	45%	62%	50%	45%
Science Achievement				97%	65%	68%	95%	61%	67%
Social Studies Achievement				92%	70%	73%	92%	67%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	85%	48%	37%	55%	30%
Cohort Comparison						
10	2021					
	2019	87%	48%	39%	53%	34%
Cohort Comparison		-85%				

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
2021					
2019	97%	67%	30%	67%	30%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	68%	24%	70%	22%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	57%	12%	61%	8%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	61%	23%	57%	27%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

9TH Grade - Progress Monitoring Assessments
10th Grade - Progress Monitoring Assessments
11th Grade - Achieve 3000 (ELA), Progress Monitoring Assessment (Math, Biology, and US History)
12th Grade - Achieve 3000 (ELA), Progress Monitoring Assessment (Math and US History)

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	236/84%	221/77%	209/81%
	Economically Disadvantaged	54/82%	51/74%	42/75%
	Students With Disabilities	7/64%	7/64%	3/30%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	91/54%	97/60%	99/71%
	Economically Disadvantaged	24/60%	25/63%	25/76%
	Students With Disabilities	1/33%	3/100%	1/100%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	181/92%	188/94%	177/94%
	Economically Disadvantaged	39/89%	39/85%	39/91%
	Students With Disabilities	5/100%	4/80%	5/100%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	180/69%	206/80%	164/79%
	Economically Disadvantaged	35/73%	33/72%	25/78%
	Students With Disabilities	6/43%	9/64%	6/60%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55/57%	43/42%	38/49%
	Economically Disadvantaged	12/48%	12/48%	7/39%
	Students With Disabilities	5/56%	4/44%	4/57%
	English Language Learners	0/0%	0/0%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	20/59%	23/68%	23/68%
	Economically Disadvantaged	5/56%	7/88%	6/67%
	Students With Disabilities	3/43%	5/71%	3/50%
	English Language Learners	0/0%	0/0%	0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/25%	3/50%	2/100%
	Economically Disadvantaged	1/50%	2/100%	2/100%
	Students With Disabilities	1/100%	1/100%	1/100%
	English Language Learners	0/0%	0/0%	0/0%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	123/60%	92/63%	156/68%
	Economically Disadvantaged	21/53%	16/70%	19/50%
	Students With Disabilities	11/48%	9/38%	11/48%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/24%	14/27%	10/29%
	Economically Disadvantaged	2/20%	5/45%	1/25%
	Students With Disabilities	4/24%	5/28%	2/17%
	English Language Learners	0/0%	0/0%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/100%	2/67%	1/20%
	Economically Disadvantaged	1/100%	0/0%	0/0%
	Students With Disabilities	1/100%	0/0%	0/0%
	English Language Learners	1/100%	1/100%	0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	44/55%	157/65%	47/46%
	Economically Disadvantaged	5/36%	27/61%	9/47%
	Students With Disabilities	5/36%	20/71%	8/44%
	English Language Learners	0/0%	2/100%	0/0%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	160/77%	58/55%	43/54%
	Economically Disadvantaged	29/66%	11/42%	12/55%
	Students With Disabilities	7/47%	9/56%	9/56%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/14%	1/17%	1/25%
	Economically Disadvantaged	1/33%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0/0%	0/0%	3/100%
	Economically Disadvantaged	0/0%	0/0%	1/100%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	54	67	50	37	47		62	66			
ASN	91	77								100	86
BLK	63	56	46	33	35	43	72	55		100	71
HSP	79	60	63	61	27		91	83		100	77
MUL	93	80		58			92	88		100	87

2021 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 2019-20	C & C Accel 2019-20
WHT	86	69	58	76	52	59	93	92		99	83
FRL	71	59	45	64	43	47	81	77		100	73
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	58	51	50	44	42	23	92	71		100	60
ASN	87	57						100			
BLK	68	62	60	61	53	42	95	82		100	65
HSP	81	60	69	82	62		97	97		100	75
MUL	90	68		62	36		95	92			
WHT	92	75	80	91	71	87	98	95		99	86
FRL	78	61	65	71	61	52	93	92		100	66
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	60	67	59	61	79		83	63		93	57
ASN	100	75						100		100	95
BLK	69	60	62	61	49	52	90	85		100	78
HSP	85	73	69	76	54		89	95		100	76
MUL	85	72		73	69						
WHT	92	72	70	85	62	63	99	94		99	84
FRL	78	64	63	71	50	55	95	86		98	72

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	71
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	705
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55

Students With Disabilities	
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	89
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	57
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	71
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	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	77
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	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

One trend that emerges across all grade levels is that our winter data decreased from the fall data and then went back up in the spring. There is an achievement gap between our students with disabilities and our other subgroups and total population.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 state assessments, DA's greatest need for improvement is on learning gains and LPQ learning gains. Based on progress monitoring, DA's greatest need for improvement is in our Math proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

DA students are struggling with math after spending so much time in virtual instruction in 2020. This year our students' basic math skills were weaker than in the past. We need more ramp-ups, before or after school, to work on basic mathematical skills. We will continue to put student leaders as tutors in our Algebra classes and expand this program to our Geometry classes. Administrators will continue small group pullouts this year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring data all areas decreased compared to state scores in 2019. Comparing our 2019 state assessment scores to our 2021 state assessment scores, there was no improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Virtual instruction has caused a decline in our school data. The administrative team pulled more small groups to provide remediation.

What strategies will need to be implemented in order to accelerate learning?

We will bring back our Lunch and Learn program where students can get remediation needed in their courses. We will continue to place student leaders in our high accountability classes to work with small groups of students. We will hold before school, after school, and Saturday ramp-ups to work on skills lost during virtual instruction.
The administrative team will continue to do small group pull-outs.
We will continue to offer support to our gifted and ESE populations.
We will utilize our Reading Coach to work with our teachers and small groups of students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development on standards-based instruction and standards-based grading will continue to be provided throughout the school year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Lunch and Learn remediation sessions.
Student leaders in the high accountability classrooms.
Ramp-ups - before school, after school, and on Saturdays.
Admin small group pull-outs.
Small group pull-outs from our instructional coach.
Implement standards-based instruction with fidelity.
Provide gifted and ESE support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Teachers will participate in effective common planning that focuses on aligned tasks, assessments, and equivalent experiences. Based on the standards-based walkthroughs during the 2020-2021 school year, the slight majority of the classrooms showed focus boards with aligned standards and implemented assessments that were strongly aligned to the standards being taught.
Measurable Outcome:	The vast majority of our current core content teachers will engage in successful standards-aligned planning, instruction, and assessment practices.
Monitoring:	Standards-based walkthroughs will be conducted regularly. In addition, data will be shared with the teachers, and areas for improvement will be addressed during common planning and individual conferences.
Person responsible for monitoring outcome:	Melanie Hammer (hammerm@duvalschools.org)
Evidence-based Strategy:	Facilitate and monitor PLC and common planning that results in assessments that are aligned with the standards being taught in the lesson.
Rationale for Evidence-based Strategy:	When students engage with standards-aligned and course-appropriate instruction, scores improve, and learning gains increase. Students need to be regularly exposed to standards-based assessments to be adequately prepared for end-of-course state assessments.

Action Steps to Implement

Conduct professional development on standards-based planning, delivery, and assessment.

Person Responsible	Melanie Hammer (hammerm@duvalschools.org)

Schedule and support PLCs and Common Planning.

Person Responsible	Jacquelyn Cinotti (cinottij@duvalschools.org)

Analyze data (PMAs, Achieve 3000, classroom assessments, etc.)

Person Responsible	Bonnie Lamp (lampb@duvalschools.org)

The PLCs will unpack the standards and work through the learning arc documents to ensure alignment with instruction and assessment.

Person Responsible	Jeremy Franklin (franklinj3@duvalschools.org)

Continue standards-based walkthroughs and weekly Friday admin meetings to discuss findings and trends and identify actionable next steps. Then use PLC and common planning to support the teacheers.

Person Responsible	Melanie Hammer (hammerm@duvalschools.org)

#2. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	We will build a culture of inclusivity and equity by educating all stakeholders, opening channels of dialogue and reviewing curriculum, school practices, and perspectives. Based on stakeholder feedback, current culture, and world events, we identified the area of equity and diversity as a cultural priority for the 2021-2022 school year. Students learn best when they feel safe and accepted.
Measurable Outcome:	All of our students will feel safe and accepted at Douglas Anderson.
Monitoring:	This area of focus will be monitored using the 5 essentials survey. Student QR code for suggestions will be regularly monitored. All arts areas have a student advisory group and admin will attend all meetings to bring suggestions back to our weekly admin meetings.
Person responsible for monitoring outcome:	Jeremy Franklin (franklinj3@duvalschools.org)
Evidence-based Strategy:	Diversity and equity in curriculum and staff will ensure that students are exposed to a diverse range of cultures and experiences. Building a culture of inclusivity and equity will allow us to attract a more diverse student body as well as a more diverse faculty and staff. When all students are supported by the faculty and staff on our campus, scores in academic areas will increase.
Rationale for Evidence-based Strategy:	Research shows that students must feel safe and accepted before they can focus on their learning goals.

Action Steps to Implement	
Provide professional development for all faculty and staff provided by DCPS and outside experts.	
Person Responsible	Melanie Hammer (hammerm@duvalschools.org)
Create a DA Integrity Statement that all students will sign and uphold.	
Person Responsible	Jeremy Franklin (franklinj3@duvalschools.org)
Work with outside agencies to assist in the recruitment and retention of more diverse faculty and staff.	
Person Responsible	Melanie Hammer (hammerm@duvalschools.org)
Work with the DA Task Force, which includes alumni, students, and parents, to share ideas, strategies, and Best Practices to improve culture.	
Person Responsible	Melanie Hammer (hammerm@duvalschools.org)
Monitor the virtual student suggestion box.	
Person Responsible	Jeremy Franklin (franklinj3@duvalschools.org)
Create a DA Faculty and Staff Climate and Culture Committee.	
Person Responsible	Jacquelyn Cinotti (cinottij@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Attendance is being addressed through the Integrity Statement. We will also ensure AIT meetings are held and follow-up provided for students who have excessive absences.
Additionally, we will focus on increasing the number of students who are post-secondary ready by graduation, as our PSR numbers decreased during 2020-2021 due to COVID.

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.

We have created a Douglas Anderson Student Advisory Group made up of current students to advise on culture-related concerns at DA. Each arts area will create a student advisory group to advise on culture, equity, and diversity within the arts area.

The DA Task Force is comprised of DA Alumni, current students, and parents to act as a liaison between the school and the various stakeholder groups.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Faculty, staff, and Admin - building relationships with students and create a system of support.
School Counselors - Counsel students when support is needed.
Students - sharing what is and is not working for them at the school. Help identify areas in need of improvement.
Parents/Guardians - Share the parent perspective of what they hear from their student at home. Share ideas of what would make a parent/guardian feel more welcome being involved in the school community.
DA Community - alumni, community members, DA Foundation, artists - Provide support to the school in many different capacities.