

Duval County Public Schools

Duncan U. Fletcher High School



2021-22 Schoolwide Improvement Plan

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Duncan U. Fletcher High School

700 SEAGATE AVE, Neptune Beach, FL 32266

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

Demographics

Principal: Dean Ledford

Start Date for this Principal: 7/13/2021

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)	41%
2020-21 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 (67%) 2017-18: B (61%) 2016-17: B (61%)
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	25%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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<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.

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in high school, college or a career and life.

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
Ledford, James Dean	Principal	Instructional Leader - Oversee all aspects of campus activities.
Archon, Kristen	Assistant Principal	Assistant Principal of Curriculum, Social Studies, School Counseling
Hayes, Mary	Assistant Principal	Science, VyStar, Facilities

Demographic Information

Principal start date

Tuesday 7/13/2021, Dean Ledford

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.*

57

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.*

39

Total number of teacher positions allocated to the school

96

Total number of students enrolled at the school

2,155

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

1

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

1

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	602	617	425	449	2093
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	95	87	48	60	290
One or more suspensions	0	0	0	0	0	0	0	0	0	51	68	29	26	174
Course failure in ELA	0	0	0	0	0	0	0	0	0	37	102	30	20	189
Course failure in Math	0	0	0	0	0	0	0	0	0	41	64	33	30	168
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	47	83	50	76	256
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	219	109	16	17	361
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	122	129	0	0	251

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	124	146	50	55	375

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	46	103	27	3	179
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	26	15	13	75

Date this data was collected or last updated

Tuesday 7/27/2021

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	0	606	577	529	401	2113
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide ELA assessment	0	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	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		

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	0	610	660	439	445	2154
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	90	81	70	105	346
One or more suspensions	0	0	0	0	0	0	0	0	0	0	14	12	5	0	31
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	79	69	44	6	198
Course failure in Math	0	0	0	0	0	0	0	0	0	0	58	80	52	5	195
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	122	129	0	0	251
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	122	174	0	0	296

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	145	107	88	52	392	

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	51	122	53	226
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	6	25	31

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				65%	47%	56%	56%	47%	56%
ELA Learning Gains				55%	48%	51%	44%	49%	53%
ELA Lowest 25th Percentile				44%	42%	42%	33%	42%	44%
Math Achievement				58%	51%	51%	51%	51%	51%
Math Learning Gains				50%	52%	48%	45%	55%	48%
Math Lowest 25th Percentile				45%	47%	45%	41%	50%	45%
Science Achievement				86%	65%	68%	84%	61%	67%
Social Studies Achievement				87%	70%	73%	77%	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	66%	48%	18%	55%	11%
Cohort Comparison						
10	2021					
	2019	63%	48%	15%	53%	10%
Cohort Comparison		-66%				

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	86%	67%	19%	67%	19%
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	86%	68%	18%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	38%	57%	-19%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	61%	6%	57%	10%

Grade Level Data Review - Progress Monitoring Assessments

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

English Language Arts - Progress Monitoring Assessments

Mathematics - Progress Monitoring Assessments

Biology - Progress Monitoring Assessments

US History - Progress Monitoring Assessments

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	65	58	49
	Economically Disadvantaged	56	41	36
	Students With Disabilities	25	21	10
	English Language Learners	10	13	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	49	42
	Economically Disadvantaged	34	36	30
	Students With Disabilities	14	18	9
	English Language Learners	67	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	90	87	88
	Economically Disadvantaged	84	75	74
	Students With Disabilities	63	63	50
	English Language Learners	67	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	59	52
	Economically Disadvantaged	39	47	36
	Students With Disabilities	20	25	16
	English Language Learners	0	20	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	33	23
	Economically Disadvantaged	32	31	23
	Students With Disabilities	23	23	13
	English Language Learners	25	25	20
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	57	70	60
	Economically Disadvantaged	47	63	46
	Students With Disabilities	38	69	20
	English Language Learners	67	100	100
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	64	73	63
	Economically Disadvantaged	75	87	56
	Students With Disabilities	100	0	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	56	50
	Economically Disadvantaged	30	45	33
	Students With Disabilities	41	38	17
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	26	19
	Economically Disadvantaged	13	26	18
	Students With Disabilities	10	13	0
	English Language Learners	0	100	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	46	37	35
	Economically Disadvantaged	60	35	29
	Students With Disabilities	50	30	33
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	61	82	68
	Economically Disadvantaged	51	70	51
	Students With Disabilities	54	58	46
	English Language Learners	25	50	50

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	41	26
	Economically Disadvantaged	41	17	0
	Students With Disabilities	15	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	27	15
	Economically Disadvantaged	10	8	9
	Students With Disabilities	22	23	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	60	67
	Economically Disadvantaged	33	33	100
	Students With Disabilities	0	0	0
	English Language Learners	50	50	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	78	62
	Economically Disadvantaged	0	33	33
	Students With Disabilities	0	0	0
	English Language Learners	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	20	29	29	12	13	15	35	44		92	72
ELL	33	64	67	18							
ASN	57	35		64				73		100	90
BLK	32	35	27	18	17	15	63	40		96	74
HSP	51	41	39	24	22	38	68	82		100	78

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
MUL	46	45	56	22	11	30	84	78		90	95
WHT	65	50	37	39	18	16	83	84		98	88
FRL	41	38	35	23	16	19	64	56		94	79
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	22	31	29	38	58	46	73	73		91	78
ELL	33	65	60	33			73				
ASN	63	53		69	62		100			90	
BLK	33	47	37	32	33	29	60	65		97	80
HSP	57	56	45	44	53	55	76	78		94	77
MUL	59	57	50	54	44	30	84	89		100	95
WHT	72	57	47	65	52	48	93	91		96	87
FRL	48	44	39	45	43	39	74	76		92	80
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	23	35	28	27	44	40	39	44		95	67
ELL	7	31	18	36							
ASN	62	63		53			67				
BLK	26	38	35	33	44	23	58	53		92	79
HSP	47	45	45	50	59		67	73		90	76
MUL	48	49	38	50	37		81	71		96	91
WHT	64	43	29	56	44	45	90	82		98	82
FRL	40	42	36	44	45	41	69	58		93	71

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	79
Total Points Earned for the Federal Index	627
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
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	70
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	42
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	56
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	56
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	58
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	47
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?

Algebra remains our lowest area.
Biology and US History remain our highest performing.

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

Algebra 1

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

Incoming students' math levels.
Putting in extra resource classes for Algebra and Geometry

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

Biology and US History

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

Place African American History and History of Vietnam in 10th grade classes to support standards taught in US History showed success.

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

Added another teacher to our math department. This will allow us to add resource classes for Algebra 1, Geometry and Math for College Success for those students that still need a graduation requirement.

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.

Standard Recovery Strategies throughout the year.

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

Added teachers to provide student support.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Fletcher's core content averaged 2.8 out 5 when observing Assessing Student Learning. Students were not given the chance to determine mastery of standards. Most of the lessons were not aligned to the learning arc and many tasks were not aligned to FSA standards. This indicates most of our students are not given a chance to perform at grade level.
Measurable Outcome:	Fletcher's core content classes will average a rating of 4 out of 5 around Assessment of Student Learning.
Monitoring:	Using Standard Walkthrough Form
Person responsible for monitoring outcome:	James Dean Ledford (ledfordj@duvalschools.org)
Evidence-based Strategy:	Facilitate and monitor PLC and common planning sessions that result in instructional delivery that ensures students are exposed to standards aligned instruction, tasks, and assessments.
Rationale for Evidence-based Strategy:	Fletcher should ensure students are getting the opportunity to show mastery of the standard. Students' task should be on the appropriate level of the learning arc and task should be aligned to the standard. This will provide students with success when faced with the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

Ensure assistant principals and principal are calibrated together on the standard walkthrough form - specifically in the assessing student learning category.

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

Conduct school improvement rounds with high school cluster focusing on assessing student learning.

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

Train teachers to use common planning procedures that enable teachers to build lessons and create tasks that are aligned to the standards.

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

Provide training for teachers during PLCs that allow them to obtain information needed to produce a product during common planning.

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

Teachers will collaborate and work with each other during common planning lead by the following individuals;

Ms. Murrell
Ms. Poole
Ms. Vanlue
Ms. Grapes

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

Administrators will meet regularly on Mondays to discuss their instructional review walks for the week. During these meetings, the admin team will focus on classrooms that did not have instruction or tasks that were aligned to the standard. The team will create action steps based on the needs of the building.

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

In order to prepare students for postsecondary education or work field. We will be enhancing our Business and Technology Programs. This will include the continuation of cohort scheduling of our VyStar Academy of Business and Finance and beginning the cohort scheduling of our Computer Science and Digital Design. This programs will allow students to earn industry certification. We will also continue our ACT and SAT tutoring programs for students. This includes students that in need of graduation requirements as well as students looking for improve their overall scores to be more competitive for acceptance to the college of their choice.

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

Personnel that will assist with this action step:

Ms. Huff

Ms. Pinkney-McNair

Ms. Archon

Ms. Michaels

Mr. Couturier

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

#2. Leadership specifically relating to Leadership Development**Area of Focus
Description
and
Rationale:**

Our next area of focus is around building teacher influence and taking a collective responsibility among staff members. We believe this will improve through leadership development. Every students will benefit across all curriculum as the faculty influences each other in a positive manner to improve their overall instructional deliveries. Building leadership among the faculty will allow them to take more of a collective responsibility of the overall environment and academic needs of the school. These needs were identified through our 5Essential Survey data. These were the areas that were listed as the biggest need according to the data presentation.

Measurable Outcome:

We would like to show a 5% increase in the following areas on our 5Essential Survey -
Building Teacher Influence
Collective Responsibility

Monitoring:

Through informal conversations and 5Essential Survey Data

Person responsible for monitoring outcome:

James Dean Ledford (ledfordj@duvalschools.org)

Evidence-based Strategy:

Using department heads more around decision making that affects topics specific departments. Ensuring Professional Learning Communities are being utilized in all areas. Identifying teachers that can lead Professional Development sessions during common planning times.

Rationale for Evidence-based Strategy:

Using department heads as leaders will help provide examples of teachers working with administration to improve specific areas of their departments. Department heads are specifically picked for their leadership displayed when observing classrooms during data chats. Ensuring professional learning communities are being utilized in all areas will give all subject areas the tools to assist each other and grow as educators. During common planning is when teachers have the most influence on each other. Identifying teachers that can lead professional development will bring more collective responsibility as teachers will buy-in more learning from colleagues.

Action Steps to Implement

Set up schedule for department meetings throughout the year. Create agendas and submit them to the administration prior to the meetings.

Person Responsible

Ashley Snell (bowleya@duvalschools.org)

Ensure all teachers have common planning among specific courses. Set up norms for each professional learning community that will enable them to create a positive and productive common planning meetings.

Person Responsible

James Dean Ledford (ledfordj@duvalschools.org)

Monitor lesson deliveries through all subjects areas and speak with teachers regarding presenting best practices.

Person Responsible

Kristen Archon (archonk1@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Maintaining our Acceleration Rate for Graduating Seniors - We will continue to utilize our Dual Enrollment courses to provide and accelerated opportunity. We will also emphasize our CET courses for students to earn accelerated credits through specific assessments.

Overall School Safety - We will place several safety procedures that will ensure we follow the CDC guidelines as closely as possible.

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.

Below are some action steps and programs we use to ensure student receive support as well as activities they can use to become involved thus ensuring a positive school culture.

- * Athletic Programs, Performing and Visual Arts programs.
- * Over 40 different clubs
- * Push-ins with other various school personnel
- * Math and Science Tutoring 2 times a week
- * English and Social Studies Tutoring 2 times a week
- * Mu Alpha Theta, Math tutoring Monday
- * French Honor Society help after school everyday
- * National Honor Society Help Monday through Thursday
- * Statistics Monday and Thursday after school
- * Geometry Help Monday through Thursday
- * PERT Tutoring sessions
- * ACT/SAT boot camps
- * ACT/SAT boot camps coordinated with UNF

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

Reaching out to our parents and using our active clubs is another attempt to bring parents in we use on a consistent basis. Below are a few actions steps we have begun.

- * Tuesday tours throughout the year for incoming families

- * PTSA Beautification day - around outside of campus
- * PTSA Honor roll luncheon
- * Interact – Canines for warriors project
- * Homecoming activities – “snarl” - community pep-rally
- * Fletcher Basketball with local elementary school
- * Best buddies with local special needs schools
- * Paws for a cause club – fundraiser for local shelter
- * Fletcher Goes Green – Campus beautification

Our PTSA plays an active role in our school - below are a few activities they have coordinated throughout the year.

- * PTSA Honor Roll Luncheon
- * PTSA Beautification
- * Pre-planning Luncheon for teachers
- * Homecoming Dance
- * Pre-planning assistance - moving furniture and assisting teachers
- * Increase safety around Fletcher High School – working with local government to install crosswalks on the perimeter of the campus.
- * Working with the city of Jacksonville Beach around a Mental Health Night at Fletcher

Our School Advisory Council also assists in various areas of our school.

- * Fletcher’s SAC has given ideas about Homecoming Dates, strategies to enhance student learning.
- * Fletcher’s SAC has worked with Fletcher and Mayport MS to enhance safety around campus
- * Fletcher’s SAC has given ideas about how and what to educate parents around involving current events.
- * Fletcher’s SAC has provided guidance around bringing a college going atmosphere to all students at Fletcher.
- * Fletcher’s SAC has offered ideas on strategies to increase overall student performance.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00