

Duval County Public Schools

Andrew Jackson High School



2021-22 Schoolwide Improvement Plan

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Andrew Jackson High School

3816 N MAIN ST, Jacksonville, FL 32206

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

Demographics

Principal: Truitte Moreland

Start Date for this Principal: 7/1/2020

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (56%) 2017-18: B (58%) 2016-17: B (54%)
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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">85%</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="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">90%</p>

School Grades History

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

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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 educational excellence in every classroom, for every student, every day by ensuring all students graduate college and/or career ready.

Provide the school's vision statement.

Andrew Jackson High School will be a nationally recognized advanced technology high school known for an innovative environment, signature programs, and success of its students in college, 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
Moreland, Truitte	Principal	Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.
Ashley, Sharmariton	Assistant Principal	Serves as Assistant Principal of the learning community for ELA, Reading, and Social Studies. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.
Stargill, Sabrina	School Counselor	School Counselor for the Gaming and Cyber security Magnet program.
Berahzer, Cindy	Assistant Principal	Serves as Assistant Principal of the learning community for Math and Science. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.
Bozeman, Ebony	Graduation Coach	Graduation and College/Career Program Development
Kelly, Ryan	Teacher, Career/Technical	IT Department Development and Career Preparation
Pitts, Lorlesha	Dean	PBIS Team Member MTSS Support Behavioral/Social Emotional
Ruckel, Garret	Teacher, K-12	Math Department
Mobley, Laura	Administrative Support	Administrative Support

Demographic Information

Principal start date

Wednesday 7/1/2020, Truitte Moreland

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.*

12

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

978

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

7

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

9

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	0	232	254	289	203	978
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	30	42	74	44	190
One or more suspensions	0	0	0	0	0	0	0	0	0	0	33	29	36	20	118
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	10	43	27	13	93
Course failure in Math	0	0	0	0	0	0	0	0	0	0	11	30	29	22	92
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	44	67	77	95	283
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	142	115	14	7	278
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	62	78	126	123	389
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	77	96	72	53	298

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	10	32	21	1	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	8	16	40	12	76

Date this data was collected or last updated

Friday 8/13/2021

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	0	0	0	0
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	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	0
Students retained two or more times	0	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	239	317	237	134	927
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	8	15	20	19	62
One or more suspensions	0	0	0	0	0	0	0	0	0	21	11	3	3	38
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	9	46	34	11	100
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	78	101	88	45	312
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	75	72	25	37	209

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	90	145	111	74	420

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	12	7	2	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	12	3	2	19

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				30%	47%	56%	29%	47%	56%
ELA Learning Gains				36%	48%	51%	46%	49%	53%
ELA Lowest 25th Percentile				42%	42%	42%	40%	42%	44%
Math Achievement				51%	51%	51%	60%	51%	51%
Math Learning Gains				52%	52%	48%	72%	55%	48%
Math Lowest 25th Percentile				47%	47%	45%	80%	50%	45%
Science Achievement				73%	65%	68%	59%	61%	67%
Social Studies Achievement				56%	70%	73%	45%	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	30%	48%	-18%	55%	-25%
Cohort Comparison						
10	2021					
	2019	29%	48%	-19%	53%	-24%
Cohort Comparison						
		-30%				

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	72%	67%	5%	67%	5%

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	56%	68%	-12%	70%	-14%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	57%	-12%	61%	-16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	61%	-8%	57%	-4%

Grade Level Data Review - Progress Monitoring Assessments

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

- 9TH Grade: PMA for all content areas.
- 10th Grade: PMA for all content areas.
- 11th Grade: Achieve for ELA; PMA was used for the other content areas.
- 12th Grade: Achieve for ELA; PMA was used for the other content areas.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63/35%	81/42%	55/27%
	Economically Disadvantaged	24/27%	32/34%	23/21%
	Students With Disabilities	7/23%	8/25%	6/17%
	English Language Learners	0/0	0/0	1/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53/56%	66/64%	54/58%
	Economically Disadvantaged	26/53%	35/64%	27/57%
	Students With Disabilities	4/40%	5/50%	3/33%
	English Language Learners	1/50%	1/50%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	27/82%	30/86%	25/69%
	Economically Disadvantaged	10/83%	12/86%	10/67%
	Students With Disabilities	3/100%	3/100%	3/100%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0/0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49/23%	86/33%	74/29%
	Economically Disadvantaged	20/19%	37/28%	27/22%
	Students With Disabilities	3/12%	5/16%	6/18%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	75/46%	69/44%	50/35%
	Economically Disadvantaged	41/42%	37/40%	26/31%
	Students With Disabilities	11/41%	7/27%	8/32%
	English Language Learners	2/67%	3/75%	2/50%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	55/63%	57/66%	44/56%
	Economically Disadvantaged	28/60%	24/53%	17/45%
	Students With Disabilities	3/50%	5/100%	3/75%
	English Language Learners	0/0	1/100%	0/0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	21/72%	18/38%	31/65%
	Economically Disadvantaged	13/87%	7/30%	13/59%
	Students With Disabilities	2/100%	2/67%	2/50%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/23%	7/11%	8/8%
	Economically Disadvantaged	3/5%	0/0	0/0
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/11%	22/39%	11/22%
	Economically Disadvantaged	2/6%	13/33%	6/18%
	Students With Disabilities	1/13%	3/43%	0/0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/31%	18/41%	7/16%
	Economically Disadvantaged	9/30%	13/37%	6/18%
	Students With Disabilities	3/23%	6/43%	3/21%
	English Language Learners	0/0	0/0	0/0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/28%	16/13%	42/32%
	Economically Disadvantaged	12/27%	10/13%	19/23%
	Students With Disabilities	1/7%	2/9%	4/15%
	English Language Learners	0	0	0

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		14/33%	14/20%	3/25%
	Economically Disadvantaged		6/24%	4/10%	1/17%
	Students With Disabilities		1/25%	2/17%	2/25%
	English Language Learners		0/0	0/0	0/0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0/0	0/0	1/50%
	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
		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	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

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	15	31	27	27	28	25	40	22		90	
BLK	21	28	24	28	31	40	46	29		96	84
HSP	43	56		33	32		80				
MUL	31	38									
WHT	56	40		56	50		60	76			

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
FRL	22	27	23	26	34	38	40	24		95	83
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	13	44	48	27	50		46	36		100	85
BLK	26	35	43	45	48	47	68	52		95	79
HSP	46	50									
MUL	47	13									
WHT	51	47		80	76		82				
FRL	22	35	41	48	54	52	67	55		91	76
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	15	48	40	24			17	20		100	53
BLK	22	43	41	55	67	76	49	42		87	63
WHT	60	65		86	91						
FRL	28	47	39	58	72	81	57	42		83	60

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	45
OVERALL Federal Index Below 41% All Students	NO
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	451
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	34
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	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
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	49
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	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	56
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	41
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?

AJHS demonstrated a 19% drop in Algebra 1 proficiency overall. There is also a continued trend in ELA and Math Achievement between the proficiency of black students compared to white students. This gap in ELA proficiency is closing but still stood at approximately 25%, while the gap in Math proficiency actually increased to 35%

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

AJHS's greatest gap is in ELA with the difference between proficiency for 9th grade being 18% and for 10th grade being 19%. This was true for both 2018 and 2019. This factor is primarily related to the incoming proficiency of our students.

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

This was primarily due to a vacancy in the department and the promotion of a highly effective teacher out of the classroom.

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

Biology showed the most improvement year over year.

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

The teacher, administrative support in planning and the classroom, standards-aligned instruction focus, and using data to effectively schedule students resulted in this improvement.

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

Blended learning resources:

We will incorporate the blended learning resources that have been provided by the district. Literacy being our number one focus, Achieve3000 will be our number one resource for addressing those deficiencies. We will utilize Achieve3000 in ELA, Reading, Social Studies, and elective class when appropriate.

Strategic scheduling:

Students are scheduled in cohort based on their academies and academic needs. This strategy affords the teachers and other support to address multiple student areas of need simultaneously.

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.

Teachers will participate in on going professional development via Early Release and PLC when applicable. Teachers will also register for content specific professional development as needed.

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

Our 4 areas of focus where we are receiving additional services.

1. 10th Grade ELA proficiency/achievement (FAIR-DARTTS Strategies & tutoring)
2. 9th Grade ELA proficiency/achievement (FAIR-DARTTS Strategies & tutoring)
3. US History proficiency/achievement (Discovery Education & ABC Clio, tutoring)
4. CTE Certifications (Business partnerships w/ technical support & guidance & tutoring)

Part III: Planning for Improvement

Areas of Focus:

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

<p>Area of Focus Description and Rationale:</p>	<p>Description: Planning will ensure that instructional delivery and assessment are aligned to the depth and complexity level of the standard. Through planning teachers will plan and deliver standards aligned tasks and assessments. Impact: Providing standards-aligned instruction improves the academic achievement of students on state assessments. Rationale: The standards based continuum designates 4 areas of focus (calibrated administration, collaborative administration, standards based planning, and aligned observations). Based on the analysis of last year's standards-based instruction observations, three subcategories have been identified as needing improvement. *50% of classrooms observed, students used the standard focus board to guide their learning *30% of classrooms observed, the task aligned to grade level standard *40% of classrooms observed, student assessment aligned to the learning arc</p>
<p>Measurable Outcome:</p>	<p>*Vast majority of classrooms observed, students used the standard focus board to guide their learning *Vast majority of classrooms observed, the task aligned to grade level standard or appropriate complexity level for the subject *Vast majority of classrooms observed, student assessment aligned to the learning arc *Vast majority of teachers will have standards aligned task and assessments implemented as measured by the SWT.</p>
<p>Monitoring:</p>	<p>Using the SWT tool developed by DCPS and discussed during regular admin meetings.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Cindy Berahzer (berahzerc1@duvalschools.org)</p>
<p>Evidence-based Strategy:</p>	<p>Observe, evaluate, and plan next steps for teachers in three main areas for standards based instruction. The use of the Standards focus board, instructional delivery, and assessing student learning each have three sub categories. The planned next steps will be specific to the identified</p>

areas of weakness for each of the sub categories.

Rationale for Evidence-based Strategy:

Implementing this strategy ensures that all aspects of standards based instruction are taking place in classrooms. The standards based walk through tool was utilized to evaluate the status of classroom instruction in 2020-2021. The tool was a resource and provided the criteria for three areas.

Action Steps to Implement

Title 1 funds will be used for four teaching positions, Social Studies, Math, Vocational, Language Arts and multiple assignments for tutors.

Person Responsible Truitte Moreland (morelandt@duvalschools.org)

1A. Teachers will participate in professional development for task alignment to the standard. The PD will prepare them to complete task alignment consistently when writing lesson plans (aligning student task to complexity level of the standard).

Person Responsible Truitte Moreland (morelandt@duvalschools.org)

Quarterly, Admin team will tier teachers in three categories: Standard Focus Board, Instructional Delivery, and Assessment alignment to the standard. Initially teachers will self reflect and tier themselves. This information will be used to discuss and write IPDP (individual professional development plans).

Person Responsible Sharmariton Ashley (ashleys@duvalschools.org)

One ADPD per month will be dedicated to peer walk through using school rubric for standards based instructional delivery. Teachers will document their observations and the information will be shared during faculty meetings. This is calibration strategy for the entire school (department based). Start date TBD.

Person Responsible Sharmariton Ashley (ashleys@duvalschools.org)

One ADPD a month will be dedicated to review and analyze individual teacher progress for implementing standards based instruction. Teachers will prepare an action plan to address areas from the SWT that are not aligned appropriately.

Person Responsible Cindy Berahzer (berahzerc1@duvalschools.org)

The teachers will work during common planning to create lessons (including aligned tasks and aligned assessment) that involve explicit instruction, modeling, and differentiated activities for stations/rotations. Lesson plan binders will be checked quarterly by administration and feedback provided to the teachers.

Person Responsible Cindy Berahzer (berahzerc1@duvalschools.org)

Administration will walk classes and calibrate using the SWT. This will take place weeks 1-3 of school.

Person Responsible Sharmariton Ashley (ashleys@duvalschools.org)

#2. Instructional Practice specifically relating to Career & Technical Education

<p>Area of Focus Description and Rationale:</p>	<p>Planning will ensure that over a 4 year course progression, students are equipped with the skills they need to be post-secondary ready (college and career). Magnet teachers and academic content teachers will plan lessons that prepare students for post-secondary readiness.</p> <p>Impact: Aligning lessons for a 4 year course progression allows us to</p> <p>Rationale: National Career Academy Coalition (NCAC) standards of practice define an academy as having a "well defined design within the high school, reflection its status as a small learning community (SLC)."</p> <ul style="list-style-type: none"> - Cross-grade articulation - an overall four-year experience - A clear program of study with a definitive course sequence - Cohort scheduling with at least 2 courses per grade level as a cohort with at least 80% of the enrollment in these courses academy students - Academy design planning with ample opportunity for the academy staff, advisory board and academic content teachers to plan the academy together, ideally during the school day.
<p>Measurable Outcome:</p>	<p>An overall 25% increase in the amount of students that pass the industry certification exams.</p> <ul style="list-style-type: none"> * Well designed 4 year curriculum within magnet academy courses that includes industry content, industry certification and quarterly practice for interviews, resume and soft skills. * Monthly academy themed lessons with artifacts given in academic content courses (ELA, Math, Social Studies & Science) * Development of a Post-Secondary Plan by each student with at least an annual review by School Counselors
<p>Monitoring:</p>	<p>Meeting minutes, test results, and observations.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Truite Moreland (morelandt@duvalschools.org)</p>
<p>Evidence-based Strategy:</p>	<p>All teachers will participate regularly within assigned learning communities that meet regularly to achieve measurable outcomes.</p>
<p>Rationale for Evidence-based Strategy:</p>	<p>Learning communities ensure that students learn content that is aligned to established benchmarks and standards. They also help foster a</p>

culture of collaboration within an organization which leads to school improvement. Learning communities are an evidence based best-practice in teaching and learning.

Action Steps to Implement

No action steps were entered for this area of focus

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

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

Have stakeholders complete quarterly surveys regarding their experiences.

Person Responsible Sharmariton Ashley (ashleys@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.

Primary area of concern: Violent incidents, fighting

Secondary area of concern: Violent offenses, sex offenses

Administration will meet 2/month to monitor data and determine next steps. Interventions will be implemented as needed for individual students and groups of students when applicable.

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.

All aspects of school culture are shared during PTSA, SAC, and faculty meetings. All stakeholders are invited to participate in the SIP Development through the SIP Developmental meetings that are held through out the summer.

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

Parents, teachers, students, administrators, and school support staff all play a vital role in the positive culture and climate at Andrew Jackson High School. All stakeholders are expected to uphold the principles of honor, scholarship, and service.

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: Instructional Practice: Career & Technical Education	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00