

Duval County Public Schools

First Coast High School



2021-22 Schoolwide Improvement Plan

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First Coast High School

590 DUVAL STATION RD, Jacksonville, FL 32218

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

Demographics

Principal: Justin Fluent

Start Date for this Principal: 7/29/2020

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)	79%
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: B (56%) 2017-18: B (57%) 2016-17: B (55%)
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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First Coast High School

590 DUVAL STATION RD, Jacksonville, FL 32218

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

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	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	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 school, in every classroom, for every student, every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in 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
Fluent, Justin	Principal	School-Wide Instructional and Cultural Leader
Kimbrough, Reina	Assistant Principal	Instructional and Cultural Leader - ELA, Reading and Performing Fine Arts
Quimbley, Fundrail	Assistant Principal	Instructional and Cultural Leader - Science, ESE, NJROTC
Hackman, Jovana	Assistant Principal	Instructional and Cultural Leader - Guidance Department, Mathematics, World Languages
Emery, Roger	Assistant Principal	Instructional and Cultural Leader - PRIDE Academy, CTE, Physical Education
Strong, Latroy	Dean	PBIS Cultural Leader - Provides disciplinary consequences and restorative practice opportunities. Works with teachers on management plans.
Walton, Vernachele	Math Coach	Coach teachers on standards aligned classrooms
Whitehead, Aristian	School Counselor	Provide instructional and emotional support for students and staff.
Sullivan, Sharonda	Graduation Coach	Monitor at-risk students and ensure progress toward meeting graduation goals.

Demographic Information

Principal start date

Wednesday 7/29/2020, Justin Fluent

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.*

3

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.*

17

Total number of teacher positions allocated to the school

101

Total number of students enrolled at the school

2,238

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

18

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

18

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	650	614	463	452	2179	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	102	99	69	104	374	
One or more suspensions	0	0	0	0	0	0	0	0	0	118	105	63	55	341	
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	124	40	24	230	
Course failure in Math	0	0	0	0	0	0	0	0	0	55	63	60	63	241	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	188	172	132	123	615	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	414	272	19	19	724	
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	279	252	101	110	742	

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	61	85	44	0	190
Students retained two or more times	0	0	0	0	0	0	0	0	0	48	54	56	28	186

Date this data was collected or last updated

Friday 7/30/2021

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	6	6
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	5	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
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	2	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	4	4

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	5	5

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	35	63	28	6	132
Students retained two or more times	0	0	0	0	0	0	0	0	0	75	72	38	48	233

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	0	0	6	6
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	5	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
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	2	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	4	4

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	5	5

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	35	63	28	6	132
Students retained two or more times	0	0	0	0	0	0	0	0	0	75	72	38	48	233

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				36%	47%	56%	40%	47%	56%
ELA Learning Gains				42%	48%	51%	51%	49%	53%
ELA Lowest 25th Percentile				36%	42%	42%	46%	42%	44%
Math Achievement				53%	51%	51%	47%	51%	51%
Math Learning Gains				57%	52%	48%	53%	55%	48%
Math Lowest 25th Percentile				47%	47%	45%	49%	50%	45%
Science Achievement				59%	65%	68%	62%	61%	67%
Social Studies Achievement				67%	70%	73%	62%	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	36%	48%	-12%	55%	-19%
Cohort Comparison						
10	2021					
	2019	34%	48%	-14%	53%	-19%
Cohort Comparison		-36%				

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	58%	67%	-9%	67%	-9%
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	65%	68%	-3%	70%	-5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	57%	-13%	61%	-17%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	61%	0%	57%	4%

Grade Level Data Review - Progress Monitoring Assessments

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

District Progress Monitoring Assessments and Achieve 3000

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	220/44%	216/40%	157/31%
	Economically Disadvantaged	82/33%	87/32%	50/21%
	Students With Disabilities	12/19%	17/22%	8/11%
	English Language Learners	5/42%	3/21%	1/8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	101/46%	86/35%	70/31%
	Economically Disadvantaged	43/45%	31/28%	21/24%
	Students With Disabilities	6/43%	8/47%	6/33%
	English Language Learners	2/50%	2/50%	1/25%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	70/67%	79/72%	70/74%
	Economically Disadvantaged	25/64%	29/67%	22/63%
	Students With Disabilities	1/17%	3/60%	2/40%
	English Language Learners	0/.%	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	166/35%	187/38%	135/33%
	Economically Disadvantaged	61/28%	70/30%	41/23%
	Students With Disabilities	10/15%	11/14%	5/7%
	English Language Learners	1/10%	2/22%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	145/44%	148/39%	69/24%
	Economically Disadvantaged	67/40%	72/36%	27/19%
	Students With Disabilities	17/27%	19/25%	8/13%
	English Language Learners	6/67%	5/56%	1/14%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	81/39%	90/37%	64/38%
	Economically Disadvantaged	37/36%	40/33%	19/28%
	Students With Disabilities	4/22%	7/29%	2/11%
	English Language Learners	3/60%	2/33%	3/75%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	24/55%	28/56%	12/55%
	Economically Disadvantaged	13/57%	16/57%	5/42%
	Students With Disabilities	1/50%	1/20%	0/0%
	English Language Learners	1/100%	1/100%	0/0%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	97/23%	99/24%	119/30%
	Economically Disadvantaged	47/22%	47/23%	53/27%
	Students With Disabilities	7/14%	6/13%	9/20%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63/27%	57/21%	32/14%
	Economically Disadvantaged	31/26%	23/16%	18/14%
	Students With Disabilities	4/13%	3/8%	0/0%
	English Language Learners	1/50%	2/100%	1/20%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	40/35%	45/35%	24/22%
	Economically Disadvantaged	22/33%	27/35%	12/18%
	Students With Disabilities	4/15%	8/30%	5/18%
	English Language Learners	1/50%	0/0%	1/25%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	189/52%	235/55%	184/47%
	Economically Disadvantaged	83/51%	106/52%	80/42%
	Students With Disabilities	13/37%	14/33%	13/29%
	English Language Learners	2/50%	3/75%	2/29%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/3%	1/2%	3/20%
	Economically Disadvantaged	1/4%	1/6%	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	23/25%	24/22%	5/6%
	Economically Disadvantaged	6/15%	9/19%	0/0%
	Students With Disabilities	6/24%	5/19%	1/4%
	English Language Learners	0/.%	1/100%	1/100%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/50%	3/43%	0/0%
	Economically Disadvantaged	1/33%	1/33%	0/0%
	Students With Disabilities	0/.%	1/100%	0/0%
	English Language Learners	0/.%	1/100%	0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/50%	1/33%	4/44%
	Economically Disadvantaged	1/50%	0/0%	0/0%
	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	13	28	20	12	17	22	32	34		94	67
ELL	15	38	31	32	27		27			100	50
ASN	36	38		50				91		100	60
BLK	25	33	30	10	19	30	39	40		98	79
HSP	43	44	18	32	26		65	63		95	88

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	34	38		24	26		69	60			
WHT	44	40	21	33	27	30	60	67		97	81
FRL	23	27	25	14	20	28	42	46		96	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	15	34	31	34	59		42	36		79	55
ELL	21	38	30	67							
ASN	65	47		54			80	67			
BLK	29	39	36	43	47	34	43	60		92	71
HSP	46	39	18	67	81		63	73		96	87
MUL	26	39		41			70	58		92	58
WHT	48	46	40	70	66	73	80	82		92	79
FRL	29	40	40	48	49	41	49	56		91	69
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	18	35	32	24	35		50	13		80	55
ELL	8	31		18						100	75
ASN	40	57		40						94	88
BLK	29	45	43	38	48	40	48	53		96	68
HSP	51	57	30	53	39		83	54		91	80
MUL	23	42		46				75		93	85
WHT	62	62	58	70	64	77	84	83		86	72
FRL	35	47	42	41	50	39	56	56		91	66

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	3
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	11
Percent Tested	87%
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	41
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	63
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
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	42
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	50
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The decrease in proficiency and the underperformance across subgroups attributed to factors that include, a virtual setting and corresponding schedule changes, novice teachers in core accountability areas and

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

Algebra 1 and Geometry proficiency rate with an overall 39 point decrease. In addition, there was also a decrease in 9th grade Reading 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?

Factors that contributed to the need for improvement in these areas include, lack of knowledge of virtual instruction, a decrease in student engagement in virtual instruction and attendance and the need to improve standard aligned instruction. To address the issue there will be increased focus on PBIS surrounding the area of student attendance and a centralized focus on standards based instruction in core content areas.

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

All though there was no notable increase, 10th grade ELA proficiency remained the same with no decrease.

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

This was attributed to the continued work and strength in professional learning communities around standards based instruction within the 10th grade team.

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

We will established targeted tutoring for all accountability areas during and after school. In addition to adding an instructional coach position to work with teachers on standards based instruction. Weekly PLC and common planning with core content teachers to review and act on data trends to make informed instructional based decisions.

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 will include a continued focus on standards based instruction, strategies surrounding classroom management strategies and PD on the use of the district CGs, data analysis and corrective instruction.

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

Additional services that will be implemented are the funding of an Instructional Coach position, fully released to work with teachers, district specialist support in all accountability areas, strategic double blocked scheduling in Algebra 1 and Geometry.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Standards Based Planning Focus: Ensuring that lesson delivery, materials, tasks, and assessments are fully aligned to grade level standards. A slight majority of core content teachers exhibit fully aligned lessons and tasks.
Measurable Outcome:	The vast majority of our current core content teachers will engage in successful standards-based instruction planning procedures.
Monitoring:	This area of focus will be monitored through weekly Standards Walkthroughs with the administrative team and academic coaches to ensure standard alignment of lessons, materials, and learning tasks in the classroom.
Person responsible for monitoring outcome:	Justin Fluent (fluentj@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. In order to adequately prepare students to achieve mastery on the state assessments, schools need to ensure that students are receiving standard-aligned instruction.
Rationale for Evidence-based Strategy:	The Reading Coach and Math Coach will assist in designing, monitoring, and assessing reading and math achievement progress and provide professional development and coaching for teachers focused on standard alignment. The Graduation Coach will assist in monitoring at-risk seniors to ensure they are progressing on standards necessary to exhibit mastery on the state assessments for graduation. Standard aligned assessments allow for accurate monitoring of student progress of assessed standards. Tier 2 and 3 instruction. Funding of additional teachers in ELA, Math, and Science will assure that class sizes are appropriate for core content areas. instructional supplies and technology purchased from Title I will ensure that students are exposed to double-blocked mathematics courses in Algebra and Geometry for additional instructional support, resulting in maximized instructional opportunities.

Action Steps to Implement

Train school leadership team and teachers on the relationship between the SIP and the standards based initiative requirement in addition to Florida Standards and item specifications.

Person Responsible Justin Fluent (fluentj@duvalschools.org)

Facilitate meaningful professional development with leadership team on the Standards Based Instructional Review process and the Learning Arc Document.

Person Responsible Justin Fluent (fluentj@duvalschools.org)

Administrators and Coaches will engage in PLC and Common Planning to support and provide Professional Development to teachers with a focus on Alignment to Standards utilizing the learning arc document. Teachers will implement PD to create standard aligned lessons, activities, and assessments through common planning.

Person Responsible Reina Kimbrough (kimbroughr@duvalschools.org)

Utilize Title I funds to hire a Reading Coach, Math Coach, and additional teachers in ELA, Math, and Science, additional classroom supplies and computer technology to support the execution of our focus area.

Person Responsible Justin Fluent (fluentj@duvalschools.org)

Through the use of the standards Walkthrough Tool, our leadership team will measure classrooms that have aligned standards and experiences in all core classes.

Person Responsible Justin Fluent (fluentj@duvalschools.org)

First Coast High School will continue to include parents in academic decisions for their children by holding quarterly meetings to share the results of academic testing, grading, acceleration opportunities, and post-secondary readiness for college and career opportunities.

Person Responsible Justin Fluent (fluentj@duvalschools.org)

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

Area of Focus Description and Rationale:	The area of focus is to implement and coordinate PBIS (noncognitive) expectations school-wide in order to create a positive climate and culture at First Coast High School.
Measurable Outcome:	By successfully implementing PBIS systems at First Coast High School, we will see a 10% decrease in incidence of student tardiness to class as well as a 10% decrease in Out of School Suspensions. Additionally, the implementation of PBIS will result in a 10% decrease in inappropriate language used toward school board employees.
Monitoring:	PBIS will be pushed daily in classrooms and through the Restorative Practices Program monitored by the Dean of Students to ensure that the program is run with fidelity.
Person responsible for monitoring outcome:	Fundrail Quimbley (quimbleyf@duvalschools.org)
Evidence-based Strategy:	By incorporating PBIS expectations into our daily instructional practices, we will both directly and indirectly expose students and faculty to the 5 Social Emotional Competencies, i.e. Teaching self-awareness, Responsible Decision Making Skills, Relationship Skills, and Social Awareness Skills.
Rationale for Evidence-based Strategy:	According to the Collaborative for Academic, Social and Emotional Learning (CASEL), "Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behavior to deal effectively and ethically with daily tasks and challenges. CASEL's integrated framework promotes intrapersonal, interpersonal and cognitive competence."

Action Steps to Implement

PBIS Taskforce established which includes teachers, administrators, Dean of Students, and school secretary to assist in the development of PBIS school-wide activities.

Person Responsible Latroy Strong (strongl2@duvalschools.org)

Each academic department will discuss and align at least one school wide PBIS expectation into their PLC meetings monthly.

Person Responsible Fundrail Quimbley (quimbleyf@duvalschools.org)

PBIS Lesson plans, classroom management resources, positive teacher recognition, positive student recognition, and providing tips and strategies teachers can use when communicating with parents. First Coast High School will continue to include parents in academic decisions for their children by holding quarterly meetings to share the results of academic testing, grading, acceleration opportunities, and college and career opportunities. The school will utilize parent call-outs, emails, social media, and the school marquee to inform parents are engagement opportunities. In addition, the leadership team will continue to have an open door policy for parents and are available to address constituent concerns.

Person Responsible Latroy Strong (strongl2@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 - Use of profane language - Through our PBIS system, we will work with students on character education and restorative practices to reduce the number of disciplinary incidents.

Secondary Area of Concern - Student Tardiness - Through our PBIS system we will address student tardy issues with a focus on the importance of maximizing instructional time. This will also be evident in our restorative practices program if a student is referred for tardies.

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.

First Coast High School will continue to include parents in academic decisions for their children by holding quarterly meetings to share the results of academic testing, grading, acceleration opportunities, and college and career opportunities. The school will utilize parent call-outs, emails, social media, and the school marquee to inform parents are engagement opportunities. In addition, the leadership team will continue to have an open door policy for parents and are available to address constituent concerns.

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

Principal - Conduct weekly parent and student call-outs and emails to keep all stakeholders informed of school progress and programs. Daily "Words of Wisdom" for students and teachers to reflect on with a focus on building strong character.

PTSA President - continuously update stakeholders during monthly PTSA meetings as well as updating the PTSA Social Media Pages with information on how to become involved at the school!

Administrative Team - Open Door Policy to address constituent concerns.

Leadership Team - Conduct quarterly academic nights to keep parents and students updated on data and increase knowledge of future college and career options.

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: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00