Frank H. Peterson Academies

leadership
analysis
Florida
college and career
students
ambitious
mission
school improvement
family and community involvement
striving
achievement
relationships
teaching
areas of focus
success
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
resources
growth

2021-22 Schoolwide Improvement Plan

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Frank H. Peterson Academies

7450 WILSON BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/fhp

Demographics

Principal: Jessica Mastromatto

Start Date for this Principal: 7/29/2021

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
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 (55%) 2017-18: B (57%) 2016-17: B (58%)
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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Frank H. Peterson Academies

7450 WILSON BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/fhp

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	85%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

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

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Mission

Provide an equitable, high quality academic and career-technical education, and support the development of our students' work ethic, personal responsibility, and respect for others.

Provide the school's vision statement.

Vision

All students will graduate with an appreciation for life-long learning, prepared to enter the work force and/or pursue higher education.

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
Mastromatto, Jessica	Principal	
Akande, Christine	Assistant Principal	
Dixon, Karen	School Counselor	Serves on leadership team, all responsibilities of a school counselor
boddie, denise	Teacher, K-12	PDF--Provides support for new teachers and maintains all records for professional development done in house.

Demographic Information

Principal start date
Thursday 7/29/2021, Jessica Mastromatto

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.*

5

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

1,273

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

6

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

6

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	328	343	289	229	1189
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	79	78	50	260
One or more suspensions	0	0	0	0	0	0	0	0	0	27	79	46	40	192
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	76	46	40	173
Course failure in Math	0	0	0	0	0	0	0	0	0	14	41	36	22	113
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	67	80	51	46	244
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	189	136	24	28	377
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	67	80	51	46	244

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	104	147	81	55	387

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	16	43	38	3	100
Students retained two or more times	0	0	0	0	0	0	0	0	0	17	28	34	26	105

Date this data was collected or last updated

Thursday 7/29/2021

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	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	

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	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	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	

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	

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				37%	47%	56%	36%	47%	56%
ELA Learning Gains				42%	48%	51%	44%	49%	53%
ELA Lowest 25th Percentile				37%	42%	42%	42%	42%	44%
Math Achievement				40%	51%	51%	40%	51%	51%
Math Learning Gains				48%	52%	48%	51%	55%	48%
Math Lowest 25th Percentile				38%	47%	45%	41%	50%	45%
Science Achievement				49%	65%	68%	65%	61%	67%
Social Studies Achievement				68%	70%	73%	63%	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	38%	48%	-10%	55%	-17%
Cohort Comparison						
10	2021					
	2019	35%	48%	-13%	53%	-18%
Cohort Comparison		-38%				

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	49%	67%	-18%	67%	-18%
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	67%	68%	-1%	70%	-3%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	57%	-35%	61%	-39%
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	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.

District provided progress monitoring assessments were used for 9th and 10th grade ELA, Math, Biology and US History. Achieve 3000 baseline, mid-year, and end of year assessments were used for 11th and 12th grade ELA.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/2	95/34	97/33
	Economically Disadvantaged	2/1	54/31	61/33
	Students With Disabilities	0/0	12/24	9/17
	English Language Learners	0/0	2/17	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	18/18	29/33
	Economically Disadvantaged	0	14/24	18/35
	Students With Disabilities	0	4/44	0/0
	English Language Learners	0/0	1/33	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	28/62	23/55	22/52
	Economically Disadvantaged	14/50	12/46	14/52
	Students With Disabilities	0	0	1/100
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	2/1	104/36	92/33
	Economically Disadvantaged	1/1	52/34	44/31
	Students With Disabilities	0	5/10	4/9
	English Language Learners	0	2/15	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	38/18	32/17
	Economically Disadvantaged	0	17/17	15/16
	Students With Disabilities	0	6/14	5/13
	English Language Learners	0	4/36	1/11
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	78/50	73/48	49/33
	Economically Disadvantaged	36/49	32/46	18/26
	Students With Disabilities	10/42	8/33	6/26
	English Language Learners	2/33	1/17	1/20
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	06/67	2/50
	Economically Disadvantaged	0	4/80	2/50
	Students With Disabilities	0	1/50	0
	English Language Learners	0	0	0

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	108/45	107/48	121/55
	Economically Disadvantaged	52/41	52/46	61/56
	Students With Disabilities	5/16	5/17	8/26
	English Language Learners	0	0	1/10
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	11/9	11/11
	Economically Disadvantaged	0	7/11	4/8
	Students With Disabilities	0	1/5	2/11
	English Language Learners	0	1/14	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/26	11/16	8/12
	Economically Disadvantaged	10/31	5/15	5/15
	Students With Disabilities	2/15	3/20	1/6
	English Language Learners	2/25	1/13	1/11
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	23/46	114/51	86/41
	Economically Disadvantaged	11/39	57/53	40/40
	Students With Disabilities	0	11/39	8/29
	English Language Learners	1/33	3/30	1/9

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	116/54	92/55	92/56
	Economically Disadvantaged	39/44	35/51	35/52
	Students With Disabilities	11/39	6/25	7/29
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	11/15	7/9
	Economically Disadvantaged	6/19	1/3	0
	Students With Disabilities	0	4/31	0
	English Language Learners	0	1/17	1/17
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	2/67
	Economically Disadvantaged	0	0	1/100
	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	15	27	27	10	27	35	20	45		100	66
ELL	15	38	40	9	31	31	24	15			
ASN	10	20									
BLK	20	32	31	9	19	35	33	44		97	89
HSP	32	40	27	14	26	27	36	52		90	81

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	41	49		11	28		39	57		100	90
WHT	38	38	33	28	35	47	48	66		94	86
FRL	28	34	31	15	21	25	36	51		97	87
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	21	39	38	23	41		30	42		96	82
ELL	23	55	53	35			36	45			
ASN	43	39		56	75			73			
BLK	27	34	29	30	41	33	41	63		97	95
HSP	41	44	36	42	53	60	48	66		91	97
MUL	46	52		63	31		63	90		90	
WHT	48	54	53	49	54	42	59	71		98	92
FRL	35	40	35	39	48	36	43	62		95	93
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	22	30	31	25	53		34	38		100	85
ELL	9	24	23	7							
ASN	52	41		53	50		85				
BLK	25	42	45	28	36	37	56	58		93	94
HSP	35	38	33	45	57	30	68	73		94	84
MUL	52	57		71			83			100	100
WHT	47	47	40	50	60	56	75	68		92	91
FRL	30	41	38	39	48	39	63	56		91	92

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	44
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	46
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
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	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	15
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
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	42
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	52
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	51
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?

Math continues to be our lowest performing area. We are trending downward in every area. Covid may have played a role in this with increased absenteeism by both students and teachers.

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

Math, both algebra and geometry need most improvement. We need our students to see math every day.

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

New action would be two positions to be added to afford double-blocking all math, while not blowing up class sizes in upper level math classes. Instructional coach who can support teachers' instruction would also be beneficial. tutors to help students fill gaps and master new standards would also be incredibly beneficial.

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

No areas demonstrated improvement.

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

No improvements were made.

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

Implementing school-wide emphasis on literacy. All elective teachers will have students read 15 minutes per period. Instructional coach to be able to work with teachers to improve practices. Small group and individual interventions for students until they gain mastery. Bi-weekly progress monitoring using common assessments.

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.

All teachers will receive training in using the data system Performance Matters to be able to input their assessments, pull the data, and figure out which students need help and on what based on that data to be able to do small groups within classrooms. These will be monthly. Culturally responsive strategies training for teachers to help increase time on task and to elevate expectations for all students' learning at high levels. Instructional coach added to provide support to teachers to improve instruction and student outcomes. Hope to use funds to pay teachers on their planning periods to conduct small group and individual instruction to students.

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

Add instructional coach to provide support to teachers by way of instructional techniques and helping teachers evaluate data, determine specific students' needs and how to address those in small and individual groups.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Proficiency in Algebra and Geometry dropped to 14% in both areas.
Measurable Outcome:	Proficiency in Algebra and Geometry will increase by 15% on the EOCs Spring 2022.
Monitoring:	Bi-weekly/Unit common assessments that will be used to determine next steps before the district PMAs. District PMA data will be used to determine common assessment and next step actions' effectiveness.
Person responsible for monitoring outcome:	Christine Akande (bickslerc@duvalschools.org)
Evidence-based Strategy:	Using standards-based curriculum and common assessments to evaluate where students still need work and remediating those in small group and individual sessions within the school day. The math Title 1 teacher will implement this in class.
Rationale for Evidence-based Strategy:	Using this strategy hones in on immediate student needs on specific standard deficits.

Action Steps to Implement	
PD on using performance matters for the common assessments.	
Person Responsible	Christine Akande (bickslerc@duvalschools.org)
Using common planning time to study results and determine which students need remediation/intervention before next CA.	
Person Responsible	Christine Akande (bickslerc@duvalschools.org)
Implement small group and individual instruction using Title 1 instructor in Math classes.	
Person Responsible	Christine Akande (bickslerc@duvalschools.org)
Utilize part-time tutor to work with students in small groups on standards-based Algebra 1 skills.	
Person Responsible	Christine Akande (bickslerc@duvalschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA proficiency and growth decreased from 2019.
Measurable Outcome:	ELA proficiency will increase to 40% on the 2022 Spring FSA.
Monitoring:	Standards-based bi-weekly common assessments will be given to students and data will be used to determine next steps. District PMA data will be used to determine whether common assessments and steps taken are working to increase proficiency.
Person responsible for monitoring outcome:	Jessica Mastromatto (parrishj@duvalschools.org)
Evidence-based Strategy:	Using standards-based instruction and common assessment data to determine students needs and interventions.
Rationale for Evidence-based Strategy:	Teachers need to evaluate frequently which students are moving and which students are not to be able to make adjustments early enough on to impact growth.

Action Steps to Implement

Develop common assessments with teachers.

Person Responsible	Jessica Mastromatto (parrishj@duvalschools.org)

Study results from common assessments , plan and implement small group/individual interventions for specific students identified.

Person Responsible	Jessica Mastromatto (parrishj@duvalschools.org)

Utilize Title 1 reading instructor to implement small group and individual interventions for students showing lack of progress.

Person Responsible	Jessica Mastromatto (parrishj@duvalschools.org)

Utilize full-time para-professional to work with teachers and students in ECE and Auto Academies on literacy skills.

Person Responsible	Jessica Mastromatto (parrishj@duvalschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Biology proficiency decreased.
Measurable Outcome:	Biology proficiency will increase by 15% on the spring Bio EOC.
Monitoring:	Standards-based bi weekly common assessments will be used to determine progress and lack of progress.
Person responsible for monitoring outcome:	Jessica Mastromatto (parrishj@duvalschools.org)
Evidence-based Strategy:	Using standards-based instruction and common assessment data to determine students needs and interventions.
Rationale for Evidence-based Strategy:	Teachers need to evaluate frequently which students are moving and which students are not to be able to make adjustments early enough on to impact growth.

Action Steps to Implement

Utilize Title 1 science teachers to help develop and implement use of common assessments in biology.

Person Responsible	Jessica Mastromatto (parrishj@duvalschools.org)

Study and evaluate results of CAs to determine which students need interventions/small group instruction.

Person Responsible	Jessica Mastromatto (parrishj@duvalschools.org)

Help teachers develop and implement the interventions to students who are showing lack of progress following each CA.

Person Responsible	Jessica Mastromatto (parrishj@duvalschools.org)

Utilize Title 1 supply funds to ensure teachers and students are equipped with necessary supplies.

Person Responsible	Jessica Mastromatto (parrishj@duvalschools.org)

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	Only 54% of our students are earning their industry certs before graduating, and black students perform 20% points less than white counterparts on English and math FSA and EOC exams and the gap widens for PSR tests, we must do better to prepare minority students for post-secondary options.
Measurable Outcome:	Industry certifications passed will increase 5% this year and each year upcoming. The achievement gap between white and black students will decrease by 10% with an increase in white student's performance as well by 5%: ELA proficiency for white students will increase to 53% and black student proficiency to 43% Math proficiency for white students will increase to 54% and black student proficiency to 44%
Monitoring:	EEAs, Common Assessment Data, and PMA data will be monitored by subgroups in PLCs.
Person responsible for monitoring outcome:	Jessica Mastromatto (parrishj@duvalschools.org)
Evidence-based Strategy:	Small-group instruction focused on standards; achieve articles for lower level reading students to increase reading levels; delta math in math; reading 15 minutes of every CTE and elective class.
Rationale for Evidence-based Strategy:	Each of the strategies will hone in on gaps that need to be closed in academic areas and/ or build on strengths. Resources and criteria: Need to accelerate progress of these students, so regular classroom or unfocused tutoring will not close the gaps. Targeted small group instruction and working in programs regularly that adjust levels as the student progresses will accelerate the learning.

Action Steps to Implement

Identify students that will help close the racial gaps in reading and math.

Person Responsible Jessica Mastromatto (parrishj@duvalschools.org)

Provide the identified students to teachers in the form of their seating charts so that they can easily pull these students into small groups and assign appropriate achieve and delta math lessons.

Person Responsible Christine Akande (bickslerc@duvalschools.org)

Use EEA, CA, and PMA data to evaluate growth of the identified students in leadership team meetings and in PLCs.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

The school's discipline data in comparison to the state indicates a need to reduce fighting and overall suspensions. Ranking in the very high category of all high schools in Florida for violent incidences indicates a dire need to evaluate interventions to avoid such behavior on campus. Weekly discipline data will be discussed with leadership, along with strategies to help reduce incidences of fighting. The dean of students, counselors, and security along with admin will identify areas of concern and develop monitoring plans that help reduce the incidences. 1) Identify times and areas of student incidences and ensure monitored by an adult. 2) Implement teens offering peer support to help reduce anxiety and concerns of students 3) Utilize restorative justice practices prior to escalation of a conflict 4) Use monthly small group discussions with students to ensure students' concerns are being heard and addressed.

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.

Culturally responsive professional development for teachers and staff.
De-escalation professional development for teachers.
Utilize restorative justice practices, including teen court and teens offering peer support
Culture sensitivity small group discussions with students
Address individual academic needs of students
Developing five and ten year plans for students, revisiting annually
Celebrating events throughout the year, ie honor roll, diversity, scholarship, college acceptances, career offers
Team building within academies

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

PTSA generates funds through various fund-raisers to provide scholarships to our seniors.
Academy Advisory Boards with business, community, and faith-based partners guide planning events and experiences for academy students
School Advisory Board helps with decision-making and planning for student engagement and instruction
Students serve as school ambassadors

Student government plans and implements fun events and service opportunities for students
Academy teachers plan events and experiences for students above and beyond the school day quarterly