

Duval County Public Schools

# Paxon School/Advanced Studies



2021-22 Schoolwide Improvement Plan

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## Paxon School/Advanced Studies

3239 NORMAN E THAGARD BLVD, Jacksonville, FL 32254

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

### Demographics

**Principal: Royce Turner**

Start Date for this Principal: 7/1/2009

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	47%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (76%) 2017-18: A (76%) 2016-17: A (75%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Paxon School/Advanced Studies

3239 NORMAN E THAGARD BLVD, Jacksonville, FL 32254

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

### School Grades History

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

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### SIP Authority

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

At Paxon School for Advanced Studies, we believe passionately that every student must feel he or she belongs while being held to the highest standards to experience the greatest future success in life.

#### Provide the school's vision statement.

To be recognized internationally as the exemplary, comprehensive educational experience for the multifaceted student.

### 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
Turner, Royce	Principal	The Principal is responsible for overseeing all facets of school operations which include but are not limited to instruction, student and family engagement and support, school culture and climate, safety, personnel, and facilities matters.
Allen, LaShanda	Assistant Principal	Paxon's Assistant Principals serve in a support role to the Principal and the school. These individuals are responsible for monitoring instruction, employee evaluation, student discipline and support services, school culture and climate, and safety.
Nowlin, Autumn	Assistant Principal	Paxon's Assistant Principals serve in a support role to the Principal and the school. These individuals are responsible for monitoring instruction, employee evaluation, student discipline and support services, school culture and climate, and safety.

### Demographic Information

#### Principal start date

Wednesday 7/1/2009, Royce Turner

**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.*

5

**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.*

3

**Total number of teacher positions allocated to the school**

74

**Total number of students enrolled at the school**

1,336

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

12

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

10

**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	338	399	333	277	1347	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	41	25	7	88	
One or more suspensions	0	0	0	0	0	0	0	0	0	6	16	9	6	37	
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	60	16	6	84	
Course failure in Math	0	0	0	0	0	0	0	0	0	5	33	12	11	61	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	3	8	2	7	20	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	106	39	8	1	154	
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	13	47	2	8	70

**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	3	46	14	0	63	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	8	8	3	21	

**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	354	461	330	277	1422
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	21	10	10	43
One or more suspensions	0	0	0	0	0	0	0	0	0	23	55	40	17	135
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	48	7	0	69
Course failure in Math	0	0	0	0	0	0	0	0	0	13	61	47	0	121
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	13	7	2	3	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	17	17	3	38

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	45	125	80	44	294

**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	3	57	10	3	73
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	9	1	0	12

**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	354	461	330	277	1422
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	21	10	10	43
One or more suspensions	0	0	0	0	0	0	0	0	0	23	55	40	17	135
Course failure in ELA	0	0	0	0	0	0	0	0	0	14	48	7	0	69
Course failure in Math	0	0	0	0	0	0	0	0	0	13	61	47	0	121
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	13	7	2	3	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	17	17	3	38

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	45	125	80	44	294

**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	3	57	10	3	73
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	9	1	0	12

**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				84%	47%	56%	85%	47%	56%
ELA Learning Gains				68%	48%	51%	66%	49%	53%
ELA Lowest 25th Percentile				61%	42%	42%	58%	42%	44%
Math Achievement				74%	51%	51%	75%	51%	51%
Math Learning Gains				56%	52%	48%	61%	55%	48%
Math Lowest 25th Percentile				52%	47%	45%	51%	50%	45%
Science Achievement				85%	65%	68%	84%	61%	67%
Social Studies Achievement				83%	70%	73%	90%	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	84%	48%	36%	55%	29%
Cohort Comparison						
10	2021					
	2019	85%	48%	37%	53%	32%
Cohort Comparison		-84%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	85%	67%	18%	67%	18%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	83%	68%	15%	70%	13%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	19%	57%	-38%	61%	-42%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	73%	61%	12%	57%	16%

### 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 were used to monitor student achievement.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	215/75%	270/81%	263/83%
	Economically Disadvantaged	74/77%	86/77%	84/82%
	Students With Disabilities	9/75%	7/58%	8/73%
	English Language Learners	1/50%	1/50%	1/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	122/47%	132/52%	131/55%
	Economically Disadvantaged	37/43%	38/44%	38/49%
	Students With Disabilities	3/23%	7/58%	6/55%
	English Language Learners	1/50%	2/100%	2/100%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	103/62%	80/66%	86/54%
	Economically Disadvantaged	34/53%	32/64%	33/54%
	Students With Disabilities	3/43%	1/25%	1/17%
	English Language Learners	1/100%	0/.	1/100%
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	292/76%	314/83%	286/84%
	Economically Disadvantaged	77/69%	84/76%	79/79%
	Students With Disabilities	6/67%	7/78%	5/63%
	English Language Learners	0/.%	0/.%	0/.%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/100%	1/50%	0/0%
	Economically Disadvantaged	1/100%	0/.%	0/.%
	Students With Disabilities	0/.%	0/.%	0/.%
	English Language Learners	0/.%	0/.%	0/.%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/100%	2/100%	3/100%
	Economically Disadvantaged	1/100%	0/.%	1/100%
	Students With Disabilities	0/.%	0/.%	0/.%
	English Language Learners	0/.%	0/.%	0/.%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/.%	11/39%	5/50%
	Economically Disadvantaged	0/.%	3/50%	2/67%
	Students With Disabilities	0/.%	0/.%	0/.%
	English Language Learners	0/.%	0/.%	0/.%

Grade 11				
English Language Arts	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/.%
Mathematics	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/.%
Biology	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/.%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/.%	136/51%	148/59%
	Economically Disadvantaged	0/.%	32/46%	30/52%
	Students With Disabilities	0/.%	1/50%	1/33%
	English Language Learners	0/.%	2/100%	2/100%

Grade 12				
English Language Arts	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/.%
Mathematics	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/.%
Biology	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/.%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/.%	1/100%	3/43%
	Economically Disadvantaged	0/.%	1/100%	1/33%
	Students With Disabilities	0/.%	1/100%	0/0%
	English Language Learners	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	67	68	50	50	27						
ELL	58	75									
ASN	95	97		76	40		92	100		100	93
BLK	74	61	56	46	28	26	63	98		99	94
HSP	88	69		63	35		75	100		100	96

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	95	78		65	38		71			100	100
WHT	91	70	71	74	27	36	79	98		99	98
FRL	78	64	62	45	24	30	64	97		99	94
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	76	63									
ELL	64	45									
ASN	91	64	70	83	68		88	97		100	97
BLK	76	65	55	65	48	48	76	75		99	88
HSP	91	65		89	56		100	87		100	100
MUL	79	65								100	94
WHT	91	74	76	83	70	56	95	90		99	96
FRL	76	61	53	65	46	47	77	79		100	91
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	71	60		73			71				
ASN	93	80		89	76		97	97		100	96
BLK	78	59	51	64	53	48	78	87		100	93
HSP	87	70	75	76	51		90	73		100	94
MUL	78	46		71	36		94	100		100	100
WHT	91	73	73	87	73	61	85	94		100	96
FRL	81	63	53	67	53	42	83	87		100	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	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	695
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	



Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	67
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	87
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	65
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	78
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	78
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	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

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

Our lowest performing quartile learning gains are our lowest area of achievement across subgroups and content areas.

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

Based upon the data components, our Geometry achievement and learning gains demonstrate the greatest need for improvement.

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

Students enrolled in this course are most often the students who have had prior learning difficulties in math. A number of these students had not passed the EOC in the preceding year. Additionally, a significant amount of students involved in virtual learning for the past 18 may have contributed to data outcomes.

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

Based on the data components, there were no areas in the progress monitoring data that showed improvement in comparison to the 2019 assessment scores.

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

N/A

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

The school will continue to focus on intentional standards based instruction. Teacher instruction will be monitored through common planning, plc, and instructional walkthroughs. School administration will participate in weekly monitoring of instructional activities.

**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 continue to be provided with professional development that focuses on standards based learning and assessment to ensure there is alignment between what is being taught and what is being assessed. Teachers will also be provided with content specific training as needed.

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

The school will provide increased opportunities for supplemental instruction to include tutoring, push-in and pull-out instruction, as well as supplemental online resources.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

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

**Area of Focus Description and Rationale:** Based on our school's instructional focus walks, it has been determined that our school would continue to benefit from a greater alignment of our classroom assessments with the standards being taught. Doing so will provide a more accurate measure of student learning of the standards to assist with areas of focus and ultimately student learning.

**Measurable Outcome:** Paxon will see an increase in the alignment of classroom assessments to the standards that are the focus of instruction in our weekly instructional review walks.

**Monitoring:** The Administrative team will engage in regular monitoring of instructional standards alignment and assessment.

**Person responsible for monitoring outcome:** Royce Turner (turnerr@duvalschools.org)

**Evidence-based Strategy:** Instructional staff will use the learning arc to guide planning and development of appropriate assessment experiences for students that are directly aligned to the standards.

**Rationale for Evidence-based Strategy:** Administrative monitoring of standards align instructional practices will allow the administration to identify areas of support needed by teachers so that student learning is maximized.

**Action Steps to Implement**

Weekly Instructional Review Walks and Calibration Walks by the school administration.

**Person Responsible** Royce Turner (turnerr@duvalschools.org)

Participation in and monitoring of weekly common planning sessions to ensure that appropriate standards are taught and the assessments and tasks are aligned to the standards.

**Person Responsible** Royce Turner (turnerr@duvalschools.org)

Professional Learning Communities activities that provide development in learning and teaching the appropriate standards.

**Person Responsible** Royce Turner (turnerr@duvalschools.org)

## #2. Other specifically relating to Teacher Influence in determining the content of professional development/in-service programs

<b>Area of Focus</b>	Based on our 5essentials survey feedback, instructional staff expressed that there is little faculty influence in specific areas as identified by the 5essentials survey. These areas included determining the content of professional development/in-service programs.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	Increase the number of professional development/in-service opportunities that are determined and led by instructional staff.
<b>Monitoring:</b>	School administration will keep a log of content in-service opportunities offered throughout the school year that are selected and initiated by instructional staff.
<b>Person responsible for monitoring outcome:</b>	Royce Turner (turnerr@duvalschools.org)
<b>Evidence-based Strategy:</b>	School administration has implemented a professional develop plan that allows for each academic department to select and conduct monthly in-service training each month to the entire faculty. Additionally, school administration will solicit requests for professional development needs including district in-service training, AP and IB training, and other professional development opportunities and provide resources for participation. Each instructional staff member is provided the opportunity to direct their personal professional learning goals through the Individual Professional Development Plan.
<b>Rationale for Evidence-based Strategy:</b>	These strategies allow for instructional staff to determine the determine the content of the professional development/in-service needs.
<b>Action Steps to Implement</b>	
Department Chairs will meet with department members to plan and develop professional in-service/development opportunities to present to the faculty.	
<b>Person Responsible</b>	Royce Turner (turnerr@duvalschools.org)
Teachers will be provided opportunities to select professional development topics during pre-planning.	
<b>Person Responsible</b>	Royce Turner (turnerr@duvalschools.org)
Teachers will identify external professional development/in-service learning opportunities. School administration will facilitate teacher participation in these opportunities as appropriate.	
<b>Person Responsible</b>	Royce Turner (turnerr@duvalschools.org)
Teachers will plan for their personal professional learning goals for the school year in their Individual Professional Development Plan.	
<b>Person Responsible</b>	Royce Turner (turnerr@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.

**In reviewing our school discipline data, the school will monitor in school suspension. Most of our in school suspensions are related to student tardies, therefore, our school and PBIS team will actively monitor and address student class attendance to reduce in-school suspension incidents. Ways in which this concern may be addressed could be to initiate incentive programs to reduce student tardies and implementing different discipline options to address attendance concerns.**

**Paxon has an intentional focus on implementing strategies to improve student readiness for the public postsecondary level. Paxon offers a variety of avenues to improve readiness for the postsecondary level. Entering 9th grade Paxon students have the opportunity to enroll in a course titled Inquiry Skills. This course focuses on building skills and habits that focus on organization, study skills, and communication skills. These areas of focus mirror skills needed for postsecondary study. 10th grade students are enrolled in ACT/SAT prep courses for math and reading that are designed to help prepare students for exams such as the PSAT, SAT, and ACT. All Paxon student take the PSAT examination in grades 9-11 to familiarize them with the content and expectations of college entrance examinations. Paxon offers a number of dual enrollment, AP, and IB courses that expose students to the rigor of postsecondary study. One dual enrollment course, Strategies for Success, focuses on specific skills and competencies for students in support of their transition to college or university. Paxon's AP and IB Courses are college preparatory courses that are designed to prepare students for the postsecondary level. These courses require in-depth study of various subject areas that are assessed similarly to those they may encounter at the postsecondary level.**

**The Paxon School Counseling office offers a number of resources to students to assist in post-secondary readiness to include a robust offering of college visits and presentations, school counseling parent and student sessions to discuss postsecondary study and options, and financial aid presentations and workshops to assist students and families in acquiring knowledge about the resources available to enable them to study at the postsecondary level.**

#### **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.**

The school works tirelessly to create a positive school culture. For incoming freshmen, this includes a specifically designed transition program that acclimates them to the campus and have personal interactions

with current students, faculty and administration. The school also provides an intimate question and answer session for parents with the school principal. The school's Parent Teacher Student Association immediately begins engaging with new students and families to include them in the school community and provide support.

The school believes that communication is a key component of school culture. The school has a variety of communication avenues for families including a monthly newsletter, website, social media, remind app, district app, and a weekly parent call out. Several of these communication methods allow for two way communication so that families can actively engage with the school.

The school has in place Positive Behavior Interventions and Supports. These efforts are governed by a committee that is lead by teachers and includes administration, students, and parents. This committee looks for alternatives to traditional discipline and emphasizes a rewards system that highlights positive behavior.

To assist our students who have academic challenges, each year, school administration chooses an area of focus to monitor which includes contact and mentoring of students in identified groups. This initiative helps build positive relationships between students and the school administration.

The school attends to the academic, social, and emotional needs of students through a variety of activities that include sports, clubs, student tutoring, teacher tutoring, mental health counseling, and college and career support. Students are encouraged to exercise their voice through participation in a variety of student governance opportunities.

The school works closely with outside stakeholder groups to ensure multiple perspectives are represented in school efforts and for support of school initiatives. These groups include our PTSA, SAC, booster organizations, and community partners.

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

All stakeholders are integral in providing a positive school culture. All stakeholder groups including students, parents, and school staff are represented as members of the school's Positive Behavior Intervention and Supports team.

The school has a dean who oversees students discipline to ensure a safe environment for all. School administration is visible on the campus and develops relationships with students through interactions in common areas and through supporting extracurricular activities.

School staff help promote a positive school culture by providing inviting classroom environments. Staff members greet students at their doors and are present in other areas of the school including dismissal and at extracurricular functions. School staff support students in their development through the sponsorship of clubs and other activities.

Parents contribute to positive school culture by ensuring students are complying with school rules. Parents also provide support through their participation in PTSA, SAC, and booster organizations. Parents also contribute to the effective communication between school and home through the initiation of topics of concern and receiving contact from the school. Parents work with school staff to ensure a safe and inviting environment for students.

Students actively contribute to a positive school culture and environment. Student behavior and exhibition of the Paxon Pillars of character provide significant support to positive culture. Students support their fellow students by reporting events or actions that they feel are do not align with school expectations. Students

themselves promote a positive culture and environment by initiating ideas and activities aimed at creating a welcoming and inviting environment.

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: Other: Teacher Influence in determining the content of professional development/ in-service programs	\$0.00
Total:			\$0.00