Duval County Public Schools

Samuel W. Wolfson High School

2021-22 Schoolwide Improvement Plan

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Samuel W. Wolfson High School

7000 POWERS AVE, Jacksonville, FL 32217

http://www.duvalschools.org/wolfson

Demographics

Principal: Christopher Begley

Start Date for this Principal: 7/30/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (56%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

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	39%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Samuel Wolfson School for Advanced Studies and Leadership fosters academic excellence through comprehensive curricula and rigorous studies.

Provide the school's vision statement.

Pursuit of excellence through valor, integrity and perseverance.

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
Begley, Christopher	Principal	The principal provides a common vision for the use of data-based decision-making and ensures adequate Professional Development to support instructional implementation. He also communicates with parents regarding school-based plans and activities. The principal serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements.
Lucas, Janetta	Assistant Principal	The Assistant Principal of Curriculum who serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements. In addition, the APC ensures that students are properly scheduled to help ensure the mission and vision of the school is accomplished in order to prepare students for a post-secondary education.
Ball, Jr.	Assistant Principal	The assistant principal serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements.
Robinson, Cameron	Instructional Coach	The Instructional Math Coach will analyze the existing standards-based curriculum and intervention approaches used by teachers. He will use evidence-based intervention strategies for children "at risk;" and assist in the design and implementation for progress monitoring. In addition, he will provide support for assessment and implementation monitoring to help students master the standards.

Demographic Information

Principal start date

Friday 7/30/2021, Christopher Begley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

976

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

0

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

5

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	292	309	186	139	926
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	23	17	16	8	64
One or more suspensions	0	0	0	0	0	0	0	0	0	20	29	13	13	75
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	36	20	11	77
Course failure in Math	0	0	0	0	0	0	0	0	0	12	53	16	19	100
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	10	11	6	9	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	109	87	3	2	201
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	38	57	20	14	129

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	10	32	15	0	57
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	11	2	2	16

Date this data was collected or last updated

Friday 8/20/2021

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	292	197	116	117	722
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	29	12	11	27	79
One or more suspensions	0	0	0	0	0	0	0	0	0	57	28	27	35	147
Course failure in ELA	0	0	0	0	0	0	0	0	0	99	20	15	5	139
Course failure in Math	0	0	0	0	0	0	0	0	0	53	19	19	6	97
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	36	28	17	12	93
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	42	9	10	22	83

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	90	28	26	30	174

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	22	30	15	3	70
Students retained two or more times	0	0	0	0	0	0	0	0	0	15	12	14	9	50

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				63%	47%	56%	53%	47%	56%
ELA Learning Gains				50%	48%	51%	47%	49%	53%
ELA Lowest 25th Percentile				41%	42%	42%	33%	42%	44%
Math Achievement				50%	51%	51%	50%	51%	51%
Math Learning Gains				55%	52%	48%	49%	55%	48%
Math Lowest 25th Percentile				57%	47%	45%	51%	50%	45%
Science Achievement				73%	65%	68%	50%	61%	67%
Social Studies Achievement				79%	70%	73%	61%	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	67%	48%	19%	55%	12%
Cohort Comparison						
10	2021					
	2019	56%	48%	8%	53%	3%
Cohort Comparison		-67%				

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	71%	67%	4%	67%	4%
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	79%	68%	11%	70%	9%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	53%	57%	-4%	61%	-8%
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	47%	61%	-14%	57%	-10%

Grade Level Data Review - Progress Monitoring Assessments

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

Wolfson SAS used the district provided PMAs (Progress Monitoring Assessments), which was aligned to state standards-based assessments, to gauge the students' academic success throughout the school year. This information along with frequent Achieve 3000 assessments provided a clearer picture of each student's need and academic status in the core accountability areas for each grade level. The extended enrichment was specific and intense based on the academic needs of the students.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	153/63%	193/62%	168/60%
	Economically Disadvantaged	35/49%	47/47%	35/43%
	Students With Disabilities	11/44%	6/21%	6/29%
	English Language Learners	0/0%	2/22%	1/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56/37%	130/55%	106/53%
	Economically Disadvantaged	11/22%	37/44%	25/38%
	Students With Disabilities	2/13%	8/32%	3/20%
	English Language Learners	1/17%	2/20%	1/14%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	49/72%	70/72%	62/70%
	Economically Disadvantaged	11/73%	18/67%	14/70%
	Students With Disabilities	2/40%	2/40%	2/40%
	English Language Learners	0/.%	0/.%	0/.%
	Number/% Proficiency	Fall	Winter	Spring
US History	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	87/62%	158/70%	157/71%
	Economically Disadvantaged	22/52%	41/58%	41/57%
	Students With Disabilities	4/33%	8/42%	8/50%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/27%	31/40%	11/18%
	Economically Disadvantaged	4/31%	18/50%	6/21%
	Students With Disabilities	0/0%	2/18%	1/11%
	English Language Learners	0/0%	1/50%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/42%	6/33%	4/25%
	Economically Disadvantaged	2/33%	3/33%	1/13%
	Students With Disabilities	1/20%	3/60%	1/25%
	English Language Learners	1/100%	0/0%	0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/.%	0/.%	1/14%
	Economically Disadvantaged	0/.%	0/.%	0/.%
	Students With Disabilities	0/.%	0/.%	1/33%
	English Language Learners	0/.%	0/.%	0/.%

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42/42%	38/55%	36/69%
	Economically Disadvantaged	10/31%	9/39%	13/76%
	Students With Disabilities	2/67%	3/75%	3/75%
	English Language Learners	0/0%	1/100%	0/.%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/25%	9/45%	4/33%
	Economically Disadvantaged	0/0%	5/50%	2/40%
	Students With Disabilities	0/.%	0/0%	0/.%
	English Language Learners	0/.%	0/0%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/100%	1/100%	1/100%
	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/.%	0/.%	62/49%
	Economically Disadvantaged	0/.%	0/.%	8/40%
	Students With Disabilities	0/.%	0/.%	0/0%
	English Language Learners	0/.%	0/.%	1/50%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/46%	13/50%	24/60%
	Economically Disadvantaged	4/31%	8/53%	13/65%
	Students With Disabilities	0/0%	1/100%	1/100%
	English Language Learners	0/0%	0/0%	2/67%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/100%	1/25%	1/50%
	Economically Disadvantaged	1/100%	0/0%	1/50%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/100%	0/0%	0/0%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	0/0%	0/0%
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

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	36	54	50	13	12	9					
ELL	38	67	67	43	50					90	
ASN	63	53		36							
BLK	46	50	39	17	20	25	42	80		97	86
HSP	57	50	37	56	29			70		93	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	53	47		42	30						
WHT	84	71	52	73	29	27	94	94		100	95
FRL	56	57	50	28	21	18	71			95	93

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	38	29		20	55					83	60
ELL	25	39	42	42	71		45			91	90
ASN	31	40		73						100	73
BLK	45	45	40	36	38	43	51	72		92	77
HSP	62	41	30	48	53		74	83		92	91
MUL	71	64					60				
WHT	87	61		73	76	92	93	92		96	84
FRL	49	44	35	42	41	52	54	76		92	79

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	43	42		40			20			80	42
ELL	32	52	43	50			27	45		75	73
ASN	53	56					50	85		100	82
BLK	40	40	28	39	38	40	36	53		88	75
HSP	56	51	55	60	55		54	56		76	77
MUL	53	33		36							
WHT	87	62		68	63		82	68		87	80
FRL	47	45	32	48	47	53	47	55		84	75

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	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	632
Total Components for the Federal Index	10
Percent Tested	96%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	29
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	59
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	51
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	50
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	61
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	43
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	72
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	54
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?

The trend shows that students in all categories score higher proficiency in 10th grade than in 9th grade.

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

The data shows that our greatest need for improvement is Algebra I.

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

The students were not prepared with foundational skills needed due to the pandemic. They did not enter with basic knowledge of mathematical concepts. This year we are offering more pull out small group tutoring by the math coach. They are double blocked with Intensive Math with the same math teacher - resulting in getting Algebra I every day. We are also using blended learning: math nation (on grade level) and delta math (remediation).

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

Most improvement was shown in over all reading Gains, Biology proficiency, and History proficiency.

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

We offered pull out small group tutoring by teachers, Saturday workshops and during lunch one-on-one tutoring by NHS students.

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

Continue with consistency to offer the pull out, and one-on-tutoring earlier in the year and continuing up until the testing season. We will also implement "blitz" or "bootcamp" sessions throughout the year.

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.

We offer district support workshops as well as PLC and common planning.

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

We have employed an Instructional Math Coach that is providing pull out and push in services in the math department. We are seeking additional community stakeholders and business partners that can provide additional support in the content areas. Students such as high achieving IB student, AP students and National Honor Societies, will continue to provide tutoring and small group help in all subject areas.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Title I Funding	
Area of Focus Description and Rationale:	Use Title I to fund 2 full-time positions - Social Studies and Science and 1 part-time position - Parent Involvement Liaison. The instructional positions are used to provide Tier 2 and Tier 3 interventions within the smaller classroom setting in order to support students' academic success in the content areas. Whereas the Parent Liaison is used to bridge the home-school connections for parents to see what students are learning and how we are preparing students for college, careers, or the workforce. In addition, we will be purchasing instructional classroom supplies and student AP US History workbooks for extended enrichment to help scaffold the learning process throughout the lesson and for home learning.
Measurable Outcome:	The instructional positions are used to provide Tier 2 and Tier 3 interventions within the smaller classroom setting in order to support students' academic success in the content areas. This will require frequent progress monitoring of the standards and data chats so students can show incremental growth on each assessment throughout the year.
Monitoring:	This will require frequent progress monitoring of the standards and unit assessments of students' academic progress. In addition, the administrative team will conduct ongoing data chats with teachers and students in an effort to reach the goals set by the school and their individual goals.
Person responsible for monitoring outcome:	Christopher Begley (begleyc@duvalschools.org)
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	

Action Steps to Implement	

1. Administrators to monitor content area common planning focused on teaching and learning

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

2. Monitor teacher lesson plans with Tier 2 and Tier 3 interventions created during PLC.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

3. Administrators conduct weekly walkthroughs to monitor standards-based instructional delivery.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

4. Administrators to monitor the scaffolding techniques used with the workbooks to help students master the standards.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

5. Administrators conduct quarterly Data Chats to review students' academic performance with teachers and students.

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Ensure that all students at Samuel Wolfson School for Advanced Studies are offered the equivalent experience that they will see in the assessments at the end of the year. The majority of classroom grades and scores on summative and/or end of year assessments have limited correlation.
Measurable Outcome:	The vast majority of our current teachers will implement classroom assessments that are aligned to the complexity of the standards as measured by the standards walkthrough document.
Monitoring:	The administrative team will review the assessment strand of the Instructional walk-through form to see if the teachers questions to check for understanding are aligned to the complexity of the standards on the FSA.
Person responsible for monitoring outcome:	Christopher Begley (begleyc@duvalschools.org)
Evidence-based Strategy:	To facilitate PLC and common planning to create equivalent experiences aligned to assessments would ensure ALL students develop the capacity to understand content that is complex and challenging.
Rationale for Evidence-based Strategy:	Students that develop the capacity to understand content that is complex and challenging, will directly impact performance on assessments.

Action Steps to Implement

1. Teachers collaborate to identify targeted content aligned to the standards.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

2. Teachers review the data on a regular basis to identify students needing extended remediation of the standards not mastered.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

3. Teachers and admin to continuously review the district assessment data to improve students' achievement of rigorous standards-based instruction tested.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

4. Teachers and admin participate in district provided Professional Development to identify effective instructional strategies for low performing students and how to scaffold their learning.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

5. Admin to conduct frequent Standards-Based Instructional walk-throughs to observe the aligned instruction.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

6. Teachers analyze tests results to diagnose student learning, improve assessments and instruction, and modify their instructional strategy to re-teach the rigorous content.

Person Responsible   Christopher Begley (begleyc@duvalschools.org)

7. Teachers collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards.

Person Responsible   [no one identified]

8. Teachers create blended learning opportunities that challenge students to perform at higher levels of learning from a variety of sources.

Person Responsible   Christopher Begley (begleyc@duvalschools.org)

#3. Other specifically relating to Teacher/Student Connection	
Area of Focus Description and Rationale:	Ensure that all students at Samuel Wolfson School for Advanced Studies enrich their partnership of trust with teachers. According the 5Es survey, Wolfson students could increase their connection of trust.
Measurable Outcome:	The vast majority of our current teachers will implement classroom protocols that will raise the confidence of the students that they have a genuine connection with their teachers. This will be measured by an increase in the 5Es standard of teacher/student connection.
Monitoring:	While conducting instructional standards-based classroom visits, the administrative team, along with the instructional coach, will observe the teacher-student relationships for rapport. In addition, some students are strategically scheduled based on their instructional learning styles and data.
Person responsible for monitoring outcome:	Christopher Begley (begleyc@duvalschools.org)
Evidence-based Strategy:	To facilitate faculty meeting, PLCs and common planning to create procedures and protocols to make elevate the connection between students and teachers.
Rationale for Evidence-based Strategy:	Students who develop the confidence in teacher/student relationships will directly impact performance on assessments and grades.

Action Steps to Implement

1. Teachers will participate in either coaching, tutoring, sponsoring of clubs to build relationships with students.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

2. Teachers will input grades in a more timely manner - not just what is expected in their contract.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

3. Teachers will employ a system of logging in turned in assignments so that the students feel confident that their work is not being lost.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

4. Teachers will quickly give feedback on assigned material so that the students do not have a delay in their learning.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

5. Teachers will grade and log into FOCUS all assignments so that students and parents are ensured receipt of the work giving validation to their effort.

Person Responsible	Christopher Begley (begleyc@duvalschools.org)

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.

Based on the 2020-21 discipline data the high volume referrals were associated with student tardies and vaping on campus. Students with tardies are counseled and receive restorative justice based on individual situations. The district provides an online 3 hour vaping class that teaches the consequences of vaping and the dangers associated with smoking. The use of out-of-school suspension is rarely used as students are extremely receptive to initial warning in reference to next steps and consequences. The administrative staff, along with the Dean, will review the discipline data and monitor the school incentives that have been set for the students with positive school behaviors on campus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

All stakeholders are invited to all events and activities held at Wolfson School for Advanced Studies and Leadership. The events are advertised on the school's social media outlets, sent via remind, and on the school's calendar, which can be viewed from our website daily. The school host a plethora of events and information is translated in different languages since we have students and parents who speak other languages. Parents of ESE students are also encouraged to attend events and give input. The school promotes district and community events as well to ensure all stakeholders remain abreast on what is available in the district and school community. The school utilizes school messenger in Focus and phone calls to communicate important information for students, parents and/or guardians. During school events, stakeholders are encouraged to give feedback and input as to what would enhance their Wolfpack experience.

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

We have an outstanding partnership with Vystar who interviews our students and employ them during a paid summer internship. These students work throughout the school year in our on-campus Vystar bank. We are currently partnering with Brightway to expand the CTE partnership and create more internship opportunities for our students to have future internships and possible future jobs. Our parent Organizations

– SAC, PTSA & FOW (Friends of Wolfson) serve a dynamic role for providing funds and time to support the Wolfpack community and school as a whole. These organizations have done campus clean-ups and provided funds to help with student incentives throughout the year.