Grand Park Career Center

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

2021-22 Ungraded Schoolwide Improvement Plan

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Grand Park Career Center

2335 W 18TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/grandpark

Demographics

Principal: Tyrone Blue

Start Date for this Principal: 5/30/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students*
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide an environment that fosters grade-appropriate academic excellence and builds the self-confidence of every student, in every classroom, every day. This will strengthen their ability to make better, informed choices at home and school; as well as provide the guidance for students to develop into productive citizens in the community.

Provide the school's vision statement.

All students will soar academically and behaviorally when they adhere to the principles within the EAGLES guidelines for success: Expect the best; Act responsibly; Give respect; Learn to make good choices; Engage in safe behaviors; come to school daily with the appropriate Supplies & prepared to learn.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Blue, Tyrone	Principal	Provide instructional leadership through the intentional engagement of all school-based activities. Develop professional leaders who promotes the mission & vision of the district. Be fiscally-responsible. Utilize resources in an equitable manner to enhance the survival and well-being of all students. Supervise all faculty and staff members.
Mitchell, Phillip	Assistant Principal	Provide instructional leadership and supervision of all faculty and staff members
Hutchinson, Lakita	Teacher, Adult	Math teacher; Test Coordinator; Professional Development Facilitator, Mentor Teacher

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Sunday 5/30/2021, Tyrone Blue

Number of teachers with professional teaching certificates?

Number of teachers with temporary teaching certificates?

Total number of teacher positions allocated to the school.
16

Total number of students enrolled at the school.
170

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

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	1	5	12	41	64	32	15	170
Attendance below 90 percent	0	0	0	0	0	0	1	5	10	39	56	28	12	151
One or more suspensions	0	0	0	0	0	0	1	2	6	20	40	20	10	99
Course failure in ELA	0	0	0	0	0	0	1	3	3	10	20	10	2	49
Course failure in Math	0	0	0	0	0	0	1	4	7	11	20	16	2	61
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	4	11	35	56	29	13	149
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	4	12	38	58	30	13	156
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	3	7	22	20	20	7	79

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	1	4	8	28	39	20	6	106

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	1	2	3	19	16	9	4	54
Students retained two or more times	0	0	0	0	0	0	1	4	6	2	5	2	1	21

Date this data was collected or last updated

Tuesday 6/29/2021

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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					47%	56%		47%	56%
ELA Learning Gains					48%	51%		49%	53%
ELA Lowest 25th Percentile					42%	42%		42%	44%
Math Achievement					51%	51%		51%	51%
Math Learning Gains					52%	48%		55%	48%
Math Lowest 25th Percentile					47%	45%		50%	45%
Science Achievement					65%	68%		61%	67%
Social Studies Achievement					70%	73%		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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	44%	-44%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	8%	49%	-41%	56%	-48%
Cohort Comparison		0%				
09	2021					
	2019	9%	48%	-39%	55%	-46%
Cohort Comparison		-8%				
10	2021					
	2019	6%	48%	-42%	53%	-47%
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	32%	-32%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	40%	-40%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	67%	-62%	67%	-62%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	69%	-69%	71%	-71%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	14%	68%	-54%	70%	-56%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	3%	57%	-54%	61%	-58%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	8%	61%	-53%	57%	-49%

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
BLK										5	
FRL											
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
BLK										10	
FRL											
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

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	4
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	4
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	5
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Across grade levels, students demonstrated an increase in subcategory scores within Achievement Level 1 to a higher subcategory score for the current year (ELA LG, Math LG, ELA LG L25% & Math LG L25%). Although Biology scores were comparatively higher across grade levels, students with disabilities tended to perform significantly lower across all content areas.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

ELA LG L25%, Math LG L25% & Biology reflected an increase in scores.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

While the majority of our school's data is below grade-level and does not meet the state's standard for proficiency, the greatest need lie with all components of ELA & Math but specifically with ELA & Math proficiency.

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

Across grade levels, students demonstrated an increase in subcategory scores within Achievement Level 1 to a higher subcategory score for the current year (ELA LG, Math LG, ELA LG L25% & Math LG L25%). Although Biology scores were comparatively higher across grade levels, students with disabilities tended to perform significantly lower across all content areas.

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

The lowest performance scores reflected in ELA & Math achievement... Inexperienced content area teachers, poor motivation of students, constant student transitions and teachers new to the alternative ed setting were contributing factors as well. Continue with the emphasis on alignment / grade-appropriate instructional activities and consistent progress monitoring. Provide more hands-on learning opportunities for students and more opportunities for teachers to consistently collaborate.

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.

Teacher retention, emphasis on targeted students, tutorial services provided to students in need of interventions, more intentional teacher recruitment practices, Emphasis on the learning arc within ELA & Math content areas.
Understanding & Interpreting Student Data
Learning Arc development & implementation
Instructional Framework
Dealing with multiple preps and multiple learning styles
Effective Classroom Management
Growth Mindset / Understanding the Brain
Differentiated Instruction

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our focus is standards-based planning & instruction that leads to increased student achievement via mastery of standards-based activities and assessments. Ultimately, we want students to show improved proficiency relating to standards-based assessments, lowest performing subgroups to demonstrate growth as well as our graduation rate to increase to 60% or higher based upon the time students are enrolled at Grand Park.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	1. Majority of observed classrooms will show evidence of standards-based planned/aligned lessons 2. Majority of observed classrooms will show evidence of alignment to the learning Arc 3. Majority of observed classrooms will show evidence of alignment to grade level 4. Standards-based planning/alignment will be a consistent part of PD"s, PLC"S, and Common Planning (Teacher/Admin) 5. Students will demonstrate growth of 5 percentage points between baseline, PMA's and EOC/State assessment window periods. 6. Teachers will consistently incorporate school-wide strategies and provide differentiated instruction to meet the needs of the diverse learners in all classes. 7. Teachers will implement instructional framework with fidelity. 8. Teachers will participate in weekly PLC's and provide progress monitoring on monthly basis for targeted, low-performing subgroups 9. Students will maintain writing portfolios in all core content areas 10. Students will complete 2 assignments on iReady / Algebra Nation at 75% or higher on a weekly basis. Students will complete 2 Achieve 3000 articles at 75% or higher on a weekly basis. For each content area, students will be actively engaged for a minimum of 30 minutes on the web-based platform, Study Island. 11. Intervention Team members will provide push-in & pull-out support in elective classes.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will consist of daily classroom observations, weekly PLC / common planning, monthly participation in professional development activities and weekly admin-teacher debriefings that will focus on reflection / growth opportunities. Addressing learning targets / gaps will include classroom walk-thru's as a means of monitoring entrance tickets / equivalent experiences of observed classrooms / review of lesson plans / board configuration / data chat logs, and standards alignment of instructional activities.
Person responsible for monitoring outcome:	[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Review and train with use of the Opportunity Myth
School-wide goals are standards-based aligned
Instructional strategies include annotating the text, graphic organizers and
small group / pull-out instruction in all core content areas
Teachers will maintain three small groups throughout instructional delivery
School-wide goals are standards-based aligned

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Improve proficiency across core content areas
Increased student achievement
Increased engagement, knowledge of specific content, and overall achievement
Provide classroom environment of independent thinkers & learners.
Improve student, teacher, parent & administration accountability
Reduction in off-task behaviors

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Standards-based planning/alignment will be a consistent part of PD"s, PLC"S, and Common Planning (Teachers/Admin)
Teachers will consistently incorporate school-wide strategies and provide differentiated instruction to meet the needs of the diverse learners in all classes. (Teacher/Admin)
Consistently, observe classrooms seeking evidence of standards-based planned/aligned lessons (Admin)
Consistently, observe classrooms seeking evidence of alignment to the learning Arc (Teacher/Admin)
Consistently, observe classrooms seeking evidence of alignment to grade-level (Teacher/Admin)
Consistently, monitor looking for the incorporation of school-wide strategies and differentiated instruction to meet the needs of the diverse learners in all classes. (Admin)
Consistent monitoring of the implementation of the instructional framework with fidelity. (Admin)
Students will maintain writing portfolios in all core content areas. (Teachers)
Students will complete 2 assignments on iReady / Algebra Nation at 75% or higher on a weekly basis. (Teacher/Admin)
Teachers will complete data tracking sheet & progress monitor on monthly basis (Admin)

Person Responsible   Tyrone Blue (bluet@duvalschools.org)

Students will complete 2 Achieve 3000 articles at 75% or higher on a weekly basis.
For each content area, students will be actively engaged for a minimum of 30 minutes on the web-based platform, Study Island.
Intervention Team members will provide push-in & pull-out support in elective classes.
ESE Support Facilitators will collaborate with teachers and provide support to students with disabilities in Reading & Math classes.

Person Responsible   Tyrone Blue (bluet@duvalschools.org)

ESE Support Facilitators will collaborate with teachers and provide support to students with disabilities in Reading & Math classes.
Improve state reading & math assessment scores by 5%-10%
Improve reading & math gains by 5%-10%
Improve student Lexile Scores by 5%-10%

Reduce school-wide referrals by 10%-12%
Increase graduation rate to 60% or higher
Increase the school's Average Daily Attendance rate to 75%+

Person Responsible   Tyrone Blue (bluet@duvalschools.org)

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Africa American Students is 10% and our Economically Disadvantaged Students is at 0%. Our school will identify these students and ensure a team of teachers and administrators monitor their data (at least twice a month) to ensure they are progressing in all subject areas. If not, an action plan will be developed to plan for next steps.

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.

Grand Park always maintains an "Open Door" policy for all stakeholders. Faculty & staff members will model expected behaviors as outlined in our Guidelines for Success. We will strive to consistently maintain effective relationships with all stakeholders to support our school's mission & student body by:
* Consistently communicating school's vision/mission statement to all stakeholders
* Requesting Community representatives to participate in career, military, and college day/week
* Consistently Communicating positively to students & parents
* Providing Neighborhood integration through monthly collaboration activities
* Establishing mentoring partnerships through local universities, community organizations as well as the faith-based community
* Addressing individual students' learning styles
* Being Intentional / dedicated to providing academic success, building the self-confidence & being respectful to all
* On-going virtual communication via SchoolMessenger
* Providing school climate surveys to all stakeholders & responding to student/parent concerns in a timely manner

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

Panera's - Provides refreshments for special school-related events

Girls Matter - Provides mentoring to targeted students (Faith-based community resource)

Pastor Ronald Walters - Provides mentoring to faculty members and serves as a liaison between the school and community

Your Helping Hand of North America - Provides supplemental resources used as incentives for students making academic and/or behavioral progress

Teachers - Provides meaningful instructional activities along with specific praise & positive reinforcement to struggling students

Guidance - Student enrollment; Provides small-group counseling

Administration - Instructional leader; Models respect as well as high academic & behavioral expectations for all

Dean of Students / Security team - Supervises non-instructional student activities

Intervention Team (Psychologist, Social Worker, Behavior Interventionist, & ESE Support staff) - Provides support services to parents and students in need, including but not limited to attendance issues, mental health support, as well as accomodations and modifications for students with disabilities.