

Duval County Public Schools

Alden Road Excep. Student Center



2021-22 Ungraded Schoolwide
Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	0

Alden Road Excep. Student Center

11780 ALDEN RD, Jacksonville, FL 32246

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

Demographics

Principal: Joseph Blitch G

Start Date for this Principal: 6/21/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Special Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* White Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: Maintaining 2018-19: Unsatisfactory 2017-18: Maintaining 2016-17: No Rating
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.

It is the mission and commitment of Alden Road School, its families and the community to provide individualized instruction within a safe, respectful and positive learning environment that promotes self-determination, self-advocacy, self-esteem and skills for communication and life-long learning.

Provide the school's vision statement.

The vision of Alden Road is to instruct, mentor and support students to reach their full potential as responsible and productive citizens within the community.

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
Blitch, Joseph	Principal	Maintain all operations of the school with support of the Leadership Team.
Baine, Donna	Assistant Principal	Maintain all operations of the school with support of the Leadership Team.
Comberg, Lorrie	Other	Maintain all operations of the school with support of the Leadership Team.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Monday 6/21/2021, Joseph Blitch G

Number of teachers with professional teaching certificates?

0

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

34

Total number of students enrolled at the school.

181

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

4

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

4

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	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	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	

Date this data was collected or last updated

Wednesday 9/15/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide 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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					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					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

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	4	33		7	41			6		100	
WHT	8	33		6	50					100	
FRL		27		8						100	
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	9	23		5	21		7			87	
BLK	10				8						
WHT	7	14		10	25						
FRL	14	25		5	24		10				
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	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	191
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	

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	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
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?

List programs used at the school for PM.

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

Based on 2021 data, the greatest are of growth was on the Geometry EOC. Alden Road students increased from 8% proficient to 9% proficient. TMA's were created during common planning with Admin., Instructional Lead support to ensure alignment with standards and populated into Unify. TMA questions were linked to the appropriate standard(s) and the data was used to diagnose individual needs of students. Exit tickets were utilized in daily learning to ensure frequent checks for understanding was occurring. Guided questioning strategies were used daily in instruction to gauge individual student mastery of learning concepts.

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?

Based on FSAA data 20-21, 5% of students scored in the proficiency range in ELA. Contributing factors related to the decline include the following: Many students face challenges with communication, behavior, lack of prescriptive data needed to design relevant learning opportunities that address specific needs of individual students and many students lack necessary background knowledge in content areas.

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

Based on 20-21 Geometry E.O.C. data, 9% of Alden Road students scored in the proficiency range. This is a slight upward (1%) trend from the previous year. Contributing factors include the following: Many students face challenges with communication, behavior, lack of prescriptive data needed to design relevant learning opportunities that address specific needs of individual students and many students lack necessary background knowledge in content areas.

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

Developing appropriate frameworks for all students being served at Alden Road as well as a focus on communication strategies designed to improve individual students ability to articulate their learning and become more active participants in the learning process.

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.

An emphasis will be placed on common planning with Instructional Leads to continue to facilitate a deeper understanding of learning standards as well as learning arcs. Professional Development opportunities will include increased opportunities for teachers to observe model classrooms and learning sessions related to the Attainment and Boardmaker curriculum.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

A critical area of focus for the majority of students at Alden Road is engagement. Due to communication barriers, many students face challenges with expressing wants and needs, articulating their thinking and understanding of learning concepts and actively participating in collaborative learning groups and independent (with supports) learning activities.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the strategic implementation of communication practices, students will increase the frequency of attempts to articulate wants and needs and actively participate in all learning activities, increasing the level of engagement throughout all learning experiences.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring for desired outcome will include progress monitoring to accurately gauge student mastery of the learning concepts, frequent focus walks to monitor effective implementation of instruction and the use of PLC meetings to provide staff PD on effective engagement strategies.

Person responsible for monitoring outcome:

Joseph Blitch (blitchj@duvalschools.org)

Evidence-based Strategy:

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

Utilization of Core Boards/Core Vocabulary to support a whole language approach to communication.

Boardmaker Program - Title I funds will be used to fund the Boardmaker program to improve communication among our students and address individualized student needs per their IEP's.

Supplemental Curriculum Kits - Title I funds will be used to purchased supplemental curriculum kits to meet the needs of our students.

Supplies - Title I funds will be used to purchase additional classroom supplies to support student achievement

Title I funds will be utilized for the purchase of an interactive smart board with built-in computer to provide interactive experiences for students in the classroom setting that support active participation and engagement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategy was identified based on current student performance data, staff feedback and observation of classroom instruction during focus walks.

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.

Frequent Monitoring of classroom instructional practices to ensure fidelity

Weekly PLC meetings to address identified areas of growth for Professional Development

Monitoring of common planning to ensure standards based instruction is a priority

Continuous Progress Monitoring to measure student growth toward learning targets

Person Responsible

Joseph Blitch (blitchj@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.

#2. 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.

Based on the Alden Road Employability Skills Assessment, student's scores ranged from 83 to 215 with a baseline average on the ESA pre-test of 175 and a post-test average of 189 out of 216 possible points. The Employability Skills Assessment measure career readiness for students in the Alden Road Transition Program.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Alden Road plans to see an increase of 11 points on the post-test ESA test (200 average) compared to the 2021 post-test average.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will include the facilitation of a ESA pre-test, ongoing progress monitoring of individual student progress toward employability goals, real-life work experiences that provide students with opportunities to develop skills necessary to enter the workforce and simulated work experiences on campus that train students on skills needed in a work environment.

Person responsible for monitoring outcome:

Joseph Blitch (blitchj@duvalschools.org)

Evidence-based Strategy:

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

Utilization of the TeachTown Curriculum
Real-life and simulated work experiences
The use of Job Coaches to advocate for and train students on employability skills

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The strategies selected are evidenced based for preparing adult aged students for daily living and workforce readiness. The strategies allow for real-time monitoring of student progress toward established goals and provide skills training and assessment for skills necessary for community and daily living.

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.

Frequent Monitoring of classroom instructional practices to ensure fidelity
Weekly PLC meetings to address identified areas of growth for Professional Development
Monitoring of common planning to ensure standards based instruction is a priority
Continuous Progress Monitoring to measure student growth toward learning targets
Utilize CAPE funds to ensure relevant work experiences are provided to all Transition students

Person Responsible

[no one identified]

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.

STW - 22%
B - 6%
W - 14%
E - 16%

The School Leadership Team will meet with select teachers to pull data and discuss the progress of the identified students. If progress is not being made, an action plan will be developed to ensure changes in lessons and programs is revised.

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.

Alden Road will build positive relationships with parents and other community stakeholders through the use of parent involvement activities, social media post and monthly newsletters. Parent involvement activities will provide parents and caregivers the opportunity to connect with available agencies and resources outside of Alden Road. These activities will also create opportunities for parents/caregivers to engage with teachers to discuss priority needs for their child(ren).

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

Alden Road stakeholders include parents, caregivers, local and state agencies and well as local business volunteers. Stakeholders contribute to a positive school culture and environment through volunteer services, staff/student recognition and the donation of funds for monthly staff appreciation activities.