

Duval County Public Schools

# Palm Avenue Excep. Student Center



2021-22 Ungraded Schoolwide  
Improvement Plan

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## Palm Avenue Excep. Student Center

1301 W PALM AVE, Jacksonville, FL 32254

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

### Demographics

**Principal: Michael Alexander**

Start Date for this Principal: 7/1/2009

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	ESE
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	63%
<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 Black/African American Students White Students Economically Disadvantaged Students
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: Commendable 2018-19: Maintaining 2017-18: Commendable 2016-17: No Rating
<b>DJJ Accountability Rating</b>	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.

The mission of Palm Avenue Exceptional Student Center is to provide students with educational, enrichment and real-life experiences in a safe and respectful environment that will equip them with the knowledge and skills necessary to become active, responsible and productive members of their community.

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

Palm Avenue Exceptional Student Center is an educational community that continuously challenges each student to obtain the knowledge and skills necessary to become independent members of their 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
Alexander, Michael	Principal	Providing instructional leadership and professional development, managing faculty and staff, creating a positive culture and climate, developing partnerships with community and parents, implementing district's strategic plan.
Bartlett, Michelle	Assistant Principal	Providing instructional leadership and professional development, managing faculty and staff, creating a positive culture and climate, developing partnerships with community and parents, implementing district's strategic plan.
Gibson, Jodi	School Counselor	Provide support to teachers with IEP development and compliance.
Byrd, Steven	Instructional Coach	Provide teachers support with instruction and behavior management strategies.

#### Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

## Demographic Information

### Principal start date

Wednesday 7/1/2009, Michael Alexander

### 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.

25

### Total number of students enrolled at the school.

203

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

3

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

3

## 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	8	4	10	19	13	18	131	203	
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	0	0	0	1	3	7	
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		
	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	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	8	4	10	19	13	18	203
Attendance below 90 percent	0	0	0	0	0	0	0	1	2	0	0	0	1	7
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%				



MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	42	64	83	54	51		15	71		91	
BLK	44	58		68	63		9	77			
WHT	36	82		36							
FRL	44	62		50	45		27	77			
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	26	38	58	56	56	100	48	50		79	
BLK	30	45		58	67		56	60			
WHT	20	32		62	52			45			
FRL	24	43		55	54		47	57			
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	52
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	472
Total Components for the Federal Index	9
Percent Tested	90%
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
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	53
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	
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	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
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.

**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 Palm Ave. uses here.

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

Students demonstrated the most improvement in Math.

**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?**

Benchmark assessments and 2019 state assessments demonstrate the greatest need for improvement is ELA (Reading), because the majority of Palm Avenue's students are non readers who struggle with comprehension.

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

Student with severe to moderate disabilities acquire knowledge and skills through repetition. Exposing them to content/standards through various stimuli and learning activities increases their retainment of information. The curriculum guides for content areas allow students to receive instruction repeatedly for a duration of time so they can understand content.

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

Continue to use small group learning centers, differentiated activities visual representation, technology and response prompting strategies to expose and help students retain content.

**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 receive professional development in Visual Strategies, Systematic Instruction, Differentiated Instruction and Implementing Technology and Assistive Technology.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Other specifically relating to Title I****Area of Focus Description and Rationale:**

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

Use of Assistive Technology (Go Talks) to allow students who are nonverbal or who have limited expressive communication to participate in learning activities and demonstrate knowledge of content.

**Measurable Outcome:**

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

By the end of the school year, Palm Avenue will use Assistive Technology (Go Talks) to increase the participation of students who nonverbal or who have limited expressive communication in learning activities by 90%

**Monitoring:**

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

Classroom observations, Assistive Technology Guide and Assistive Technology meetings.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

Use Assistive Technology to increase active participation through systematic instruction.

**Rationale for Evidence-based Strategy:**

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

Teachers demonstrate difficulty involving students with limited expressive communication in learning activities, because of their inability to give a verbal response. Incorporating Assistive Technology during instruction will give students a voice to express their thoughts. Collaboration with Speech Pathologist, Occupational Therapist, Parents (IEP Team). Individual Education Plan.

**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.

***No action steps were entered for this area of focus***

**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 Standards-aligned Instruction****Area of Focus Description and Rationale:**

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

Palm Avenue has developed a Pacing Guide for all courses that focuses on the Access Points and the district's Curriculum Guide. The Pacing Guide ensures we meet the standards that are on the Florida State Alternative Assessment. In addition, Palm Avenue has developed a benchmark assessments that align with the standards in the Pacing Guide. Based on benchmark assessments and the FSAA results, focusing on standard-aligned instruction is a critical need at Palm Avenue.

**Measurable Outcome:**

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

By the end of the school year, Palm Avenue teachers will use standard-aligned instruction to increase students benchmark scores by 5% across all grade levels.

**Monitoring:**

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

Administrators will perform classroom observations and check lesson plans during observations to ensure all lessons are following the pacing guide and are focused on the standards. Administrators will also evaluate the Benchmark Assessment scores taken throughout the school year, prior to the FSAA to determine if/what standards need to be retaught during the review weeks already built into the pacing guide.

**Person responsible for monitoring outcome:**

Michael Alexander (alexanderm2@duvalschools.org)

**Evidence-based Strategy:**

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

Standard-based alignment, which creates standards based instruction.

**Rationale for Evidence-based Strategy:**

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

Duval County has provided professional development and follow up on standard based alignment. Palm Avenue does common planning to collaborate on the learning arc and unpacking the standards. The school expectation is that teacher follow the pacing guide to ensure standard based instruction.

**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.

***No action steps were entered for this area of focus***

**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.

**#3. Other specifically relating to 5 essentials****Area of Focus Description and Rationale:**

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

In reviewing 5 essential data, Palm Avenue data in the area of Collective Responsibility was weak.

**Measurable Outcome:**

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

By the end of the school year Palm Avenue will increase it's score in the area of Collective Responsibility by 25 points.

**Monitoring:**

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

Review 5 Essential data in this area during common planning. Utilize 5 essential resources with teachers to create discussion and monitor progress in this area.

**Person responsible for monitoring outcome:**

Michelle Bartlett  
(bartlettm@duvalschools.org)

**Evidence-based Strategy:**

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

Collective responsibility in a school team exists when two conditions are examined, clarified, and adopted as the foundation for the shared mission of a school:

1. We believe that all kids can learn at their cognitive level.
2. We make the collective commitment to ensure learning occurs for every student.

5 Essentials survey data indicated some teachers did not share a strong sense of responsibility for student development, school improvement, and professional growth.

**Rationale for Evidence-based Strategy:**

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

**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.

***No action steps were entered for this area of focus***

**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.



## 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.

Data from 5 essentials survey is reviewed and analyzed. The principal present data to the faculty and staff and implement activities from 5 essential survey in area of improvement.

The principal do kudos to staff members in weekly reminders.

Palm Avenue does employee of the month to recognize faculty and staff for their hard work.

Palm Paws are distributed to staff members for their hard work and dedication to the school.

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

Palm Avenue believes in involving stakeholders in all aspects of the school environment that are applicable to our students. The PTA and SAC Boards have the responsibility for advising/assisting in the development, implementation, and evaluation of the various school plans, including the SIP and FPEP. All parents are given the opportunity to review the plans and offer their input prior to approval. In addition, a survey will be given annually to all families seeking their input on activities, training, and materials they need to help in meeting their child's learning needs. Results of parent surveys will be reviewed by the PTA and SAC to determine needed changes. During the PTA Board and SAC meeting when the FPEP and/or SIP are reviewed; their feedback along with the input from parents will help determine how the parental involvement funds will be spent. The dates and times of all meetings, training, and workshops will be presented to parents through the school calendar, newsletter, school's website, robocalls, emails and all other school advertisements.