

Duval County Public Schools

Duval Academy



2021-22 Ungraded Schoolwide Improvement Plan

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Duval Academy

7500 RICKER RD, Jacksonville, FL 32244

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

Demographics

Principal: Edward Robinson H

Start Date for this Principal: 8/1/2014

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Duval County School Board on 10/5/2021.

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.

To establish a highly academic environment that will foster the academic success of all students while participating in the Juvenile Justice Program or Neglected and at risk program. This will ensure that every student is provided education excellence in every school, in every classroom, for every student, everyday.

Provide the school's vision statement.

Students will be provided a safe and nurturing community so that every student is inspired and prepared for success in their career, and life.

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

The population that is served at Duval Academy are substance abuse treatment youth, that are court ordered by the Juvenile Justice. The youth are generally two grade levels overage and have low reading and math proficiency levels. They are provided with grade and course recovery opportunities that are aligned to meet the mission and vision we have. The students are enrolled from various school districts through out the state of Florida and a complete academic plan is developed by the school counselor to ensure the best academic progression for each student.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Robinson, Edward	Principal	Principal: Instructional and operational leadership. This includes progress monitoring, data analysis, and instructional walk-throughs. Community involvement meetings with all stakeholders scheduled monthly along with bi-weekly leadership team meetings. The principal is responsible for managing monetary obligations to meet student needs. The principal is responsible for hiring and managing a highly qualified group of teachers to provide the academic instruction for every student enrolled.
Copeland, Kimberly	Assistant Principal	Assistant Principal: Instructional and operational leadership. This includes progress monitoring, data analysis, evaluations and instructional walk-throughs. Community involvement meetings with all stakeholders scheduled monthly along with bi-weekly leadership team meetings. The Assistant Principal is responsible for the scheduling process and guidelines and required by Duval County Public Schools.
Bell, Faye	School Counselor	Guidance Counselor: Academic and student resource and academic support. This includes transcript evaluations and regular academic monitoring for students in the program. The counselor works with the registrar in properly scheduling students and making sure accurate grade reporting and that all services are available for the students.
Doran, Thomas	Registrar	The registrar is responsible for scheduling students according to their grade level academic plan. This includes FASTER request, school counselor recommendations and testing history.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information**Principal start date**

Friday 8/1/2014, Edward Robinson H

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

3

Total number of students enrolled at the school.

28

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.

0

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	
Number of students enrolled	0	0	0	0	0	0	0	0	3	3	3	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	0	2	
Level 1 on 2022 statewide FSA Math assessment	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	

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

Indicator	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	
Number of students enrolled	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	
One or more suspensions	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	
Course failure in Math	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	
Level 1 on 2019 statewide FSA Math assessment	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												
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	11
Retained Students: Current Year	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

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 school, middle school, or combination schools).

School Grade Component	2021			2019			School
	School	District	State	School	District	State	
ELA Achievement					47%	56%	
ELA Learning Gains					48%	51%	
ELA Lowest 25th Percentile					42%	42%	
Math Achievement					51%	51%	
Math Learning Gains					52%	48%	
Math Lowest 25th Percentile					47%	45%	
Science Achievement					65%	68%	
Social Studies Achievement					70%	73%	

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	
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	
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	
08	2021					
	2019					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	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.	Gr 2
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.	Gr 2

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.	Gr 2

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

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 performing ESSA subgroups related to the Areas of Focus?

As there are no ESSA subgroups identified below Federal Index threshold, progress monitoring previously in place for areas of concern (math and reading common assessments) are analyzed every quarter by teachers and administrators.

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

As there are no ESSA subgroups identified below Federal Index threshold, however the reading (52%) and math components are our focus this year.

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

As there are no ESSA subgroups identified below Federal Index threshold, however the reading (52%) and math components are our focus this year.

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

Math Learning Gains across all grade levels present needs the most support.

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

Administrators and Teachers will unpack standards and introduce standards to students to ensure mastery. A is a top priority, students will show mastery when participating in daily warmup and teachers will be able to ask through exit tickets.

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.

In collaboration with curriculum and instruction, the teachers will be able to understand the standards and learn through common planning and professional development opportunities separate from traditional public school

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Student learning is below grade level partially due to teachers having to prepare for multiple subject. Example: M/J 2, Algebra 1, Algebra 2, Geometry and MCR taught simultaneously. While this type of teachers is time consuming and difficult, by using the evidence based strategies listed below, teachers rely on multiple teaching strategies and resources to assist with daily instruction and to provide high aligned lessons.</p> <p>The amount of students below grade level is also attributed to students not fully engaged during common curriculum and use of technology is not differentiated, leading to a lack of applicable resources for teachers.</p> <p>In addition to teachers teaching multiple courses, this area of focus also has action steps to address Teachers identified on the Low-Performing Accountability Components.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>The teachers and administrators will increase the use of the strategies listed below (Evidence-based strategies) in daily instruction and through weekly common planning time. The measurable outcomes will be shown in WIN Assessment scores, Math and Reading gains on district and state EOC assessments, and improved student recovery rates. If Duval Academy and the district develops professional development to assist teachers with student engagement, conduct data chats with teachers, and schedule more time to collaborate on specific needs, student achievement will increase.</p> <p>Algebra 1 EOC 20-21 = 60% below grade level *Goal - decrease student below grade level (50% below grade level) MS Math EOC 20-21 = 75% below grade level *Goal - decrease student below grade level (70% below grade level) HS Math EOC 20-21 = 75% below grade level *Goal - decrease student below grade level (70% below grade level) Reading 52% - goal is to increase to at least 65%. Math 35% - goal is to increase to at least 50%. MS ELA-Reading EOC 20-21 = 75% below grade level *Goal - decrease student below grade level (70% below grade level) HS ELA-Reading EOC 20-21 = 50% below grade level *Goal - decrease student below grade level (40% below grade level) MS Science - 20-21 = 75% below grade level *Goal - decrease student below grade level (70% below grade level) MS Science EOC 20-21 = 67% below grade level *Goal - decrease student below grade level (60% below grade level) HS Science EOC 20-21 = 75% below grade level *Goal - decrease student below grade level (70% below grade level)</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The area of focus will be monitored by comparing baseline assessments, teacher developed assessments, classroom walkthroughs by the leadership team. This will be done on a monthly schedule. School leaders will monitor student engagement during weekly walk throughs and common assessment success/areas of concern. Working with Human Resource (Certification Office), we will monitor dates needed for recertification of out-of-field teachers per course.</p>
Person responsible for	Edward Robinson (robinsonsone2@duvalschools.org)

**monitoring
outcome:****Evidence-
based****Strategy:**

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

Teachers will use PLATO on a daily basis in all subject content areas to ensure teachers understand to teach student mastery.

Creating engaging lessons and managing multiple subject areas in a specified daily schedule.

Students will use instructional software on a daily basis to further support standard mastery and tier

Individualized student support through data chats on a weekly basis. The teacher-student data discussion goal setting.

Due to the high number of course preparations for each teacher, these researched based strategies differentiation of instruction for all the teachers. These strategies will ensure that all students are properly aligned subject area content daily.

Teachers will use PLATO on a daily basis in all subject content areas to ensure teachers understand to teach student mastery

<https://www.tetsuccesskey.com/2015/06/plato-philosophy-of-education-part-2.html>

**Rationale
for
Evidence-
based****Strategy:**

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

Creating engaging lessons and managing multiple subject areas in a specified daily schedule.

<https://www.edweek.org/teaching-learning/the-tough-often-lonely-job-of-teaching-incarcerated-students>

Students will use instructional software on a daily basis to further support standard mastery and tier

<https://www.teachthought.com/technology/benefits-of-blended-learning/>

Individualized student support through data chats on a weekly basis. The teacher-student data discussion goal setting.

<https://elearning.org/resources/using-data-engaging-students#:~:text=Using%20data%20with%20students%20empowers,sharing%20test%20results%20>

Focus on student engagement rationale:

<https://www.nwea.org/blog/2015/research-proof-points-better-student-engagement-improves-student>

<https://www.learningsciences.com/blog/why-is-student-engagement-important/>

Focus on data chats with students and teachers:

<https://elearning.org/resources/using-data-engaging-students>

<https://www.tandfonline.com/doi/full/10.1080/00131881.2019.1625716>

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.

1. Professional development to support student engagement and differentiation.
2. Quarterly Professional Development will be provided to assist teachers in cross-curricular lesson plan development.
3. Teachers will incorporate the four (4) pillars of instruction, (full engagement, rigorous content, student ownership, demonstration of student learning), with an emphasis on student engagement.
4. Early dismissal days will be used for teacher collaboration and provide the opportunity for teachers to learn different strategies used in various classrooms.
5. Work with the district on developing policies/procedures for oversight for the approval of curriculum and technology.

2021).

6. Develop procedures that include the process for school board notification of out-of-field teachers and reporting of certification in the management information system (MIS), per Florida Administrative Code R.6A-10503. District and procedures must be developed by December 8, 2021.

7. Complete and sign a cooperative agreement between the district and DJJ. (December 8, 2021).

8. Collaborate with the district to ensure the maintenance of records and reporting data verification for surveys 1-5 (February 8, 2022).

9. Ensure school policy/procedures are revised to include processes for recruitment, professional development, and substitutes (February 8, 2022).

Person Responsible Edward Robinson (robinsons2@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.

N/A

#2. DJJ Components specifically relating to Postsecondary Enrollment**Area of Focus Description and Rationale:**

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

As noted in the studies listed in the Evidence-based rationale, postsecondary plays a vital role in a student's short and long term life goals. As none of the students enrolled in graduate post-secondary programs, this area of focus was identified as an area of need. If students do not choose to enroll in post-secondary school, the school will provide transition programs to ensure students enroll in a post-secondary program.

In addition to post-secondary enrollment, this area of focus addresses the needs of students addressed in the Low-performing components.

Measurable Outcome:

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

Duval Academy will increase the amount of data chats and school counseling sessions to increase post-secondary enrollment. Duval Academy will increase the tracking of students with post-secondary programs (Project Bridge, Project Connect).

Last year, there were 2 seniors, neither enrolled in post-secondary school or employment. The goal is to have at least 1-2 seniors enroll or begin work.

Monitoring:

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

Duval Academy Transition Team will meet with post-secondary students for updates. This will be kept within students' file for constant review.

Person responsible for monitoring outcome:

Nathasha Clark-Jackson (clarkn1@duvalschools.org)

Evidence-based Strategy:

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

Conducting at least one career assessment, review and guide student interest, and use of data chats. Work with students and provide internet and resume development on a quarterly basis, the school counselor will meet with students for goal setting. <https://nces.ed.gov/pubs2008/2008850.pdf>

When conducting bi-weekly data chats, ensure that short and long term goals are established, not only academically, but post secondary goals. <https://www.ets.org/Media/Research/pdf/RR-11-22.pdf>

When a student is declared a high school graduate, a career assessment will be used to guide student interest. Based on the student interest survey, Post-Secondary exploration is completed via the internet and resume development is reviewed. FASFA and FASFA applications will be completed with assistance by the student and facility transition team. On a quarterly basis, the school counselor will meet with students to present and review career planning information, major/program of study, and location options. <https://nces.ed.gov/pubs2008/2008850.pdf>

Rationale for Evidence-based Strategy:

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

When conducting bi-weekly data chats, school leadership will review and discuss with short and long term goals, not only academically, but post secondary goals. <https://www.ets.org/Media/Research/pdf/RR-11-22.pdf>

This strategy was selected to change the paradigms of the student to explore post-secondary interest. Resources will include FASFA, college websites, ASFA, and post-secondary resources.

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.

The following action steps will be taken for graduating students:

- A) College and career interest survey completed upon entry.
- B) Grade recovery and course recovery availability for all possible graduates.

- C) College and career interest survey completed upon graduation. This interest survey will also allow DA to promote celebrations and help arrange college tours.
- D) Applications and resumes will be completed for the graduate.
- E) FASFA will be strongly encouraged to the families of the graduate with support from the facility's transition team.
- F) Follow up quarterly for post-secondary progress.
- G.) The Post-Secondary enrollment process includes goal setting, weekly intervals, monthly intervals, and 60 day transition meetings.
- H.) Develop policies and procedures for school counselor and transition specialist to review academic records, academic class scheduling, approval of credits earned, and diplomas issued (March 8th, 2022 deadline).
- I.) Develop policies and procedures for oversight of school counselor and transition specialist (March 8th, 2022).
- J.) Develop policies and procedures for students to access the performance-based exit option (PBEO) model and F model and include the policy for obtaining underage waivers, the criteria for candidates, and corresponding diploma when a GED is earned (February 8th, 2022).
- K.) Ensure entry through re-entry activities, including the implementation of an education plan upon entry (March 8th, 2022).
- L.) Work with the district to develop a policies and procedures for oversight of entry and reentry transition services (March 8th, 2022).
- M.) Work with the district to ensure a career assessment is administered within in 10 school days of initial placement (March 8th, 2021).

Person Responsible

Edward Robinson (robinsons2@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.

N/A

#3. DJJ Components specifically relating to Common Assessment Data Integrity**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 school's Data Integrity results this area of account be improved.

Measurable Outcome:

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

If the district tracks common assessment administration and en used and shared regularly with the school, Entry and Exit Asses student last year was 51%. The amount of Entry and Exit Asses year will increase to 85%.

Reading 52% - goal is to increase to at least 65%.
Math 35% - goal is to increase to at least 50%.

Monitoring:

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

Professional development differentiation (specifically for asses tickets) will be monitored by the district on a quarterly basis. Co Assessments will be monitored on a bi-weekly basis.

Person responsible for monitoring outcome:

Edward Robinson (robinsonsone2@duvalschools.org)

Evidence-based Strategy:

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

The students will be given the Common Assessments within the days of enrolling in the facility. The testing data will be recorded forms while students schedules are being reviewed. Results of Assessment will be recorded in the PMP folder for teacher/ESE in guiding instruction. The students will be monitored every 4 w progress.

Students are required to take the administered Common Asses FLDOE/DJJ protocols. Trained personnel has access to the po and monitor testing. The results of testing are utilized for studen academic focus to guide instruction for all students.

Rationale for Evidence-based Strategy:

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

Focus on Common assessments: <https://wvde.state.wv.us/ctn/whyshouldweusecommonassessments.pdf>

<https://teamtomeducation.com/common-formative-assessment-benefits/>

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.

The following actions steps will taken:

- A) Students will take Common Assessment Pre-test with the first 5 days.
- B) Common assessment results will be recorded on new intake document and PMP portal.
- C) Schedule post-test for students on Outlook.
- D) Check with transition specialist for updated release dates.
- E) Give and record Common Assessment post-test.
- F) During PLC and data chats, the common assessments will be shared regularly.
- G) Develop policies and procedures for administration, reporting verification, and utilizing merge and exemption fea common assessments (February 8th, 2022).
- H) Work with the district to develop policies and procedures for oversight of the common assessment administration (February 8th, 2022).
- I) Schedule training with FDOE and DJJ Regional Education Coordinator of the DJJ Accountability System.
- J) Schedule specific training to direct care staff on classroom management and supporting academics with PBIS di

Person Responsible

Edward Robinson (robinsonsone2@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.

N/A

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholders 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.

Duval Academy uses a multi-tiered approach to building a positive school environment for the students. The aligned modification plan that is used by the facility is also used to promote a positive school culture in the classroom. Students earn points to improve their level and earn field trips, snacks and food, entertainment and awards. The school also has awards that include honor roll and student of the week. This approach has led to improved participation and excitement among students. Through the English classes we have started the Artist Residence program. This program incorporates drama monologues and has a very strong connection with the Reading curriculum while implementing various art forms. The seniors have a full graduation at the facility which includes full regalia and guest speakers. They are also provided with a graduation bag that includes various memorabilia. The facility and the school has an outstanding working relationship and it is evident in increased student engagement and improved classroom behaviors.

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

Duval Academy has an advisory board that consists of local community members. They meet every month and discuss the youth through academic and social experiences. The advisory board sponsors community events for the youth and community service projects. These events also serve as an incentive to support the culture and environment of the school.