

Duval County Public Schools

Englewood High School



2022-23 Schoolwide Improvement Plan

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Englewood High School

4412 BARNES RD, Jacksonville, FL 32207

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

Demographics

Principal: Marleny Ch IR Ino

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: C (50%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our MISSION at Englewood High School is to maintain a culturally diverse community of students, parents and staff, dedicated to creating a highly successful educational environment in which each student is empowered to reach his or her full academic, social and emotional potential in every class, every day.

Provide the school's vision statement.

Our VISION at Englewood High School is to nurture and celebrate a culturally diverse environment highly regarded for its educational excellence, preparing all students for a successful transition into a collegiate journey or career path.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Chirino, Marleny	Principal	Oversight of all areas with an emphasis on the ELA and reading departments.
Bergeron, Nicole	Assistant Principal	Math, Title 1, AIT, and CSS
Bridwell, Jennifer	Assistant Principal	APC, Science, ESE
Gaspard, James	Assistant Principal	Facilities, Student Services, Social Studies, and CTE
Turner, Bryan	Dean	PBIS, restorative justice, and student behavior
Wrye, Sue	Reading Coach	ELA teacher and student support
Edwards, Nadirah	Dean	PBIS, restorative justice, and student behavior - Edwards

Demographic Information

Principal start date

Monday 7/19/2021, Marleny Ch IR Ino

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

99

Total number of students enrolled at the school

1,881

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	465	519	387	301	1672	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	163	257	192	153	765	
One or more suspensions	0	0	0	0	0	0	0	0	0	69	100	69	30	268	
Course failure in ELA	0	0	0	0	0	0	0	0	0	11	65	31	13	120	
Course failure in Math	0	0	0	0	0	0	0	0	0	12	37	32	16	97	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	229	267	152	0	648	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	179	78	140	76	473	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	191	160	153	85	589

Using current year data, complete the table below with the number of students identified as being "retained.":

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	30	109	54	1	194
Students retained two or more times	0	0	0	0	0	0	0	0	0	13	56	48	19	136

Date this data was collected or last updated

Wednesday 6/22/2022

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	602	553	480	298	1933
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	245	289	216	226	976
One or more suspensions	0	0	0	0	0	0	0	0	0	100	85	77	59	321
Course failure in ELA	0	0	0	0	0	0	0	0	0	262	221	231	178	892
Course failure in Math	0	0	0	0	0	0	0	0	0	164	111	91	21	387
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	262	222	233	183	900
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	291	197	18	99	605
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	345	285	218	177	1025

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	104	167	132	23	426
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	5	20	25

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	602	553	480	298	1933
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	245	289	216	226	976
One or more suspensions	0	0	0	0	0	0	0	0	0	100	85	77	59	321
Course failure in ELA	0	0	0	0	0	0	0	0	0	262	221	231	178	892
Course failure in Math	0	0	0	0	0	0	0	0	0	164	111	91	21	387
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	262	222	233	183	900
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	291	197	18	99	605
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	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	104	167	132	23	426
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	5	20	25

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	22%	45%	51%				32%	47%	56%
ELA Learning Gains	38%						42%	48%	51%
ELA Lowest 25th Percentile	33%						34%	42%	42%
Math Achievement	35%	37%	38%				39%	51%	51%
Math Learning Gains	66%						51%	52%	48%
Math Lowest 25th Percentile	50%						44%	47%	45%
Science Achievement	32%	43%	40%				49%	65%	68%
Social Studies Achievement	50%	53%	48%				55%	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	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	67%	-20%	67%	-20%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	68%	-18%	70%	-20%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	57%	-32%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	61%	-14%	57%	-10%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	33	36	29	48		26	38		88	26
ELL	10	33	24	28	71		21	21		86	59
ASN	27	38		54	69		23	55		89	68
BLK	20	38	38	33	76	63	29	44		86	57
HSP	17	37	33	29	59		30	46		84	58
MUL	31	46		44			25	36		82	71
WHT	30	41	30	40	62		42	64		90	66
FRL	20	38	35	34	65	55	30	47		96	44
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	19	22	29	16	33	34	42	20		91	52
ELL	5	24	28	14	35	42	19	23		88	76
ASN	17	33	42	29	37	42	33	43		100	79
BLK	22	26	29	17	27	31	28	38		94	67
HSP	16	28	29	22	39	40	30	39		85	73
MUL	20	29		6	15					92	75
WHT	32	36	38	26	39	43	49	53		91	75
FRL	20	28	34	20	33	36	29	38		90	72
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	12	31	38	23	46		41	38		97	33
ELL	9	30	26	25	36	38	24	27		86	68
ASN	36	34	22	51	57		44	53		90	65
BLK	28	40	42	32	49	32	46	53		92	52
HSP	25	41	31	37	42	32	47	41		88	67
MUL	47	58		31	47		54	57		100	62
WHT	41	44	37	48	67	81	58	72		93	63
FRL	28	40	34	36	46	39	49	49		90	54

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	50
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Two of our subgroups continue to show a great need of additional support and interventions, students with disabilities and English language learners. There was an increase in students who scored a level one across all content areas. Attendance continues to be an issue along with a larger than normal amount of vacancies in our staff.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

We continue to show a need for improvement in our proficiency rates. We will be developing in house PD to address the new BEST benchmarks in math and ELA. As well as focusing on standards based instruction, giving students equivalent experiences daily, and using data to drive our instruction.

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

For instruction, we will be diving into our new benchmarks and standards to ensure instruction is aligned. For attendance, we will continue to revamp our AIT process to put more interventions in place earlier.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

There were no areas of improvements at this time.

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

N/A

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

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include, small pull out and push-in support, the purchasing of blended learning platforms and manipulatives to enhance engagement and learning, additional supplies for teachers to utilize during Differentiated Instruction, etc. In addition, the purchasing of a Dean and additional teachers to provide smaller support and classroom management support that in turn will support the learning of students.

The leadership team will continue to perform instructional walkthroughs and calibrations to ensure students are receiving standards based instruction. We will use the information gathered through these weekly visits to tailor our PLC/PDs to our teachers' needs to ensure student success.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will have PD on supporting students with disabilities and use some of PLC time for gen ed teachers to work with the ESE department to partner in ensuring student success. The same will happen with our paras to assist in reaching our ELL students. The math department will continue their lesson studies in student talk and engagement, history will continue using discovery edu, ELA will continue focusing on specific and meaning feedback, and BIO will continue to use study island to expand upon their skills and understanding.

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

In ELA, we are continuing to double block level 1 students to ensure the students have adequate time to practice digging in the text and remediate as necessary. ESOL students will continue to get their support through the sheltered ELA classes.

In Math, we are continuing to put an emphasis on ensuring students are exposed to grade level appropriate material as it relates to standards based instruction. Algebra 1A teachers are continually being exposed to Algebra 1 standards and what is required for their students to reach proficiency so that they can help prepare their students with the necessary foundational skills to be successful the following year. Students who below proficiency on the Algebra 1 EOC will be grouped together so that we can focus our interventions and remediation in helping these students in their Algebra 1 EOC retakes necessary for graduation.

History will continue to have experienced teacher share out their materials and strategies to better ensure the success of the newer teachers.

Biology is continuing to do lesson studies that are standards aligned, but also play on teachers strengths and skillsets.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Parent and Community Involvement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>To help improve the overall culture and environment of our school, as well as the academic success of our students, we will be focusing on increasing parent involvement in the school. We will be holding family events that are centered around school data, graduation and college requirements, and alternate post secondary options. Also, another area we will focus on in these meetings are testing requirements, strategies, and preparation. We will continue to offer multiple platforms for parents to attend . We will host face-to-face as well as virtual meetings to increase our ability to meet the needs of parents' schedules. We will continue to communicate information of events and opportunities via auto-calls, school website, flyers sent via mail, etc. We will ensure we embed multiple languages into the calls, flyers, etc. We will also utilize our paras and staff members to assist in translating to parents' home language.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Our goal is to raise parent/guardian participation at school events/meetings to 30% or higher.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>In our biweekly leadership meetings, we will focus on key pieces such as attendance improvement through our AIT process. We will work with student services to analyze our PBIS efforts and referral data. These will help to communicate these needs with our community as a whole.</p> <p>We will gather teacher input during early release faculty meetings. We will work as an instructional team to collaborate across content areas and identify common trends for our teachers' professional development to review effective strategies for parent and family engagement.</p>
Person responsible for monitoring outcome:	<p>[no one identified]</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Studies show with increased rates of family involvement in academics, students are more successful in the following areas overall: attendance, higher grades and test scores, higher promotion rates, more adaptability and flexibility to change, better social skills, higher graduation rates, and it increases the likelihood of students continuing their education post secondary school.</p>

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

Explain the

**rationale for
selecting**

**this specific
strategy.**

**Describe the
resources/**

criteria used

for selecting

this

strategy.

Through our targeted meetings, parents will be better equipped in helping their students be successful. By focusing on necessary information/data points, parents are more likely to relate to the information and to find the events meaningful for their student. The flexibility of forums and times for the events, as well as offering multiple languages, families are more likely to be willing and able to participate.

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. Create and publish a school calendar with school events to include monthly parent and community events. These events will include and align with PFEP events. (Leadership team, faculty)
2. Continue to push out information surrounding upcoming events (Chirino/Bergeron)
3. Continue translating information into multiple languages to fit the needs of our community with the help of our paraprofessionals. (Chirino, Bergeron)
4. Record and post virtual meetings to school website for parents who were unable to attend or for those who want to review the information again (TBA, Bergeron)
5. Have parents and families complete surveys at the end of each event to gather data on the effectiveness as well as any follow ups, recommendations for the future, or tweaks that may need to be reviewed.
6. Every 9 weeks we will pull student data (to include grades, attendance, discipline, etc) to gauge the effectiveness of our meetings. (Leadership Team)

Person

Responsible

Marleny Chirino (mesam@duvalschools.org)

#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.

To continue in improving our students' success, we will focus on instruction being standard aligned. We will engage in weekly professional learning communities to breakdown standards (to include the new B.E.S.T. standards). We will utilize learning arcs and the EQUIP protocol to ensure students are receiving tasks that provide them an equivalent experience and ensure grade level appropriate activities. Instructional coaches will work with teachers to provide support in breaking down the standards to vetting resources for standards alignment. Coaches will also assist in creating equivalent experiences to ensure students are exposed to grade level appropriate tasks (to fight the Opportunity Myth).

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

At least 80% of student tasks and assessments will be aligned to grade appropriate standards based on EQUIP protocol.

Monitoring:

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

We will continue to perform instructional walkthroughs. We will meet as an instructional team to review trends and data to ensure alignment. We will continue to provide professional development on breaking apart the BEST standards.

Person**responsible****for****monitoring****outcome:**

Marleny Chirino (mesam@duvalschools.org)

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

Intentional breaking down of the standards and vetting of resources gives teachers the knowledge and ability to produce and carry out high quality instruction. By way of learning arcs and achievement level descriptors, teachers will be able to assist in getting students to achieve mastery of the standards.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

In the Opportunity Myth, it is clear that students who are not exposed to equivalent experiences and grade level appropriate material are not as successful. In ensuring tasks and instruction is standards based and grade level appropriate, students are more likely to master the standards.

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.

1. Continue to complete calibration walkthroughs to make sure we are consistent. (Admin team)
2. Lead and participate in weekly professional learning communities to complete steps 1-4 of the learning arc. Resources and standards will be broken down and into components. All completed learning arcs will be held in a binder based on content areas. (Admin and instructional coaches)
3. Teachers and coaches will participate in common planning to complete steps 5-8 of the learning arc. This will ensure all students are exposed to grade level appropriate tasks and given the opportunity to show mastery. (teachers and instructional coaches)
4. Complete weekly standards walk throughs. Collect student tasks that will be vetted at upcoming instructional meetings. (Admin and instructional coaches)
5. Continuous data analysis via administrative meetings, instructional meetings, and PLCs. Discussion will be held around data showing student mastery, differentiation needs, trends from student tasks.

Person

Responsible

Marleny Chirino (mesam@duvalschools.org)

Title I funds will be utilized to fund various positions to support all students in being successful.

Dean of Students - Nadira Edwards & Bryan Turner

Graduation Coach - Stephanie Szymczyk

Reading Interventionist - Susan Wrye

2 Language Arts Teacher & 1 Reading Teacher - Vacancies

Paraprofessional - Adekunle Aina-Jones

Math Teachers - Josue Artavia (bilingual), Rosy Sung, & Gerrit de Boer

Science Teacher - Ismael Emmanuelli (bilingual) & Ar'el Griffin

Language Arts - Lisa Vincent

Substitutes - Various (for leave and TDE purposes)

Multiple Before/After School Tutors

Also, we are using Title 1 funds to purchase Delta Math, four translating devices with protection plans, paper for parent printing, Paper/index cards/covers to support instruction, SAT/ACT prep materials, college admission books, and habits to improve your brain books - all working together to assist our students and families.

Person

Responsible

Marleny Chirino (mesam@duvalschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

In an effort to meet the needs of our community to maintain and grow our partnerships, we will offer events at various times of the day as well as in various formats (face-to-face, virtual, post the recordings, etc.) These events will help to give our families pertinent information and to assist them in helping their students be successful. We will focus on concepts such as attendance, graduation requirements, testing strategies, standards and student progression, post secondary options, etc. All of these help to encourage positive school culture through parent and family engagement. Information will continue to be pushed out through fliers, auto-calls, and posted on the school website.

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

Johnson and Johnson, Full Service, YLDP, BTE, TRIO, DCPS World Languages Team, Gear Up, Gentlemen of Englewood, Generation WOW, and 5000 role models.