Marine Science Education Center

2022-23 Schoolwide Improvement Plan

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Marine Science Education Center

1347 PALMER ST, Atlantic Beach, FL 32233

http://www.duvalschools.org/msec

Demographics

Principal: James Ledford

Start Date for this Principal: 7/14/2022

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)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	31%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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http://www.duvalschools.org/msec

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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	No	31%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	33%

School Grades History

Year	**2015-16**
Grade	F

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SIP Authority

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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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

Every Student is inspired and prepared for success in high school, college or a career, and life.

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
Ledford, James Dean	Principal	Responsible for all activities on and off campus related to the Marine Science Center
Shoemaker, Nathan	Assistant Principal	Individual Student Academic Plans, Facilities and enrollment

Demographic Information

Principal start date
Thursday 7/14/2022, James Ledford

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.*
0

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.*
0

Total number of teacher positions allocated to the school
4

Total number of students enrolled at the school
26

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
0

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	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 2022 statewide FSA ELA assessment	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	
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	0	0	0	0	

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	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
Thursday 7/14/2022

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	0	0	0	18	18
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	5	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	4	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	2	2

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	2	2

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	18	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	18	18
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	5	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	4	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	2	2

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	2	2

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	18	18
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		45%	51%					47%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								42%	42%
Math Achievement		37%	38%					51%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								47%	45%
Science Achievement		43%	40%					65%	68%
Social Studies Achievement		53%	48%					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					

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
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					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

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**
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**
WHT										
FRL										
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
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	

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?

Students were able to mastery the standards of Algebra and ELA - 95%

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

Math will need to be emphasized due to a different concordant assessments being used for the 2023 school year.

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

New scores needed for graduation requirements. Will have two academic teachers (Math and ELA).

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

Math

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

New teacher specific for mathematics.

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

Continue utilizing individual student learning plans.

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.

Present new resources that are more aligned to the BEST Standards.

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

Review of BEST Standards for both Algebra and 10th grade ELA.

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

:

#1. 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.**	The vast majority of Marine Science Center core content classes were below average when observing Assessing Student Learning. Students were not given a chance to determine mastery of the standards. Most of the lessons were aligned to the learning arc but many tasks were not aligned to FSA standards. This indicates most of our students are not given a chance to perform at grade level. are not given a chance to perform at grade leve.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The vast majority of the Marine Science Center's core content classes will be above average around Assessment of Student Learning.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through walkthroughs and PLCs
Person responsible for monitoring outcome:	James Dean Ledford (ledfordj@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Facilitate and monitor PLC and common planning sessions that result in instructional delivery that ensures students are exposed to standards aligned instruction, tasks and assessments.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	MSC should ensure students are receiving the opportunity to show mastery of the standard. Students' task should be on the standard. This will provide students with success when faced with the assessments designed by the state, along with the following year's progression of standards.

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.

Train lead teacher on the standard walkthrough form - specifically in the assessing student learning category.

Person Responsible	James Dean Ledford (ledfordj@duvalschools.org)

Train teachers to use common planning procedures that enable teachers to build lessons and create tasks that are aligned to the standards.

Person Responsible	Nathan Shoemaker (shoemakern@duvalschools.org)

Provide training for teachers during PLCs that allow them to obtain information needed to produce a product during common planning.

Person Responsible   Nathan Shoemaker (shoemakern@duvalschools.org)

Teachers will collaborate and work with each other during common planning lead by the following individual;
John King

Person Responsible   Nathan Shoemaker (shoemakern@duvalschools.org)

#2. Transformational Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our next area of focus is around building teacher influence and taking a collective responsibility among staff members. We believe this will improve through leadership development. Every student will benefit across all curriculum as the faculty influences each other in a positive manner to improve their overall instructional deliveries. Building leadership among the faculty will allow them to take more of a collective responsibility of the overall environment and academic needs of the school.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We would like to show an increase in the following areas; Building Teacher Influence Collective Responsibility
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through faculty sruveys.
Person responsible for monitoring outcome:	Nathan Shoemaker (shoemakern@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Using department heads more around decision making that affects specific departments. Ensuring Professional Learning Communities are being utilized in all areas. Identifying teachers that can lead Professional Development sessions during common planning times.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Using lead teachers to provide examples of collaborationwith administration to improve specific areas of their departments. Ensuring professional learning communities are being utilized in all areas will give all subject areas the tools to assist each other and grow as educators. During common planning is when teachers have the most influence on each other. Identifying teachers that can lead professional development will bring more collective responsibility as teachers will buy-in more learning from colleagues.

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.

Set up schedule for department meetings throughout the year. Create agendas and submit them to administration prior to the meeting.

Person Responsible	Nathan Shoemaker (shoemakern@duvalschools.org)

Ensure all teachers have common planning among specific courses. Set up norms for each professional learning community that will enable them to create a positive and productive common planning meetings.

Person Responsible	Nathan Shoemaker (shoemakern@duvalschools.org)

Monitor lesson deliveries through all subject areas and speak with teachers regarding presenting best practices.

Person Responsible	Nathan Shoemaker (shoemakern@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.

1. When the students first visit the school the administrator has a conference with the student and the parents to describe the purpose of the Performance Based Diploma Program. At this time the student's
academic strength and weakness are discussed. ADministration and teachers will also evaluate why the student was not successful in a traditional school.
2. Teachers use that informaitn to begin plans on how to build a relationship with the student.
3. MSC does numerous activities to learn about the students' cultures. We celebrate student's birthdays, have classroom discussions about social backgrounds. We also do team building activities that involve the students and the staff.
4. Once a month we have a student faculty lunch for the school that is prepared by the students and faculty.
5. At the end of the first nine weeks we have a dinner for all students and their parents.
6. We celebrate all holidays by having a student faculty lunch.
7. The perceptions of teachers, students, and parents regarding school culture and environment are assessed using survey information. This feedback provides direction for strengthening specific areas of the school culture and environment. The school is open 1.5 hours before school starts and all students are welcome to be at school
early. The school is also is open for students to stay after school. The students can bring in food and eat

there breakfast here at the school. The administrator has an open door policy, and teachers and staff who are dedicated to the students.

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

The school also has a partnership with the Beaches Resource Center which provides free counseling for students in need. The students have a set schedule of class times and break times, this helps to minimize the
number distractions throughout the day. The academic teacher and the vocational teacher communicate daily, to set up a daily schedule to minimize daily distractions. We also have a very precise set of rules and consequences that are covered by the staff at the beginning of the year. At the end of each day the staff discusses any problems they have. We also have a relationship with organizations that donate food to the school for the students.