Duval Academy

2022-23 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: 8/12/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 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 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.

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

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 college or 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 Department of Juvenile Justice. The youth are generally two grade levels overage and have low reading and math proficiency levels. The youth are provided with grade and course recovery opportunities that are aligned to meet the mission and vision we have for the students. The students are enrolled from various school districts through out the state of Florida and a complete academic review is done 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 for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Robinson, Edward	Principal	Principal: Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walk-throughs. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings. The principal is responsible for budget and other monetary obligations to meet student needs. The principal is responsible for hiring and maintaining 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, teacher evaluations and instructional walk-throughs. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings. The Assistant Principal monitors 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 credit checks, transcript evaluations and regular academic monitoring for students in the program. The counselor guides the registrar in properly scheduling students and making sure accurate grade reporting and supporting 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 8/12/2022, Edward Robinson H

Total number of students enrolled at the school.

Total number of teacher positions allocated to the school.

Number of teachers with professional teaching certificates?

Number of teachers with temporary teaching certificates?

Number of teachers with ESE certification?

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

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

Demographic Data

Early Warning Systems

2022-23

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	1	2	11	4	6	2	26
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	1	0	0	0	1
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	1	1	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	1	2	0	6
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	1	0	1	0	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	1	1	2	1	5
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	1	0	0	2

Date this data was collected or last updated
Friday 8/12/2022

2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	3	3	3	2	2	13
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	0	2	2	1	6
Level 1 on 2019 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	

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	2	1	0	0	1	4
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
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
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
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 been updated for the 2018-19 school year as of 7/16/2019.

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	

ESSA Federal Index	
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.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

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

Which data component showed the most improvement? What new 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 (35%) components are our focus this year.

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?

As there are no ESSA subgroups identified below Federal Index threshold, however the reading (52%) and math (35%) 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. As standard mastery is a top priority, students will show mastery when participating in daily warmup and teachers will be able to assess mastery through exit tickets.

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

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

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.	Student learning is below grade level partially due to teachers having to prepare for multiple subject areas/courses; Example: M/J 2, Algebra 1, Algebra 2, Geometry and MCR taught simultaneously. While this type of demand on teachers is time consuming and difficult, by using the evidence based strategies listed below, teachers will be able to rely on multiple teaching strategies and resources to assist with daily instruction and to provide high level standard aligned lessons. The amount of students below grade level is also attributed to students not fully engaged during content delivery. The curriculum and use of technology is not differentiated, leading to a lack of applicable resources for teachers. In addition to teachers teaching multiple courses, this area of focus also has action steps to address the Qualified Teachers identified on the Low-Performing Accountability Components.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The teachers and administrators will increase the use of the strategies listed below (Evidence-based Strategies) with daily instruction and through weekly common planning time. The measurable outcomes will be shown by improved WIN Assessment scores, Math and Reading gains on district and state EOC assessments, and improved grade recovery rates. If Duval Academy and the district develops professional development to assist teachers with student enragement, conduct data chats with teachers, and schedule more time to collaborate on specific needs of the school, student achievement will increase. 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)
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored by comparing baseline assessments, teacher developed assessments, and classroom walkthroughs by the leadership team. This will be done on a monthly schedule. School leadership will also monitor student engagement during weekly walk throughs and common assessment success/areas for growth. Working with Human Resource (Certification Office), we will monitor dates needed for recertification and updates list of of out-of-field teachers per course.

Person responsible for monitoring outcome:

Edward Robinson (robinsone2@duvalschools.org)

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

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

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 II support.

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

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

Teachers will use PLATO on a daily basis in all subject content areas to ensure teachers understand content enough to teach student mastery https://tinyurl.com/3nd5ehpr

Creating engaging lessons and managing multiple subject areas in a specified daily schedule.
https://tinyurl.com/4z2fz8va

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students will use instructional software on a daily basis to further support standard mastery and tier II support.
https://tinyurl.com/2p89mmn3

Individualized student support through data chats on a weekly basis. The teacher-student data discussion will include goal setting.
https://tinyurl.com/589j2kbh

Focus on student engagement rationale:
https://tinyurl.com/yzv5um6v

https://tinyurl.com/bdzzm5rh

Focus on data chats with students and teachers:
https://tinyurl.com/tewwkyam

https://tinyurl.com/5yzajjp7

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, and 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 differentiation strategies used in various classrooms.

5. Work with the district on developing policies/procedures for oversight for the approval of curriculum and technology.

6. Develop procedures that include the process for school board notification of out-of-field teachers and reporting of teacher certification in the management information system (MIS), per Florida Administrative Code R.6A-10503.

7. Complete and sign a cooperative agreement between the district and DJJ.

8. Collaborate with the district to ensure the maintenance of records and reporting data verification for surveys 1-5 and 9.

9. Ensure school policy/procedures are revised to include processes for recruitment, professional development, and access to substitutes.

Person Responsible	Edward Robinson (robinsone2@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 education plays a vital role in a student's short and long term life goals. As none of our students are enrolled in graduate post-secondary programs, this area of focus was identified as an area of need. If students do not chose to enroll in post-secondary school, we will work with transition programs to ensure students enroll in a post-secondary program or job. In addition to post-secondary enrollment, this area of focus address the Employment 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 counselor meetings to increase post-secondary enrollment. Duval Academy will increase the communication and tracking of students with post-secondary programs (Project Bridge, Project Connect, etc). Last year, there were 2 seniors, neither enrolled in post-secondary schools/programs or employment. The goals 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's Transition Team will meet with post-secondary students bi-weekly for updates. This will be kept within students' file for constant review.
Person responsible for monitoring outcome:	Edward Robinson (robinsone2@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Conducting at least one career assessment, review an guide student interest through the 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
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	When a student is declared a high school graduate, a career assessment will be reviewed to guide student interest. Based on the student interest survey, Post-Secondary exploration is completed via the internet and resume development is reviewed. College and FASFA applications will be completed with assistance by the student, parent 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 options, and location options. https://tinyurl.com/ddpmnk27 When conducting bi-weekly data chats, school leadership will review and guide students with short and long term goals, not only academically, but post secondary goals. https://tinyurl.com/yj3xjm8t This strategy was selected to change the paradigms of the student to

encourage post-secondary interest. Resources will include FASFA, college websites, ASVAB, and other 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 college week 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 or school counselor and transition specialist to review academic records, academic advisement, class scheduling, approval of credits earned, and diplomas issued.
I.) Develop policies and procedures for oversight of school counselor and transition specialist.
J.) Develop policies and procedures for students to access the performance-based exit option (PBEO) model and FED preparation model and include the policy for obtaining underage waivers, the criteria for candidates, and corresponding diploma codes assigned when a GED is earned.
K.) Ensure entry through re-entry activities, including the implementation of an education plan upon entry.
L.) Work with the district to develop a policies and procedures for oversight of entry and reentry transition services.
M.) Work with the district to ensure a career assessment is administered within in 10 school days of initial placement.

Person Responsible   [no one identified]

Monitoring ESSA Impact:
If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Duval Academy uses a multi-tiered approach to building a positive school environment for the students. The aligned behavior modification plan that is used by the facility is also used to promote a positive school culture in the classroom. Students can earn points to improve their level and earn field trips, snacks and food, entertainment and awards. The school also has awards assembly that include honor roll and student of the week. This approach has led to improved participation and excitement among the youth in the program. Through the English classes we have started the Artist Residence program. This program incorporates drama, writing, monologues and has a very strong connection with the Reading curriculum while implementing various art forms. The graduating 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 by the increased student engagement and improved classroom behaviors.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Duval Academy has an advisory board that consist of local community members. They meet every month and discuss ways to support the youth through academic and social experiences. The advisory board sponsors community events for the youth and they can earn community service points. These events also serve as an incentive to support the the culture and environment of the facility.

Describe how implementation will be progress monitored.

This will be monitored by the instructional leadership team during PLC meetings. It will also be part of the PMP process and the treatment team process.

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.

Action Step	Person Responsible for Monitoring
Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, and the PLATO instructional software will also be implemented.	Robinson, Edward, robinsone2@duvalschools.org