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Youth Development Center

3015 PARENTAL HOME ROAD, Jacksonville, FL 32216

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

Demographics

Principal: Edward Robinson H

Start Date for this Principal: 8/25/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School KG-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)	67%
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 Substance Abuse 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, 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 K-12 education, college or career, and life.

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

Youth Development Center combines two(2) at-risk programs including, the shelter for domestic violence, and youth crisis programs. The programs includes a multi level system of wrap around services including family counseling and foster care assistance as needed.

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	The Principal implements Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walkthrough. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings.
Copeland, Kimberly	Assistant Principal	Create and support an environment within the school that is conducive to teaching and learning by implementing the school curriculum and monitor student achievement. Monitor and support the overall academic progression of the program.
Clark-Jackson, Nathasha	Transition Specialist	Student resource and academic support. This includes family meetings, transition placement and academic monitoring for students in and exiting the program.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Thursday 8/25/2022, Edward Robinson H

Total number of students enrolled at the school.

30

Total number of teacher positions allocated to the school.

5

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

1

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.

1

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	2	1	2	1	1	5	3	1	0	1	1	0	0	18
Attendance below 90 percent	0	1	0	0	0	1	1	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	1	0	0	1	0	0	0	3
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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	1	0	0	0	1	1	0	0	0	0	0	0	3
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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	1	0	0	0	0	0	0	1
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Students retained two or more times	0	0	0	0	0	1	1	0	0	0	0	0	0	2
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Date this data was collected or last updated

Friday 8/26/2022

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	0	0	0	0	0	0
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Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	0
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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		47%	55%					54%	61%
ELA Learning Gains								56%	59%
ELA Lowest 25th Percentile								53%	54%
Math Achievement		40%	42%					57%	62%
Math Learning Gains								57%	59%
Math Lowest 25th Percentile								52%	52%
Science Achievement		45%	54%					50%	56%
Social Studies Achievement		50%	59%					76%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	52%	-52%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	44%	-44%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	49%	-49%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019	0%	57%	-57%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	32%	-32%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	49%	-49%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	40%	-40%	48%	-48%
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	0%	69%	-69%	71%	-71%

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	0%	57%	-57%	61%	-61%

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
BLK										6	

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	8
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	8
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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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	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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Federal Index - Black/African American Students	6
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
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Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

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

The ELA data showed the lowest performance. The contributing factors include but not limited to multiple grade levels behind; attendance; domestic violence, juvenile delinquency; and foster care.

Which data component showed the most improvement? What new actions did your school take in this area?

Reading and promotion rates showed the most improvement in our programs. When students are enrolled they get a grade placement/credit check within 3 days of enrollment. The student is then enrolled in all classes that will work toward promotion requirements.

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?

The ELA data showed the lowest performance based on the data from the District PMA (Progressing Monitoring Assessments). The contributing factors include but not limited to multiple grade levels behind; attendance; inappropriate behaviors; juvenile delinquency and domestic violence.

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

Decreased attention span in the classroom and low reading performance.

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

Provide students with more engaging instruction and activities. Facilitate learning to include more blended learning opportunities. Increase reading time during the school day and make good use of the time. Provide books at the right level and books that are of interest to students to build fluency.

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.

1. Professional development will be provided 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. Professional Development will be used to development multiple strategies for lesson plan development.
5. In-service days will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms.

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Differentiation of instruction in Math and Reading will be the areas of focus for the upcoming school year. Differentiated classrooms respond to student variety in readiness levels, interests, and learning profiles. If this area includes a rationale that explains how it was identified as a critical need from the data reviewed. improve so will student achievement. It allows all students to be successful. The Rationale: Teachers have multiple preparations of subject area content and teach various grade levels simultaneously.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. The measurable outcomes will be shown by improved Math and ELA gains on district PMA and state EOC assessments, Study Island assessments, and improved promotion rate.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. District Progress Monitoring Assessments, and Study Island

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. 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 rubrics will also be implemented.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Due to the high number of course preparations by each teacher, these researched based strategies will assist in the differentiation of instruction for all the teachers. These strategy will ensure that all students are provided with state aligned subject area content daily. Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

Action Steps to Implement: List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index. Students with Disabilities and African American Students was below the 41% threshold. We will continue to monitor measurable outcomes to show improvement with Math and ELA gains on district PMA's, I-ready, Star Reader and state EOC assessments, and improved promotion rate.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

To increase reading proficiency in grades K-2, the instructional practice will consist of small group reading instruction in class and one-on-one as needed. Reading interventions will also be implemented with the assistance of the paraprofessional to enhance student fluency, phonics, and sight words.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

To increase reading proficiency in grades 3-5, the instructional practice will consist of small group reading instruction in class and one-on-one as needed. We will also utilize our paraprofessional to work with students on corrective reading.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Students in grades K-2 that reside within the facility 45 or more days will increase their reading scores 5% based on data from iReady and Study Island.

Grades 3-5: Measureable Outcome(s)

Students in grades 3-5 that reside within the facility 45 or more days will increase their reading scores 5% based on data from iReady and Study Island.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This area of focus will be monitored with an analysis of all FAST assessments and district progress monitoring assessments. We will also monitor iReady and Study Island data monthly. Data chats will be held with teachers during PLC meetings.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Copeland, Kimberly, copelandk@duvalschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The use of FL Benchmark Advance instructional materials along with small group instruction.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

FL Benchmark Advance are programs designed to improve comprehension. The school population needs this practice to reach grade-level proficiency.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Data analysis and establishment of small groups for intervention. Based on progress monitoring of data, the teacher will identify students that need intensive small group reading instruction. district progress monitoring assessments will assess the small group progress. Training will also be provided to the paraprofessional on Benchmark Advance small group materials.

Copeland, Kimberly,
copelandk@duvalschools.org

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.

Youth Development Center uses a multi-tiered approach to building a positive school environment for the students. The school recognizes student academic achievement and positive behavior through award assemblies quarterly. This approach has led to improve improved participation among the students in the facility. 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.

Youth Development Center will communicate to stakeholders through community and residential events that are held at the facility.

Describe how implementation will be progress monitored.

This will be monitored by the instructional leadership team during PLC meetings.

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 approved 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.	Copeland, Kimberly, copelandk@duvalschools.org