Andrew Jackson High School

2023-24

Schoolwide Improvement Plan (SIP)

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Andrew Jackson High School

3816 N MAIN ST, Jacksonville, FL 32206

http://www.duvalschools.org/ajhs

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission is to provide educational excellence in every classroom, for every student, every day by ensuring all students graduate college and/or career ready.

Provide the school's vision statement.

Andrew Jackson High School will be a nationally recognized advanced technology high school known for an innovative environment, signature programs, and success of its students in college and or career.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Moreland, Truitte	Principal	Creating a vision of academic success for students. Principals are responsible for shaping a schoolwide vision that is committed to the highest standards and improving student success. An effective vision must define what learning outcomes and goals are expected and demonstrate the same high expectations for all students. This is vital to closing any achievement gaps that may exist and helps set students up for academic success. Promoting a climate that's conducive to learning. Principals are also expected to create an environment where learning is possible and at the center of daily activities. A healthy and productive climate is characterized by safety and organization as well as positive and supportive teacher and administrator attitudes. By building a sense of community—including parent engagement—principals promote learning and achievement in a professional and welcoming environment. Fostering leadership qualities in others. Another key responsibility for principals is encouraging leadership skills in teachers and administrators. These skills play a prominent role in developing stronger working relationships among staff and creating a professional community of teachers who can successfully guide each other. And because it improves instruction in the classroom, cultivating leadership positively impacts student achievement. Managing data, processes, and personnel. Ultimately, being a principal means you have to be a good manager. From analyzing data that can pinpoint underlying problems, to updating processes to increase efficiency, to supervising staff members, principals need to hone their management skills in order to be successful. The more effective a principal is at management, the easier it will be to balance other key responsibilities.
Ashley, Sharmariton	Assistant Principal	Serves as Assistant Principal of the learning community for English/ Language Arts and Social Studies. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.
Berahzer, Cindy	Assistant Principal	Serves as Assistant Principal of the learning community for Math, Science and Exceptional Education. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.
Stargill, Sabrina	School Counselor	School Counselor for Gaming, Cyber Security, and Early College Magnet Programs.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council is used to fulfill this requirement. The details can be found in the SIP agendas & minutes.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The plan will be reviewed as new formative assessments are administered. Students' performance will be reviewed individually. Interventions plans will be designed based on the results and goals will be adjusted as needed.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	87%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	42	50	53	40	185
One or more suspensions	0	0	0	0	0	72	34	30	19	155
Course failure in English Language Arts (ELA)	0	0	0	0	0	12	21	19	1	53
Course failure in Math	0	0	0	0	0	11	19	18	8	56
Level 1 on statewide ELA assessment	0	0	0	0	0	121	95	68	41	325
Level 1 on statewide Math assessment	0	0	0	0	0	60	14	40	27	141
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	103	64	57	37	261

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	5	4	6	0	15
Students retained two or more times	0	0	0	0	0	5	5	7	2	19

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	0	0	0	190
Course failure in ELA	0	0	0	0	0	0	0	0	0	50
Course failure in Math	0	0	0	0	0	0	0	0	0	80
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	260
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	201
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	215

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	46

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26	46	50	35	45	51	26		
ELA Learning Gains				46			31		
ELA Lowest 25th Percentile				43			25		
Math Achievement*	53	44	38	39	37	38	30		
Math Learning Gains				51			32		
Math Lowest 25th Percentile				54			40		
Science Achievement*	59	62	64	44	43	40	51		
Social Studies Achievement*	37	66	66	47	53	48	36		
Middle School Acceleration					52	44			
Graduation Rate	94	88	89	99	50	61	95		
College and Career Acceleration	87	77	65	90	63	67	85		
ELP Progress		37	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL				
AMI				
ASN				
BLK	56			
HSP	65			
MUL	53			
PAC				
WHT	80			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	38	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL				
AMI				
ASN				
BLK	52			
HSP	52			
MUL	45			
PAC				
WHT	80			
FRL	39	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			53			59	37		94	87	
SWD	12			32			50	26		87	6	
ELL												
AMI												
ASN												
BLK	21			49			55	30		87	6	
HSP	45			79			80	55			4	
MUL	25										2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	64			71			77	88		84	6	
FRL	21			51			55	26			4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	46	43	39	51	54	44	47		99	90	
SWD	10	27	29	15	55		33	27		100	78	
ELL												
AMI												
ASN												
BLK	29	42	45	35	46	52	42	43		99	91	
HSP	52	52					60	45				
MUL							45					
PAC												
WHT	65	66		69			75	100		100	86	
FRL	27	41	45	29	44	55	39	35				

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	26	31	25	30	32	40	51	36		95	85	
SWD	15	31	27	27	28	25	40	22		90		
ELL												
AMI												
ASN												
BLK	21	28	24	28	31	40	46	29		96	84	
HSP	43	56		33	32		80					
MUL	31	38										
PAC												
WHT	56	40		56	50		60	76				
FRL	22	27	23	26	34	38	40	24		95	83	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	35%	44%	-9%	50%	-15%
09	2023 - Spring	22%	42%	-20%	48%	-26%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	52%	2%	50%	4%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	52%	-1%	48%	3%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	64%	-4%	63%	-3%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	60%	-24%	63%	-27%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

US History showed the lowest performance. The instructional deliver needed to align to the task demands of the benchmark.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

US History showed the greatest decline from the previous. The instructional deliver needed to align to the task demands of the benchmark.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

US History showed the greatest gap. Vast majority of our 11th graders take US History. The state average was 64% for 11th graders. The instructional deliver needed to align to the task demands of the benchmark.

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

Biology and Algebra showed the most improvement. Strategic planning, benchmark aligned instruction & appropriate activities/tasks for interventions attributed to success in these areas.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Level one readers
2. Attendance

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Benchmark Aligned instruction
2. Small group instruction (appropriate interventions, Tier 2 & 3)
3. Culture & Climate (PBIS-Attendance & Behavior)

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Providing benchmark-aligned instruction improves the academic achievement of students on state assessments. Teachers will evaluate student work products to determine areas of academic need, then provide interventions to address the identified area of focus. Planning will ensure instructional delivery and assessment are aligned to the depth and complexity level of the benchmark. Through professional learning communities, teachers will plan and deliver benchmark aligned tasks and assessments. The benchmark-based continuum designates 4 areas of focus (*calibrated administration, *collaborative administration, benchmark-based planning, and aligned assessments).

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

Outcomes will be determined by observations and will be measured by the DCPS BWT and CAST.
• 100% of classrooms observed students use of benchmark.
• 100% of classrooms observed, student engagement with items, tasks,
and activities aligned to the benchmark.
• 100% of classrooms observed appropriate alignment to the learning
Scale.
100% of the teachers are effective or highly effective in Domains 1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, 1f: Designing student assessments, 3c: Engaging students in learning, 3d: Using assessment in instruction.

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

Faculty meeting minutes, PD agendas, PLC minutes, Lesson Plans, BWT weekly reviews, Admin meeting Agendas/Minutes, CAST observations

Person responsible for monitoring outcome:

Truitte Moreland (morelandt@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use the benchmark walk through tool and teacher evaluation system to determine which areas require support and the type of support that is needed. The intervention is the PLC framework that will provide an aligned professional development, planning, and product focus.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementing this strategy ensures that all aspects of benchmark-based instruction are taking place in classrooms. The benchmarks-based walkthrough tool was utilized to evaluate the status of classroom instruction in 2022-2023. The tool is a resource and provides the criteria for three areas. The teacher evaluation rubric and system will be for the Domains.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

<div style="background-color:#e0c88a;">

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.

</div>

Administration will walk classes and calibrate using the BWT. This will take place weeks 1-3 of school.

Person Responsible: Truitte Moreland (morelandt@duvalschools.org)

By When: 9/8/23

Teachers will self-reflect and tier themselves using a rubric of choice (BWT/CAST). This information will be used to discuss and write IPDP (individual professional development plans).

Person Responsible: Cindy Berahzer (berahzerc1@duvalschools.org)

By When: 9/8/23

Teachers will participate in professional development for task alignment to the benchmark. The PD will prepare them to complete task alignment consistently when writing lesson plans (aligning student task to complexity level of the benchmark).

Person Responsible: Cindy Berahzer (berahzerc1@duvalschools.org)

By When: 10/15/23

Teachers will participate in professional development for student use of the benchmark. In which students will be able to articulate or show evidence of their learning of the benchmark.

Person Responsible: Sharmariton Ashley (ashleys@duvalschools.org)

By When: 10/15/23

Teachers will participate in professional development for aligning the task to the learning scale. *Students should be working on differentiated tasks based on where they are on the learning scale for the benchmark.

Person Responsible: Cindy Berahzer (berahzerc1@duvalschools.org)

By When: 11/15/23

Monthly, School administrative team will tier teachers in three categories: Instructional Delivery, Evidence of Student Learning, and Assessment of student learning.

Person Responsible: Truitte Moreland (morelandt@duvalschools.org)

By When: 10/1/23

• One Admin Directed Activity per quarter will be dedicated to reviewing and analyzing individual teacher progress for implementing benchmark-based instruction. *Select Teachers in collaboration with school instructional support or admin support will prepare an action plan to address areas from the BWT that are not aligned appropriately.

Person Responsible: Truitte Moreland (morelandt@duvalschools.org)

By When: 11/1/23

• The teachers will work during common planning to create lessons (including aligned tasks and aligned assessment) that involve explicit instruction, modeling, and differentiated activities for stations/rotations. Lesson plan notebooks (electronic) will be checked quarterly by administration and feedback provided to the teachers.

Person Responsible: Cindy Berahzer (berahzerc1@duvalschools.org)

By When: 12/1/23

• 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 tier 1 and tier 2

instructional supports for students, professional development for teachers in providing tier 1 and tier 2 instructional supports. The strategies will include grouping, graphic organizers, anchor charts, manipulatives, journals, and discussion protocols for comprehension.

Person Responsible: Truitte Moreland (morelandt@duvalschools.org)

By When: Ongoing.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The culture and climate of Andrew Jackson High School will reflect our values and beliefs that all students and teachers will work collectively to cultivate an innovative, enriching learning environment where students feel safe, respected, and valued. Rewards and recognitions for being outstanding citizens of Tiger Nation. Students exemplify academic and behavioral excellence. This major focus this year will be addressing student attendance (including tardies and skipping) and supporting our district's non-violence initiative. Parent liaisons will help provide supports for parents.

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

30% decrease in tardies to school.
70% decrease in tardies to class.
20% increase in daily attendance.
25% decrease in physical and verbal altercations.

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

Monitored via Focus.

Person responsible for monitoring outcome:

Truitte Moreland (morelandt@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement weekly, monthly, quarterly, and yearly incentives including recognition for students that are following the schools guidelines for success.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By improving our school culture, climate, and creating a safe, nurturing environment, our students will be more apt to attend school and their classes, be engaged in their learning, and form positive relationships with their peers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Develop a teacher, parent, student compact with stakeholders.(PTSA/SAC/Student Government)

Person Responsible: Sharmariton Ashley (ashleys@duvalschools.org)

By When: 9/30/23

Explain the compact to all students and request that each agree/sign the compact. (Student Assemblies)

Person Responsible: Sharmariton Ashley (ashleys@duvalschools.org)

By When: 9/30/23

Plan out monthly focus themes aligned to T.I.G.E.R.S. with rewards.

Person Responsible: Sharmariton Ashley (ashleys@duvalschools.org)

By When: 9/30/23

Implement schoolwide tardy policy including restorative practices and progressive discipline. *see attachment

Person Responsible: Sharmariton Ashley (ashleys@duvalschools.org)

By When: 9/30/23

Implement the intervention, transition, observation program for students who commit violent offenses.

Person Responsible: Sharmariton Ashley (ashleys@duvalschools.org)

By When: 9/30/23

• 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 professional development for teachers and behavioral supports for students. The strategies that will be implemented are: Socratic seminars, focus group discussions, incentives & celebrations for students and teachers.

Person Responsible: Sharmariton Ashley (ashleys@duvalschools.org)

By When: Ongoing

Hire and train parent liaisons to support parents with accessing resources that will help improve student attendance and behavior.

Person Responsible: Truitte Moreland (morelandt@duvalschools.org)

By When: 10/1/23

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding will be reviewed quarterly and reported during the monthly SAC meeting.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

https://dcps.duvalschools.org/site/
default.aspx?PageType=3&ModuleInstanceID=76434&ViewID=7b97f7ed-8e5e-4120-848f-
a8b4987d588f&RenderLoc=0&FlexDataID=99584&PageID=33826

If will be shared with teachers, students, and families via SAC, PTSA, student assemblies and faculty meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We have developed a system for addressing stake holder concerns. This system ensures that opinions, issues, questions, and concerns are addressed in a timely manner by the appropriate person responsible.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Following the SIP plan.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

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 tier 1 and tier 2 instructional supports for students, professional development for teachers in providing tier 1 and tier 2 instructional supports. The strategies will include grouping, graphic organizers, anchor charts, manipulatives, journals, and discussion protocols for comprehension.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

All students are referred to school counseling office. All staff are trained in ALERT and in the process of getting new required trainings.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We offer dual enrollment and career education courses.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We use a comprehensive data file to review student progress. The team meets to discuss next steps for individual students.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

PD is ongoing based on the needs of the teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A