Terry Parker High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Terry Parker High School

7301 PARKER SCHOOL RD, Jacksonville, FL 32211

http://www.duvalschools.org/tphs

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.

Terry Parker High School aims to provide meaningful daily instruction and multiple pathways to ensure all students, regardless of program, are given the tools necessary to succeed in life. Terry Parker High School provides opportunities for students to apply knowledge in real-world experiences, to gain knowledge in developing interpersonal skills, and to bridge the gap between high school and global citizenship.

Provide the school's vision statement.

Students will be competent consumers of information as they seek out and create opportunities to expand their awareness and knowledge of the world. They will empower their own educational path and be leaders in programs on our campus with the aim of making our school, as well as, the world a better place.

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
Hudson, Robert	Principal	Oversee Implementation of Standards-Based Instruction for Social Studies/ Culinary/Admin/Acc Coordinator Professional Learning Community. Oversee Evaluations for All Standards/Academic Coaches Maintain Comprehensive Data Spreadsheet for School Conduct Data Analysis sessions to determine causality for SS Department Develop (w/ SS teachers) prescription sets for learning Budget/Trust Money United Way Leadership team/Admin/Design team meeting schedules and agendas Monitor Data Department Heads/Lead Teachers School/District Advisory Council Newsletter RTI/Leadership Team Monthly/Weekly Calendar Building Usage (Coverage/Security) Payroll Observations/Interns Build Activity and Athletic Coverage Graduation Planning Day Activities/Schedule Early Release/Professional Development Schedule Faculty Meetings/Early Release Staff Recognition Teacher Appreciation Week/Staff Morale Administrative Duties/Internal Accounts
Greene, Eric	Assistant Principal	• AP of Curriculum / Designee • Oversee Implementation of Standards-Based Instruction for Math/ ROTC/ P.E./School Counselors/Paras Professional Learning Community • Collect and Analyze Math Data • Title I and Parent Involvement • Budget with Principal • Attendance (AIT) meetings (Lead counselor) • FTE • Master Schedule, Student Schedules, & Room Assignments • Opening/Closing of School Information • Constituent Complaints • Monitor Report Card Entries • Teacher Grade Analysis • Teacher Certification/OOF Letters • Supervise Counselors • Supervise Teacher intern and Pre-interns • Athletics Supervisor • Substitute folders and placement • Assist Safety Inspections, Fire and Safety Drill Practice

Name	Position Title	Job Duties and Responsibilities
		• Cafeteria Supervision 2nd Lunch and additional as needed • Hallway Supervision (See Plan) • Constituent Complaints • Key Distribution Approval • Black Box (All Safety Drills) • Orientation • Title IX Coordinator • Supervise evening events, sports, etc. • Security Plan for Building • Building Usage • Additional Responsibilities as Assigned by the Principal
Martinez, Jennifer	Assistant Principal	• Oversee Implementation of Standards-Based Instruction for Science/ World Languages /CTE Professional Learning Community • Conduct Data Analysis sessions to determine causality for Science Department • Testing Administrator • Oversee Grad Coach • Senior Administrator • Oversee & Support Testing • Oversee Main Office • Title I Support • Student Lunch Assignments • ESOL • Walkies Labeling and distribution • Open House • School Improvement Plan • Attendance (AIT) meetings (Admin support) • School Technology • School Climate Surveys • Cafeteria Supervision 3rd Lunch and additional as needed. • Hallway Supervision (See Plan) • Transportation Liaison (Deans support) • Facilities/school inventory • Teacher/ Employee of the Year • Bulletin boards – Distribution and responsibilities • Faculty Incentives • Teacher Appreciation Week/Staff Morale Lead • Uniforms Contact • Supervise evening events, sports, etc. • New Teacher Orientation and support PDF Lead • Oversee HES/Chartwells • Additional Responsibilities as Assigned by the Principal
Williams, Angela	Assistant Principal	• Oversee Implementation of Standards-based for Social Studies/Fine Arts/ESE/Deans Professional Learning Community. • PRIDE Unit Administrator • Transportation Reports and Contact for PRIDE • Supports ESE FVRE and Site Coach/LEA and evaluate all ESE para

Name	Position Title	Job Duties and Responsibilities
		pros with site coach. • IEP compliance tracking • Manage and delegate IEP schedules for ESE teachers • Collect and Analyze ELA/Reading Data for Comprehensive Spreadsheet • Textbook/Bookroom Admin • Oversee School-Wide Discipline 9th-12th • Oversee ISSP • New Teacher Orientation • Title IX Investigator • Testing Support • Cafeteria Supervision 1st Lunch and additional when needed • Hallway Supervision (See Plan) • Off-Campus Lunch Passes • Schedule Weapons and Drug Checks • Supervising Security Personnel • Conducting Safety Inspections, Fire and Safety Drill Practice • Raptor updates monthly (Jan-June) • Supervise evening events, sports, etc. • Additional Responsibilities as Assigned by the Principal
Danier, Marjorie	Dropout Prevention Coordinator	• Plan and execute all testing. • Make sure 97% of all students are tested to obtain school grades. • At Risk Seniors/students tracking and supports • Class 3 letters to Seniors • School Website • Webmaster • PERT Testing • School-wide testing • Academic signing day support • Junior council • Lunch Coverage Support • Hall Duty • Leadership Team • Faculty Incentives/motivation • Marquee • Student Recognition/Honor Roll • Additional Duties as Assigned by the Principal
Weaver, MaryBeth	Magnet Coordinator	• IB Coordinator • Early College • Acceleration Teacher Support • Student academic and behavior support • Parent communication for acceleration students on progress • Testing Support • Lunch Coverage Support (2nd Lunch and additional support when short staffed) • C-Hall Supervision Transitions/AM/PM • PERT Testing

Name	Position Title	Job Duties and Responsibilities
		• Leadership Team Additional Duties as Assigned by the Principal
Wilson, Latarsha	School Counselor	• All 9th – 12th Grade (F-Le) • Registrations • 504 Plans Caseload • School Counseling Services • Attendance Intervention Team • Monitor Grade Audit Reports and Student Attendance • Student Attendance • Classroom Counseling • Collaborate teachers and ESOL Para • Assist in monitoring Safety Net Programs • Virtual School Liaison • Academic Signing Day • Assist with Special School Programs • Grit team lead • Counseling Corner Lunches Other Duties as Assigned by the Principal
Davis, Florilis	Dean	• Student Discipline 9th-12th Grade A-K • Assist with security plan for the building • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Lunch Coverage 1st and 3rd Lunch • ISSP Support • Leadership Team • Lead PBIS • Restorative Justice • After school detention • One late day (5pm) Tuesday • Morning Intake Coverage • School Behavioral Health Contact support • Lost and Found • Additional Duties as Assigned by the Principal
Hill, Sarah	Dean	• Student Discipline 9th-12th Grade L-Z • Assist with security plan for the building. • Assist with conducting Safety Inspections, Fire and Safety Drill Practice • Lunch Coverage 1st and 2nd Lunch • ISSP Support • Leadership Team • Lead PBIS • Restorative Justice • After school detention • One late day (5pm) Thursday • Morning Intake Coverage • School Behavioral Health Contact support

Name	Position Title	Job Duties and Responsibilities
		• Lost and Found • Additional Duties as Assigned by the Principal

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.

All stakeholders are invited to school events and activities at Terry Parker High School. The events are publicized on the schools' social media outlets and the monthly school calendar which is distributed to all stakeholders. The school host events and information is translated in multiple languages. Parents of ESE
students are also encouraged to attend and provide input. The school promotes district and community events as well to ensure all stakeholders remain abreast on what is available in the district and school community. The school utilizes weekly calls to communicate with parents/guardians. During school events,
stakeholders are encouraged to provide feedback and input regarding how future experiences can be enhanced.

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 school leadership team will meet periodically to discuss the SIP and monitor the implementation of the plan school wide. Based on the data periodically collected the leadership team will make the necessary revisions to the plan to ensure the continuous improvement particularly for students with the greatest achievement gap.

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	82%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* English Language Learners (ELL)* Asian Students (ASN) 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: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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*	24	46	50	21	45	51	25		
ELA Learning Gains				37			35		
ELA Lowest 25th Percentile				32			33		
Math Achievement*	29	44	38	19	37	38	12		
Math Learning Gains				37			21		
Math Lowest 25th Percentile				58			34		
Science Achievement*	51	62	64	38	43	40	30		
Social Studies Achievement*	60	66	66	44	53	48	46		
Middle School Acceleration					52	44			
Graduation Rate	78	88	89	91	50	61	90		
College and Career Acceleration	53	77	65	66	63	67	78		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELP Progress	26	37	45	28			38		

* 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	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	321
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	78

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	91

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	29	Yes	4	1
ELL	31	Yes	4	1
AMI				
ASN	58			
BLK	44			
HSP	42			
MUL	51			
PAC				
WHT	58			
FRL	44			

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	35	Yes	3	
ELL	36	Yes	3	
AMI				
ASN	72			
BLK	39	Yes	1	
HSP	40	Yes	1	
MUL	57			
PAC				
WHT	52			
FRL	42			

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	24			29			51	60		78	53	26
SWD	8			5			25	27		27	6	
ELL	13			18			26	41		41	7	26
AMI												
ASN	58										1	
BLK	19			23			46	56		48	7	34
HSP	28			37			35	51		58	7	16
MUL	20			21				55		60	5	
PAC												
WHT	33			37			68	74		64	6	
FRL	21			25			48	56		41	7	35

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	21	37	32	19	37	58	38	44		91	66	28
SWD	5	21	28	12	49	63	19	18		83	49	
ELL	9	29	22	14	44		30	29		89	62	28
AMI												
ASN	41	53								93	100	
BLK	15	33	31	13	41	55	29	38		92	62	25
HSP	18	35	23	25	37		42	42		89	63	27
MUL	32	52		22			64			91	80	
PAC												
WHT	33	40	43	32	19		58	76		90	73	
FRL	18	37	36	18	40	59	36	39		88	66	22

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	25	35	33	12	21	34	30	46		90	78	38
SWD	12	36	35	8	24	29	18	23		79	45	
ELL	9	35	32	10	30	50	17	25		88	69	38

										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**
AMI												
ASN	18	42		8						100	91	27
BLK	22	33	33	9	19	26	26	42		92	76	38
HSP	16	30	35	15	23	60	29	45		88	79	35
MUL	30	35		15						100	73	
PAC												
WHT	38	40	33	19	21		48	62		84	81	
FRL	20	31	36	8	17	26	28	42		90	71	37

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. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

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	31%	44%	-13%	50%	-19%
09	2023 - Spring	15%	42%	-27%	48%	-33%

						ALGEBRA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	17%	52%	-35%	50%	-33%

						GEOMETRY						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
N/A	2023 - Spring	41%	52%	-11%	48%	-7%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	64%	-19%	63%	-18%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	60%	-8%	63%	-11%

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.

When analyzing the data components, English Language Arts (ELA) and Algebra 1 showed the lowest performance.
For ELA, 9th grade dropped 3% to 15%, literacy overall was at 26% which was a 5% increase but still lacking from pre-pandemic averages of 35-38%. Some of the contributing factors was a teacher out on Medical Leave for most/all of the 3rd quarter. Transition with ELA administrator mid-year, and a vacancy within the first 90 days of the English 1 ELL teacher. All these factors contributed to the low performance within the English Language Arts department.
For Algebra 1 stayed the same at 17%, we had a vacancy (long-term substitute) for 6 months of the year and then moved a math interventionist into that position to complete the school year.

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

ELA 9th grade dropped 3% to 15%. Some of the contributing factors was a teacher out on Medical Leave for most/all of the 3rd quarter. Transition with ELA administrator mid-year, and a vacancy within the first 90 days of the English 1 ELL teacher. All these factors contributed to the low performance within the English Language Arts department.

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.

Our biggest gap is between 9th and 10th grade English Language Arts (ELA). In 9th grade we are 33% below the state average and in 10th grade we are 22% below the state average. Medical leave and vacancy in 9th grade were the biggest contributing factors and traditionally lower proficiency scores with the school history of averaging 33-38% on the higher end.

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

Social Studies increased by 16% and Science increased by 13% in proficiency in one school year. New personnel in Science and changes with Administrative support in both content areas. Better data analysis and tracking, increased teacher small group and pull out support.

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

N/A

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

Highest priority this year is English 9th and 10th, literacy overall, Algebra 1, graduation rate, and acceleration.

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.

Benchmark-aligned planning and instruction will be a focal point due to the number of new teachers, first year teachers, and a turnover in the leadership team within the ELA and Social Studies department.
Areas of focus will be:
-Calibrating leadership team with the B.E.S.T standards and benchmark walk-through tool.
-Supporting and providing teachers that are in need and/or new to teaching with the appropriate resources and training in benchmark-aligned planning and instruction.

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

By the end of the first semester, using the standards based walk through tool, 100% of core classes will be implementing instruction, tasks, and materials directly aligned with appropriate benchmarks, more specifically in ELA and Math with the B.E.S.T new standards.

Our goal is to increase proficiency in all areas while focusing on learning gains through ELA and Math.

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

Administrative team will utilize the benchmark walk-through tool, PM data, DMA data and teacher assessments to monitor fidelity of benchmark-aligned planning and instruction.

Person responsible for monitoring outcome:

Robert Hudson (hudsonr1@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.)

If instruction and tasks are aligned to the standards to meet the needs of all students based on data, then all students will be prepared to be successful on the state exams at the end of the school year. Based on benchmark walk-through tool, our team can measure classrooms that are utilizing benchmark-aligned instruction.

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

-Time and resources to differentiated instruction.
-Understanding benchmark-aligned materials and resources.
-Collecting data and analyzing to change instructional practices.

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.

Use benchmark walk-through tools weekly to make sure benchmark-aligned instruction, task, and assessments are meeting expectations.

Person Responsible: Robert Hudson (hudsonr1@duvalschools.org)

By When: Quarterly

Core classes identify benchmarks and develop common assessments

Person Responsible: Robert Hudson (hudsonr1@duvalschools.org)

By When: Quarterly

Teacher led data chats with students to identify areas of needs, supports, and pin-point where students are at and where they need to be.

Person Responsible: Eric Greene (greenee1@duvalschools.org)

By When: Quarterly

Provide timely, effective feedback to Professional Learning Communities (PLCs) and individual teachers.

Person Responsible: Robert Hudson (hudsonr1@duvalschools.org)

By When: Bi-weekly

#2. Graduation specifically relating to Graduation

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.

Increasing Graduation Rate to 90% or above is the identified area of focus. In 22-23 school year we increased our graduation rate by 7% to 85%.
Areas of focus will be:
-Reduction of negative codes.
-Proper student scheduling and guidance.
-Bootcamps and afterschool tutoring prior to major assessment dates.
-Utilization of district provided resources such as Mastery Prep and Varsity tutors.
-Collaboration with the district Graduation Rate Initiative Team (GRIT)

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

Based on the DCPS provided At-Risk Grad Tracker, the school administration, graduation coach, and 12th grade counselors will be ablet to identify at-risk students and negative codes to strategically meet and/or conference with students regarding alternative options that will provide students the opportunity of earning a high school diploma.

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

This area of focus will be monitored by the assigned administrator, counselors, and graduation coach to ensure the desired outcome are being achieved by participating in district graduation check meetings, implementation of student contracts, monitoring student progress, and ensuring students are registered and participating in upcoming assessments.

Person responsible for monitoring outcome:

Jennifer Martinez (martinezj2@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.)

Utilizing the DCPS provided at-risk graduation tracker, school-based administration, graduation coach and school counselors will engage in in-dept trainings and Professional Learning Communities (PLCs) with the Graduation RATE Initiative Team (GRIT), resulting in an increase student graduation rate.

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

It is our professional responsibility that students are prepared for post-secondary college and/or career opportunities upon graduation. Following this actions plan will ensure an increased number of students receiving a high school diploma.

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.

Administrators, school counselors, and graduation coach will meet bi-weekly to discuss student progress and tracking. Based on this meeting, as a team they will identify next action steps.

Person Responsible: Jennifer Martinez (martinezj2@duvalschools.org)

By When: May 2024

Graduation coach will meeting quarterly or soon if necessary with at-risk students and parents to discuss student progress, graduation readiness, and other pressing needs.

Person Responsible: Marjorie Danier (danierm@duvalschools.org)

By When: May 2024

#3. 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.

Reduce the number of referrals, specifically to Class II and Class III referrals, which will result in a positive, safe school culture for both students and teachers.

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

Monthly Dean/Administrative meetings to review data and implement interventions in the areas of needs.

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

Deans will be pulling weekly reports from Focus to identify students with multiple disciplinary infractions. Overall review of reoccurring infractions monthly to adjust and implement additional interventions.

Person responsible for monitoring outcome:

Florilis Davis (davisf@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.)

NA

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

NA

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.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Small Group 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.

Provide opportunities in all content areas for small group teacher lead instruction based on data.
Area of focus will include:
- Once a week in all academic areas.
- Twice a week in all accountability areas.

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

Administrators in collaboration with content teachers will assess data from district/state assessments to identify grouping of small groups. Small groups will vary based on the benchmark being remediated and student specific needs.

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

-Administrative walk throughs.
-Professional Learning Communities
-Teacher lesson plans.

Person responsible for monitoring outcome:

Robert Hudson (hudsonr1@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.)

N/A

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

N/A

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.

No action steps were entered for this area of focus

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.

Open House on 9-18-23 will review the parent engagement plan, parent links, SAC meetings, and use of school website and social media platforms to inform parents.

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))

Will keep families informed of school and student updaes throughout the year, invite them to open house, parent engagement events, showcases and activities, as well as improve and increase teacher parent communication.

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))

We have continued to fill vacancies with quality teachers, as well as improve on the professional development teachers receive. Departments meet weekly and are provided support and professional development based on specific needs.

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))

NA

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))

We have 4 full time school counselors, one full service counselor on campus 3 days a week, we have wellness Wednesday's once a month for all students, and community inschools program to support students as well.

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 a number of CTE options, dual enrollment courses, JROTC, as well as industry certifications. Pan and prep students for ACT/SAT, ASVAB, SAFESERV, and ComptI

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).

Deans and admin review discipline data, attendance, and quarterly assessment data to identify students needing additional support.

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))

Teachers are provided PD on the resources used in specific content areas, performance matters to disaggregate data, PLCs to discuss what is working and what needs to be addressed. Collaboration in PLCs and with admin provide teachers with time to discuss lesson planning, student tasks, assessments, and results.

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))

NA