Frank H. Peterson Academies School

2023-24
Schoolwide Improvement Plan (SIP)

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Frank H. Peterson Academies

7450 WILSON BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/fhp

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.

Mission

Provide an equitable, high quality academic and career-technical education, and support the development of our students' work ethic, personal responsibility, and respect for others.

Provide the school's vision statement.

Vision

All students will graduate with an appreciation for life-long learning, prepared to enter the work force and/or pursue higher education.

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
Mastromatto, Jessica	Principal	All duties and responsibilities of a high school principal.
McFarland, Devin	Assistant Principal	All duties and responsibilities of an assistant principal.
	Assistant Principal	All duties of the assistant 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.

The school leadership team shares the data to stakeholder groups in messages, faculty meetings, professional learning communities, and then solicits input for ways to improve by using surveys, SAC meetings, and discussion within professional learning communities.

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))

Weekly walk-throughs of the classrooms of the subject areas and of classrooms where students in need of intervention are that need improvement to make sure the implementation is occurring. In PLCs, administrators will discuss results and determine whether adjustments need to be made to the plans.

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	74%
2022-23 Economically Disadvantaged (FRL) Rate	90%
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: 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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (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	

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	0	0	0	0	

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

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	194
One or more suspensions	0	0	0	0	0	0	0	0	0	127
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	306
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	267
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	306

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	864

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	101
Students retained two or more times	0	0	0	0	0	0	0	0	0	119

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*	36	46	50	29	45	51	28		
ELA Learning Gains				39			35		
ELA Lowest 25th Percentile				28			31		
Math Achievement*	34	44	38	36	37	38	14		
Math Learning Gains				49			25		
Math Lowest 25th Percentile				40			36		
Science Achievement*	44	62	64	43	43	40	38		
Social Studies Achievement*	59	66	66	53	53	48	53		
Middle School Acceleration				52		44			
Graduation Rate	85	88	89	97	50	61	95		
College and Career Acceleration	81	77	65	77	63	67	87		
ELP Progress	45	37	45	52			46		

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	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	85

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	543
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	97

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	43			
ELL	56			
AMI				
ASN	71			
BLK	52			
HSP	53			
MUL	50			
PAC				
WHT	64			
FRL	41			

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	38	Yes	1	
ELL	45			
AMI				
ASN	69			
BLK	47			
HSP	52			

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%
MUL	61			
PAC				
WHT	51			
FRL	44			

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	36			34			44	59		85	81	45
SWD	12			17			21	41		77	6	
ELL	24			48			50			91	6	45
AMI												
ASN	64			77							2	
BLK	32			26			39	54		72	6	
HSP	25			28			39	62		88	7	44
MUL	37			44			44	73			4	
PAC												
WHT	46			46			55	68		88	6	
FRL	31			30			43	60			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	29	39	28	36	49	40	43	53		97	77	52
SWD	13	32	28	16			17	23		95	77	
ELL	17	44	47	38			25	30		92	58	52
AMI												
ASN	36	40								100	100	

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
2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
BLK	24	40	25	30	53	44	36	46		100	76	
HSP	30	43	34	34	42		49	62		100	78	46
MUL	39	40		60	82		45	61		91	70	
PAC												
WHT	36	33	32	39	39		52	59		91	74	
FRL	28	36	24	30	48	26	41	48		100	58	50

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
2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	28	35	31	14	25	36	38	53		95	87	46
SWD	15	27	27	10	27	35	20	45		100	66	
ELL	15	38	40	9	31	31	24	15				46
AMI												
ASN	10	20										
BLK	20	32	31	9	19	35	33	44		97	89	
HSP	32	40	27	14	26	27	36	52		90	81	40
MUL	41	49		11	28		39	57		100	90	
PAC												
WHT	38	38	33	28	35	47	48	66		94	86	
FRL	28	34	31	15	21	25	36	51		97	87	29

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	34%	44%	-10%	50%	-16%
09	2023 - Spring	38%	42%	-4%	48%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	52%	-18%	50%	-16%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	52%	-14%	48%	-10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	64%	-20%	63%	-19%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	60%	-1%	63%	-4%

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.

Students with disabilities showed the lowest performance in ELA measures. We have several new and new to high school teachers of SWD, which impacted student proficiency and growth.

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

Geometry experienced the greatest decline. Students who were scheduled into geometry the year prior were all proficient students. All students who needed geometry this past year were scheduled into geometry. We knew we would experience a drop. However, the percent of students who were proficient going into geometry remained the same as the year before, and more students who were not proficient in math the year prior became proficient in geometry.

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.

Algebra 1 had the greatest gap with the state. We had three new to teaching algebra 1 teachers teaching the subject area due to veteran teachers leaving the profession or moving. We also have a new assistant principal who has never taught math monitoring and learning, as well. All of these factors contribute. However, our student population consistently scores significantly lower than the state average in algebra 1. From the FSA to the BEST test, proficiency increased from 22% to 34%.

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

ELA made the greatest improvement. Different test and progress monitoring assessments. We had two new to us teachers who are strong. The PLC focused on what we were doing with students who struggled. We identified their strengths and helped make those stronger. We also had a schoolwide initiative of reading the first 15 minutes of all CTE/Elective classes and teachers incorporated the strategy read, write, discuss, revise in every class across the school at least once/week.

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

Attendance and the number of students coming to us in 9th grade at a level 1 in reading and math. SWD are not being served adequately. We need to help more SWD achieve proficiency.

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

Improving algebra 1 instruction, thus proficiency
Improving biology instruction, thus proficiency
Improving reading instruction, thus proficiency
Increasing average daily attendance
Increasing % of SWD achieving growth and proficiency

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

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.

SWD data is below the state expectation of performance for this group at 38% of federal points.

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

SWD group of students will increase to 42% of federal points.

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

SWD are scheduled into a learning strategy class. Regular PLC meetings with the ESE teacher to develop/enhance curriculum for the course will occur bi-monthly. In students' classes, ESE push-in teachers should be noted assisting students with the tasks.

Person responsible for monitoring outcome:

Jessica Mastromatto (parrishj@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.)

The teacher of the learning strategy course will employ the gradual release model with checks for understanding based on grade level objectives for the students in class.

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

Last year the class focused on below grade level skill building, which clearly did not help our students with disabilities perform better on state assessments. Therefore, the gradual release model with regular checks for understanding on grade level benchmarks with clear objectives, may help our students with disabilities improve their performance on the state assessments.

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.

Plan with the teacher to ensure lessons use gradual release, have regular checks for understanding, and are driven by a clear grade-level objective.

Person Responsible: Jessica Mastromatto (parrishj@duvalschools.org)

By When: September

Observe teacher implementing planned lessons

Person Responsible: Jessica Mastromatto (parrishj@duvalschools.org)

By When: September

#2. Instructional Practice specifically relating to Math

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.

Our algebra 1 scores are significantly below the state average score. However, we are positioned to improve over last year's performance due to teachers now having worked together for a year.

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

Algebra 1 proficiency will increase from 35% proficient to 40% proficient.

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

Administrators will take part in weekly PLCs and observe at least one class/teacher weekly.

Person responsible for monitoring outcome:

Devin McFarland (mcfarlandd1@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.)

Teachers will use explicit, systematic instruction with the gradual release model for word problems daily. This will culminate with students working problems independently, comparing with peers, and then discussing who got it correct and why with teacher support as needed. The premise will be read, write, discuss, revise.

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

Word problems are difficult and students require a lot of modeling with checks for understanding throughout the lesson until they are able to work a problem independently.

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.

In PLCs, algebra teachers and administrator will ensure lessons for the week utilize the explicit, systematic instruction with a focus daily on benchmark based word problems.

Person Responsible: Devin McFarland (mcfarlandd1@duvalschools.org)

By When: September

In PLCs, provide professional development for algebra 1 teachers from district math specialist on how to develop lessons employing this instructional strategy.

Person Responsible: Devin McFarland (mcfarlandd1@duvalschools.org)

By When: October

#3. Instructional Practice specifically relating to ELA

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.

When reading proficiency increases, every other area also increases. Therefore, we are continuing to focus on helping our students become more proficient readers and writers.

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

Reading proficiency will increase to 42%.

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

Administrator will attend weekly PLCs and observe each ELA classroom once/week to ensure strategies are being employed.

Person responsible for monitoring outcome:

Jessica Mastromatto (parrishj@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.)

Teachers will utilize the read, write, discuss, revise protocol in their classrooms daily. The revision portion comes after first writing about what they read, then discussing their ideas with peers, and then going back to their writing to revise.

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

Students must do considerable amounts of plain old reading, writing, and discussing what they are reading and writing about to improve. The writing content will be based on the particular benchmark/objective for the day's reading. Because the state exam is taken on the computer, a laptop cart has been purchased using Title 1 funds to ensure every student receives ample practice reading and writing using technology.

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.

In weekly PLCs, teachers will work together to incorporate the instructional protocol into each lesson.

Person Responsible: Jessica Mastromatto (parrishj@duvalschools.org)

By When: August-end of year

Be in PLCs to ensure the lessons incorporate the read, write, dicscuss, revise protocol.

Person Responsible: Jessica Mastromatto (parrishj@duvalschools.org)

By When: August-May

#4. 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.

Our average daily attendance is below 95%. Reaching 95% daily attendance will help in every area. Students must be in school to have a shot at learning and improving.

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

Average daily attendance will increase to 95%.

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

Admin will ensure attendance is taken daily by all teachers.
Counselors will ensure AIT meetings are had monthly with students who are absent 5 consecutive days or ten days on a calendar month.

Person responsible for monitoring outcome:

Jessica Mastromatto (parrishj@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.)

Attendance Intervention Team will meet weekly to monitor specific students' attendance. AIT team will conduct monthly meetings with students and parents who are absent 5 days consecutively or 10 days in calendar month to determine next steps for improving attendance.

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

Meeting with the student and family is imperative to determine why the student is missing school and what interventions can be put in place to improve attendance.

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.

Monitor to ensure teachers are taking attendance.

Person Responsible: Jessica Mastromatto (parrishj@duvalschools.org)

By When: Daily

Set up AIT meetings for team and for specific students

Person Responsible: Jessica Mastromatto (parrishj@duvalschools.org)

By When: September-May

#5. Instructional Practice specifically relating to Science

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.

One of the areas we ought to be able to improve significantly is in biology proficiency. We should be coming closer to the state average pf proficiency.

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

50% of students in biology will test proficient.

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

Administrator will be in biology classes weekly to monitor that our plans are being followed.

Person responsible for monitoring outcome:

Devin McFarland (mcfarlandd1@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.)

Teachers are using data from last year's students' test to determine our strengths and weak areas. They will create a calendar to focus on strong areas the first quarter as focus lessons. This will be repeated after each DMA and another FCIM calendar will be mapped out to implement the focus lessons.

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

This strategy is to begin from the start of the year with a focus lesson calendar in addition to the regular lesson of the day. This provides students with exposure to this content heavy subject early on in the year so that by the time they sit for the test they will have worked with the content multiple times, a proven method to retain content. Teachers will begin with strengths from last year's students, as our students perform in trend so this year's students will more than likely catch on to these topics more readily as well. This builds in success right away, which helps our students' confidence in being able to know and understand biology.

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.

Determine benchmarks students performed well on last year, and then develop a FCIM calendar with these benchmarks for first quarter. Repeat this following progress monitoring assessments.

Person Responsible: Devin McFarland (mcfarlandd1@duvalschools.org)

By When: September-May

TDE for teachers following each DMA to determine benchmarks need to focus on for FCIM lessons.

Person Responsible: Devin McFarland (mcfarlandd1@duvalschools.org)

By When: Following each DMA

Teachers meet with district specialist and strong DCPS teachers to help determine benchmarks needing more time and those that do not need to have much time spent on.

Person Responsible: Devin McFarland (mcfarlandd1@duvalschools.org)

By When: December

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).

SWD are scheduled into learning strategy classes. The teacher will employ grade-level explicit, systematic instruction using the gradual release model to help students perform better in their general education classes and on state exams.

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.

SIP will be shared at the SAC meeting monthly. SAC reflects on our progress toward meeting goals monthly. I also send it to families in a weekly email, once finalized, and the Walmart down the street allows me to post it in their entryway for the community to have print access. In January, we invite all stakeholders to a mid-year meeting to again gauge our progress and make needed adjustments with input.

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))

Principal sends a weekly message to families to inform parents of ways to get involved, student expectations, and upcoming dates and happenings. Parents and stakeholders are also invited to our academy advisory board meetings, which occur quarterly. Finally, we invite all families to our Open House in the fall, our Career Academy Showcase in the winter, Title 1 parent nights for college

applications, financial aid, state exam prep resources, and more throughout the year. We invite families to the end of year capstone project presentations and end of year award ceremonies.

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))

The school-wide instructional strategy is Read-Write-Discuss-Revise to be used in all classes weekly, and in ELA classes daily. This strategy is to increase the actual amount of time students spend reading, writing about what they are reading and learning, discussing what they are reading and learning with peers, and then determining if they need to revise after both writing and discussing. Title 1 funds are being used to fund teachers in each of our target areas: 4 reading/ELA, 1 part-time math, and 2 science. This learning protocol engages students and teachers in high-yield learning tasks daily. Administrators in weekly PLCs will help to ensure the protocol is being incorporated into lesson plans aligned to benchmarks and objectives. A laptop cart is being purchased to ensure all students have access daily to learn to read and respond using technology. Because we now offer 8 dual enrollment courses, we must better prepare our students to be able to get into and be successful in these accelerated course offerings. This practice will also help with our industry certification passers. All elective teachers are starting each day with independent reading and incorporating an SAT word of the day each day. The effort to increase attendance rates helps every academic area.

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))

Students with disabilities are being addressed very specifically in a learning strategy class. This class is being reorganized to include more scaffolded instruction using he gradual release model with grade level reading tasks to increase their ability to respond in ELA classes and on state exams. Supplies for this group of students are accounted for in the Title 1 plan, as these students often come to class underprepared. All students receive free breakfast and lunch, have access to health care, including therapy on-site. All students are enrolled in career and technical education pathway.

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))

Monthly seminars for 9th grade students are conducted by the dean of students and social worker on topics that will assist young people with the transition to high school, mental health care, and preparing for their future choices. A mental health therapist serves students on campus, pending interventions and referral with parent permission. One Wednesday/month, all students receive a lesson on healthy living and decision making that helps student manage their mental health. Career, tech, student leadership organizations, brain brawl, robotics club, e sports, support groups, and other activities are available for students to get involved with outside the school day.

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))

All of our students are enrolled in CTE pathways for the four years of high school, culminating in a capstone project, OJT, community service, officer role in a CTSO, earning an industry certification, or taking advanced placement or dual enrollment courses. Counselors and CTE teachers work with students to develop 5 and 10 year post-secondary plans to help students plan for their future. Seniors are invited to attend College Quest, a monthly workshop, where counselors assist students with anything related to applying for college, scholarships, and/or careers. Students also participate in the Florda Ready to Work Modules and take the certification test.

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).

Parents of students who are in danger of failing each quarter are notified with a scholarship warning, and students with disabilities in danger of failing are requested to attend a meeting with parents to determine interventions that could be used to improve performance. After each grading period, teachers initiate or update progress monitoring plans for students who receive Ds and Fs in class and send to parents to notify of the actions that will be taken to support their student. Students who persist with lack of progress are referred to MTSS to determine further actions that could be taken to support the student.

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))

Weekly PLCs in content areas are used to help teachers plan effective lessons using high yield teaching methods. Monthly PD is provided for all faculty and staff on various topics to help advance learning. These topics are determined by the leadership team, which is comprised of a teacher from each subject area, office person, and para representative, and the goal is to provide PD on topics that will help us reach our SIP goals. Retaining effective teacher strategy is to value what teachers contribute to PD, the SIP, school goals, value their time by communicating as much as possible through email vs meeting time, and recognizing their work in weekly emails, conversations, and formally at monthly faculty meeting.

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