Samuel W. Wolfson High School

2023-24

Schoolwide Improvement Plan (SIP)

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Samuel W. Wolfson High School

7000 POWERS AVE, Jacksonville, FL 32217

http://www.duvalschools.org/wolfson

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.

Samuel Wolfson School for Advanced Studies and Leadership fosters academic excellence through a comprehensive curricula and rigorous studies.

Provide the school's vision statement.

Pursuit of excellence through valor, integrity and perseverance.

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
Begley, Christopher	Principal	The principal provides a common vision for the use of data-based decision-making and ensures adequate Professional Development to support instructional implementation. He also communicates with parents regarding school-based plans and activities. The principal serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements.
Lucas, Janetta	Assistant Principal	The Assistant Principal of Curriculum who serves as an instructional leader by providing regular feedback to teachers and working directly with teachers on instructional improvements. In addition, the APC ensures that students are properly scheduled to help ensure the mission and vision of the school is accomplished in order to prepare students for a post-secondary education.
Dieye, Khalifa	Assistant Principal	The assistant principal serves as an instructional leader by providing regular feedback to teachers and working directly with Math teachers on instructional improvements. He will use evidence-based intervention strategies for children "at risk;" and assist in the design and implementation for progress monitoring. In addition, he will provide support for assessment and implementation monitoring to help students master the standards.

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 all events and activities held at Wolfson School for Advanced Studies and Leadership. The events are advertised on the school's social media outlets, sent via bloomz, and on the school's calendar, which can be viewed from our website daily. The school host a plethora of events and information is translated in different languages since we have students and parents who speak other languages. Parents of ESE students are also encouraged to attend events and give 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 school messenger in Focus and phone calls to communicate important information for students, parents and/or guardians. During school events, stakeholders are encouraged to give feedback and input as to what would enhance their Wolfpack experience and the educational enrichment of all students.
In addition, we have an outstanding partnership with Vystar who interviews our students and employ them during a paid summer internship. These students work throughout the school year in our on-campus Vystar bank. Our parent Organizations - SAC, PTSA & FOW (Friends of Wolfson) serve a dynamic role for providing funds and time to support the Wolfpack community and school as a whole. These organizations have done campus clean-ups and provided funds to help with student incentives throughout the year.

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))

Teachers and admin to continuously review the district progress monitoring assessment data to improve students' achievement of rigorous standards-based instruction tested. In addition, teachers and admin will participate in district provided Professional Development to identify effective instructional strategies for low performing students and how to scaffold their learning. Finally, admin will conduct frequent B.E.S.T Standards Instructional walk-throughs to observe the aligned instruction and share the data with stakeholders in January.

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	No
2022-23 Minority Rate	38%
2022-23 Economically Disadvantaged (FRL) Rate	33%
Charter School	No
RAISE School	No

ESSA Identification *updated as of 3/11/2024	N/A
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: A 2019-20: A 2018-19: A 2017-18: B
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*	82	46	50	75	45	51	70		
ELA Learning Gains				65			61		
ELA Lowest 25th Percentile				49			42		
Math Achievement*	79	44	38	56	37	38	48		
Math Learning Gains				56			26		
Math Lowest 25th Percentile				68			27		
Science Achievement*	89	62	64	69	43	40	81		
Social Studies Achievement*	100	66	66	100	53	48	89		
Middle School Acceleration					52	44			
Graduation Rate	98	88	89	94	50	61	97		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
College and Career Acceleration	97	77	65	91	63	67	91		
ELP Progress	92	37	45	55					

* 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)	N/A
OVERALL Federal Index – All Students	91
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	637
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	98

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	778
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	94

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	71			
ELL	76			
AMI				
ASN	77			
BLK	81			
HSP	89			
MUL	81			
PAC				
WHT	95			
FRL	79			

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	47			
ELL	49			
AMI				
ASN	75			
BLK	65			
HSP	66			
MUL	61			
PAC				
WHT	76			
FRL	60			

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	82			79			89	100		98	97	92
SWD	63			67			82				3	
ELL	53			67			92				4	92
AMI												
ASN	84			70							2	
BLK	70			63			79			95	5	
HSP	73			69			90	100		100	6	
MUL	76			78			88				3	
PAC												
WHT	87			90			95	100		97	6	
FRL	76			57			81	100			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	75	65	49	56	56	68	69	100		94	91	55
SWD	41	61	44	38	48	64	33					
ELL	37	59		31	71		40					55
AMI												
ASN	80	70										
BLK	54	54	43	38	47	78	53	100		95	88	
HSP	67	62	70	45	54		57				86	83
MUL	67	54										
PAC												
WHT	84	69	49	70	60	53	86	100		98	95	
FRL	64	59	48	48	52	62	50	100				

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	70	61	42	48	26	27	81	89		97	91	
SWD	36	54	50	13	12	9						
ELL	38	67	67	43	50					90		

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	63	53		36								
BLK	46	50	39	17	20	25	42	80		97	86	
HSP	57	50	37	56	29			70		93	96	
MUL	53	47		42	30							
PAC												
WHT	84	71	52	73	29	27	94	94		100	95	
FRL	56	57	50	28	21	18	71			95	93	

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	82%	44%	38%	50%	32%
09	2023 - Spring	84%	42%	42%	48%	36%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	28%	52%	-24%	50%	-22%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	52%	28%	48%	32%

BIOLOGY						
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
N/A	2023 - Spring	89%	64%	25%	63%	26%

HISTORY						
Grade	Year	School	District	School- District Comparison	State	School- State Comparison
N/A	2023 - Spring	100%	60%	40%	63%	37%

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.

The trend shows that students in all categories scored higher in proficiency in ELA, Math, Biology and U.S History.

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

Although Math made significant gains. The overall data trend shows that our greatest need for improvement is 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.

Neither area had a gap as compared to the state's average.

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

Most improvement was shown in over all areas: reading, Biology & math proficiency. In addition, History maintained 100% proficiency. Currently, we have double blocked all level 1's and 2s for math and Reading.

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

As previously stated, after reviewing the students who are failing math and reading, we have double blocked all level 1's and 2s for those courses. We will continue with consistency to offer the pull out, and one-on-tutoring earlier in the year and continuing up until the testing season. In addition, we will also implement "blitz" or "bootcamp" sessions throughout the year.

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

In order to maintain a school grade of an A. We will continue to focus on the accountability areas starting with Geometry, followed by 10th and 9th grade Reading, Biology and US History.

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 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.

Ensure that all students at Samuel Wolfson School for Advanced Studies are offered the equivalent experience that they will see in the assessments at the end of the year. The majority of classroom grades and scores on summative and/or end of year assessments have limited correlation.

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

The vast majority of our current teachers will implement classroom assessments that are aligned to the complexity of the standards as measured by the standards walkthrough document.

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

The administrative team will review the assessment strand of the Instructional walkthrough form to see if the teachers questions to check for understanding are aligned to the complexity of the standards on the FSA.

Person responsible for monitoring outcome:

Christopher Begley (begleyc@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.)

To facilitate PLC and common planning to create equivalent experiences aligned to assessments would ensure ALL students develop the capacity to understand content that is complex and challenging.

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

Students that develop the capacity to understand content that is complex and challenging, will directly impact performance on 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.

Teachers collaborate to identify targeted content aligned to the standards

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers review the data on a regular basis to identify students needing extended remediation of the standards not mastered.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers and admin to continuously review the district progress monitoring assessment data to improve students' achievement of rigorous standards-based instruction tested.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers and admin participate in district provided Professional Development to identify effective instructional strategies for low performing students and how to scaffold their learning.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Admin to conduct frequent B.E.S.T Standards Instructional walk-throughs to observe the aligned instruction.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers analyze tests results to diagnose student learning, improve assessments and instruction, and modify their instructional strategy to re-teach the rigorous content.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers create blended learning opportunities that challenge students to perform at higher levels of learning from a variety of sources.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Extended enrichment for Level 1's in AP HUG with a teacher who is also certified in ELA.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

#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.

Ensure that all students at Samuel Wolfson School for Advanced Studies are offered the equivalent experience that they will see in the Geometry assessment at the end of the year. The majority of classroom grades and scores on summative and/or end of year Geometry EOC assessment have limited correlation.

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

The current teacher will implement classroom assessments that are aligned to the complexity of the standards as measured by the standards walkthrough document.

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

The administrative team will review the assessment strand of the Instructional walkthrough form to see if the teacher's questions to check for understanding are aligned to the complexity of the standards on the EOC.

Person responsible for monitoring outcome:

Khalifa Dieye (dieyek@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.)

To facilitate PLC and common planning to create equivalent experiences aligned to assessments would ensure ALL students develop the capacity to understand content that is complex and challenging.

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

Students that develop the capacity to understand content that is complex and challenging, will directly impact performance on the EOC assessment.

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.

Teachers and admin collaborate to identify targeted content aligned to the standards.

Person Responsible: Khalifa Dieye (dieyek@duvalschools.org)

By When: Ongoing

Teachers and admin review the data on a regular basis to identify students needing extended remediation of the standards not mastered.

Person Responsible: Khalifa Dieye (dieyek@duvalschools.org)

By When: Ongoing

Teachers and admin to continuously review the district progress monitoring assessment data to improve students' achievement of rigorous standards-based instruction tested.

Person Responsible: Khalifa Dieye (dieyek@duvalschools.org)

By When: Ongoing

Teachers and admin participate in district provided Professional Development to identify effective instructional strategies for low performing students and how to scaffold their learning.

Person Responsible: Khalifa Dieye (dieyek@duvalschools.org)

By When: Ongoing

Admin to conduct frequent B.E.S.T Standards Instructional walk-throughs to observe the aligned instruction.

Person Responsible: Khalifa Dieye (dieyek@duvalschools.org)

By When: Ongoing

Teachers analyze tests results to diagnose student learning, improve assessments and instruction, and modify their instructional strategy to re-teach the rigorous content.

Person Responsible: Khalifa Dieye (dieyek@duvalschools.org)

By When: Ongoing

Teachers collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards.

Person Responsible: Khalifa Dieye (dieyek@duvalschools.org)

By When: Ongoing

Teachers create blended learning opportunities that challenge students to perform at higher levels of learning from a variety of sources.

Person Responsible: Khalifa Dieye (dieyek@duvalschools.org)

By When: Ongoing

Teacher and admin to conduct Teams tutoring sessions.

Person Responsible: Khalifa Dieye (dieyek@duvalschools.org)

By When: Ongoing

#3. 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.

Ensure that all students at Samuel Wolfson School for Advanced Studies are offered the equivalent experience that they will see in the Geometry assessment at the end of the year. The majority of classroom grades and scores on summative and/or end of year Biology EOC assessment have limited correlation.

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

The teacher will implement classroom assessments that are aligned to the complexity of the standards as measured by the standards walkthrough document.

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

The administrative team will review the assessment strand of the Instructional walkthrough form to see if the teachers questions to check for understanding are aligned to the complexity of the standards on the Biology EOC.

Person responsible for monitoring outcome:

Janetta Lucas (lucasj@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.)

To facilitate PLC and common planning to create equivalent experiences aligned to assessments would ensure ALL students develop the capacity to understand content that is complex and challenging.

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

Students that develop the capacity to understand content that is complex and challenging, will directly impact performance on Biology EOC assessment.

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.

Teacher and admin collaborate to identify targeted content aligned to the standards.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teacher and admin review the data on a regular basis to identify students needing extended remediation of the standards not mastered.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers and admin to continuously review the district progress monitoring assessment data to improve students' achievement of rigorous standards-based instruction tested.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers and admin participate in district provided Professional Development to identify effective instructional strategies for low performing students and how to scaffold their learning.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Admin to conduct frequent B.E.S.T Standards Instructional walk-throughs to observe the aligned instruction.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers analyze tests results to diagnose student learning, improve assessments and instruction, and modify their instructional strategy to re-teach the rigorous content.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers create blended learning opportunities that challenge students to perform at higher levels of learning from a variety of sources.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teacher and admin collaborate to identify targeted content aligned to the standards.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teacher and admin review the data on a regular basis to identify students needing extended remediation of the standards not mastered.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers and admin to continuously review the district progress monitoring assessment data to improve students' achievement of rigorous standards-based instruction tested.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers and admin participate in district provided Professional Development to identify effective instructional strategies for low performing students and how to scaffold their learning.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Admin to conduct frequent B.E.S.T Standards Instructional walk-throughs to observe the aligned instruction.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers analyze tests results to diagnose student learning, improve assessments and instruction, and modify their instructional strategy to re-teach the rigorous content.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers collaboratively analyze and revise assignments and assessments to increase the cognitive complexity and alignment to standards.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

Teachers create blended learning opportunities that challenge students to perform at higher levels of learning from a variety of sources.

Person Responsible: Janetta Lucas (lucasj@duvalschools.org)

By When: Ongoing

#4. Positive Culture and Environment specifically relating to Other

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.

Ensure that all students at Samuel Wolfson School for Advanced Studies enrich their partnership of trust with teachers. According the 5Es survey, Wolfson students could increase their connection of trust.

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

The vast majority of our current teachers will implement classroom protocols that will raise the confidence of the students that they have a genuine connection with their teachers. This will be measured by an increase in the 5Es standard of teacher/student connection.

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

While conducting instructional standards-based classroom visits, the administrative team, along with the instructional coach, will observe the teacher-student relationships for rapport. In addition, some students are strategically scheduled based on their instructional learning styles and data.

Person responsible for monitoring outcome:

Christopher Begley (begleyc@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.)

To facilitate faculty meeting, PLCs and common planning to create procedures and protocols to make elevate the connection between students and teachers.

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

Students who develop the confidence in teacher/student relationships will directly impact performance on assessments and grades.

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.

Teachers will participate in either coaching, tutoring, sponsoring of clubs to build relationships with students.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers will input grades in a more timely manner - not just what is expected in their contract.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers will employ a system of logging in turned in assignments so that the students feel confident that their work is not being lost.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers will quickly give feedback on assigned material so that the students do not have a delay in their learning.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing

Teachers will grade and log into FOCUS all assignments so that students and parents are ensured receipt of the work giving validation to their effort.

Person Responsible: Christopher Begley (begleyc@duvalschools.org)

By When: Ongoing