Andrew Jackson High School

2022-23 Schoolwide Improvement Plan

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Andrew Jackson High School

3816 N MAIN ST, Jacksonville, FL 32206

http://www.duvalschools.org/ajhs

Demographics

Principal: Truitte Moreland

Start Date for this Principal: 7/1/2020

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	87%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: B (55%) 2018-19: B (56%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
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.**:**

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

Name	Position Title	Job Duties and Responsibilities
Stargill, Sabrina	School Counselor	School Counselor for Gaming, Cyber Security, and Early College Magnet Programs.

Demographic Information

Principal start date

Wednesday 7/1/2020, Truitte Moreland

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

890

Identify the number of instructional staff who left the school during the 2021-22 school year.

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	246	219	206	217	888
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	36	38	34	51	159
One or more suspensions	0	0	0	0	0	0	0	0	0	62	46	43	39	190
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	16	9	24	50
Course failure in Math	0	0	0	0	0	0	0	0	0	1	28	23	28	80
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	103	81	75	1	260
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	84	24	51	42	201
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	74	40	50	51	215

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	10	5	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	9	10	20	46

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	232	254	289	203	978
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	42	74	44	190
One or more suspensions	0	0	0	0	0	0	0	0	0	33	29	36	20	118
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	43	27	13	93
Course failure in Math	0	0	0	0	0	0	0	0	0	11	30	29	22	92
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	44	67	77	95	283
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	142	115	14	7	278
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	62	78	126	123	389
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	77	96	72	53	298

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	10	32	21	1	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	16	40	12	76

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	232	254	289	203	978
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	30	42	74	44	190
One or more suspensions	0	0	0	0	0	0	0	0	0	33	29	36	20	118
Course failure in ELA	0	0	0	0	0	0	0	0	0	10	43	27	13	93
Course failure in Math	0	0	0	0	0	0	0	0	0	11	30	29	22	92
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	44	67	77	95	283
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	142	115	14	7	278
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	62	78	126	123	389
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	77	96	72	53	298

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	10	32	21	1	64
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	16	40	12	76

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	45%	51%				30%	47%	56%
ELA Learning Gains	46%						36%	48%	51%
ELA Lowest 25th Percentile	43%						42%	42%	42%
Math Achievement	39%	37%	38%				51%	51%	51%
Math Learning Gains	51%						52%	52%	48%
Math Lowest 25th Percentile	54%						47%	47%	45%
Science Achievement	44%	43%	40%				73%	65%	68%
Social Studies Achievement	47%	53%	48%				56%	70%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	67%	5%	67%	5%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	68%	-12%	70%	-14%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	57%	-12%	61%	-16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	61%	-8%	57%	-4%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	10	27	29	15	55		33	27		100	78
BLK	29	42	45	35	46	52	42	43		99	91
HSP	52	52					60	45			
MUL							45				
WHT	65	66		69			75	100		100	86
FRL	27	41	45	29	44	55	39	35			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	31	27	27	28	25	40	22		90	
BLK	21	28	24	28	31	40	46	29		96	84
HSP	43	56			33	32	80				
MUL	31	38									
WHT	56	40		56	50		60	76			
FRL	22	27	23	26	34	38	40	24		95	83

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	44	48	27	50		46	36		100	85
BLK	26	35	43	45	48	47	68	52		95	79
HSP	46	50									
MUL	47	13									
WHT	51	47		80	76		82				
FRL	22	35	41	48	54	52	67	55		91	76

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	548
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	80
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

Across all grade levels, we saw an overall 300% increase in unexcused absences from 2021 to 2122. Except for 20-21 (DHR), there has been an overall increase in fights. 88% occurred with 9th and 10th grade.
Except for 20-21 (DHR), there has been an overall increase in drugs.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science and SS proficiency, Geometry proficiency, ELA proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Science – District support from a specialist
ELA – PD aligned instruction, Co-teach model with VE teacher in classes with bigger need,
Math – Bi-weekly Intervention lessons

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA and Algebra 1 gains and proficiency and SS proficiency

What were the contributing factors to this improvement? What new actions did your school take in this area?

Bi-weekly TTI

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

We will be incorporating a benchmark walk through tool.
Supporting benchmark-based lessons

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD will take place during early release days and PLC times.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The PBIS program and benchmark based instructional focus.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Description: Planning will ensure that instructional delivery and assessment are aligned to the depth and complexity level of the benchmark. Through planning teachers will plan and deliver benchmark aligned tasks and assessments. Impact: Providing benchmark-aligned instruction improves the academic achievement of students on state assessments. Rationale: The benchmark-based continuum designates 4 areas of focus (calibrated administration, collaborative administration, benchmark-based planning, and aligned observations). Based on the analysis of this year's initial benchmark-based instruction observations, three subcategories have been identified as needing improvement. **** of classrooms observed, students use of benchmark. **** of classrooms observed, student engagement with items, tasks, and activities aligned to the benchmark. **** of classrooms observed, appropriate alignment to the learning scale.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Outcomes will be determined by observations and will be measured by the DCPS BWT. • 90% of classrooms observed students use of benchmark. • 90% of classrooms observed, student engagement with items, tasks, and activities aligned to the benchmark. • 90% of classrooms observed appropriate alignment to the learning scale.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Faculty meeting minutes, PD agendas, PLC minutes, Lesson Plans, BWT weekly reviews, Admin meeting minutes
Person responsible for monitoring outcome:	Truitte Moreland (morelandt@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Observe, evaluate, and plan next steps for teachers in three main areas for benchmark-based instruction. 1. Students use of benchmark. 2. Student engagement with items, tasks, and activities aligned to the benchmark. 3. Appropriate alignment to the learning scale. The planned next steps will be specific to the identified areas of weakness for each of the subcategories.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Implementing this strategy ensures that all aspects of benchmark-based instruction are taking place in classrooms. The benchmarks-based walk-through tool was utilized to evaluate the status of classroom instruction in 2022-2023. The tool is a resource and provided the criteria for three areas.

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.

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

Person Responsible   Truitte Moreland (morelandt@duvalschools.org)

Administration, instructional support, and teacher leads will calibrate using the BWT. This will take place during weeks 2-5.

Person Responsible   Truitte Moreland (morelandt@duvalschools.org)

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

Person Responsible   Sharmariton Ashley (ashleys@duvalschools.org)

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

Person Responsible   Cindy Berahzer (berahzerc1@duvalschools.org)

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

Person Responsible   Sharmariton Ashley (ashleys@duvalschools.org)

Monthly, School Leadership team will tier teachers in three categories: Instructional Delivery, Evidence of Student Learning, and Assessment of student learning. *Teachers will self-reflect and tier themselves using a rubric of choice (BWT/CAST). This information will be used to discuss and write IPDP (individual professional development plans).

Person Responsible   Truitte Moreland (morelandt@duvalschools.org)

One Admin Directed Activity per quarter will be dedicated to peer walk through using school rubric for benchmark based instructional delivery. Teachers will document their observations and the information will be shared during faculty meetings. This is calibration strategy for the entire school (department based). Start date October 2022.

Person Responsible   Cindy Berahzer (berahzerc1@duvalschools.org)

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

Person Responsible   Sharmariton Ashley (ashleys@duvalschools.org)

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

Person Responsible   Cindy Berahzer (berahzerc1@duvalschools.org)

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include tier 1 and tier 2 instructional supports for students, professional development for teachers in providing tier 1 and tier 2 instructional supports. The strategies will include grouping, graphic organizers, anchor charts, manipulatives, journals, and discussion protocols for comprehension.

Person Responsible   Truitte Moreland (morelandt@duvalschools.org)

#2. Positive Culture and Environment specifically relating to PBIS	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Description: The culture and climate of Andrew Jackson High School will reflect our values and beliefs that all students and teachers will work collectively to cultivate an innovative, enriching learning environment where students feel safe, respected, and valued. Rewards and recognitions for being outstanding citizens of Tiger Nation. Students exemplify academic and behavioral excellence. This major focus this year will be addressing student attendance (including tardies and skipping) and supporting our district's non-violence initiative. Impact: By improving our school culture, climate, and creating a safe, nurturing environment, our students will be more apt to attend school and their classes, be engaged in their learning, and form positive relationships with their peers. Rationale: With an emphasis on #TIGERMENTALITY, our school will continue to focus on Togetherness, Integrity, Greatness, Enthusiasm, Respect, and Success. Based on the analysis of the current data, we have two areas of concern, attendance (including skipping and tardies) and physical and verbal confrontations.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	30% decrease in tardies to school. 70% decrease in tardies to class. 3% increase in daily attendance. 25% decrease in physical and verbal altercations.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Observations, student work products, and discipline reports.
Person responsible for monitoring outcome:	Sharmariton Ashley (ashleys@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	• Students who arrive more than 30 minutes after school begins must be signed by an adult to ensure the student was not skipping. • To prevent interruptions in instruction, we will implement a lunch detention and provide an intervention service. Students will be able to meet with the ISSP instructor and/or Dean to address their tardies contributing factors and to create a plan that addresses the tardies. • Through our ISSP classroom, we will implement a restorative practices
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Implementing this strategy ensures that that the number of students that are tardy decreases.

Describe the resources/criteria used for selecting this strategy.

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 out monthly focus themes aligned to TIGERS.

Person Responsible   Ebony Bozeman (bozemane1@duvalschools.org)

Implement schoolwide tardy policy. Students who are tardy to school must be signed by an adult to ensure the student was not skipping.

Person Responsible   Sharmariton Ashley (ashleys@duvalschools.org)

Develop a intervention, transition, observation program for students who commit violent offenses.

Person Responsible   Sharmariton Ashley (ashleys@duvalschools.org)

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include professional development for teachers and behavioral supports for students. The strategies that will be implemented are: Socratic seminars, focus group discussions, incentives & celebrations for students and teachers.

Person Responsible   Sharmariton Ashley (ashleys@duvalschools.org)

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

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Moreland, Truitte, morelandt@duvalschools.org

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

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

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
N/A	Moreland, Truitte, morelandt@duvalschools.org

Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

All aspects of school culture are shared during PTSA, SAC, and faculty meetings. All stakeholders are invited to participate in the SIP Development through the SIP Developmental meetings that are held through out the summer.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Parents, teachers, students, administrators, and school support staff all play a vital role in the positive culture and climate at Andrew Jackson High School. All stakeholders are expected to uphold the principles of honor, scholarship, and service.