

Duval County Public Schools

Duncan U. Fletcher High School



2022-23 Schoolwide Improvement Plan

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Duncan U. Fletcher High School

700 SEAGATE AVE, Neptune Beach, FL 32266

<http://www.duvalschools.org/fhs>

Demographics

Principal: Dean Ledford

Start Date for this Principal: 7/1/2016

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (64%) 2018-19: A (67%) 2017-18: B (61%)
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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<http://www.duvalschools.org/fhs>

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	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

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

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in high school, college or a career and life.

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
Ledford, James Dean	Principal	Oversee all academics and activities school related on and off campus, Language Arts
Archon, Kristen	Assistant Principal	Scheduling, Social Studies
Hayes, Mary	Assistant Principal	Facilities, Science, Discipline
Westberry, Lori	Assistant Principal	Stakeholders and Business Partners, Mathematics

Demographic Information

Principal start date

Friday 7/1/2016, Dean Ledford

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.*

3

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

101

Total number of students enrolled at the school

2,062

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

0

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

2

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	2	582	602	489	386	2061
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	114	153	91	89	447
One or more suspensions	0	0	0	0	0	0	0	0	0	0	74	87	49	29	239
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	8	77	24	9	118
Course failure in Math	0	0	0	0	0	0	0	0	0	0	7	47	45	22	121
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	86	113	78	0	277
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	64	88	86	50	288
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	45	108	79	40	272

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	2	17	62	25	1	107	
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	26	24	6	64	

Date this data was collected or last updated

Friday 7/8/2022

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	602	617	425	449	2093
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	95	87	48	60	290
One or more suspensions	0	0	0	0	0	0	0	0	0	51	68	29	26	174
Course failure in ELA	0	0	0	0	0	0	0	0	0	37	102	30	20	189
Course failure in Math	0	0	0	0	0	0	0	0	0	41	64	33	30	168
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	47	83	50	76	256
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	219	109	16	17	361
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	122	129	0	0	251

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	124	146	50	55	375

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	46	103	27	3	179
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	26	15	13	75

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	602	617	425	449	2093
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	95	87	48	60	290
One or more suspensions	0	0	0	0	0	0	0	0	0	51	68	29	26	174
Course failure in ELA	0	0	0	0	0	0	0	0	0	37	102	30	20	189
Course failure in Math	0	0	0	0	0	0	0	0	0	41	64	33	30	168
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	47	83	50	76	256
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	219	109	16	17	361
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	122	129	0	0	251

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Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
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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	46	103	27	3	179	
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	26	15	13	75	

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	61%	45%	51%				65%	47%	56%
ELA Learning Gains	49%						55%	48%	51%
ELA Lowest 25th Percentile	36%						44%	42%	42%
Math Achievement	50%	37%	38%				58%	51%	51%
Math Learning Gains	52%						50%	52%	48%
Math Lowest 25th Percentile	54%						45%	47%	45%
Science Achievement	77%	43%	40%				86%	65%	68%
Social Studies Achievement	82%	53%	48%				87%	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	86%	67%	19%	67%	19%
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	86%	68%	18%	70%	16%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	38%	57%	-19%	61%	-23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	61%	6%	57%	10%

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	18	29	27	30	55	54	45	42		86	55
ELL	11	12	15	46							
ASN	73	56		67			100	82			
BLK	28	32	22	23	46	46	47	67		91	72
HSP	52	46	28	49	45	50	65	85		92	79
MUL	52	43	11	56	43		72			100	80
WHT	68	53	48	57	55	62	85	85		97	87
FRL	47	41	23	40	49	48	64	72		88	65
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	20	29	29	12	13	15	35	44		92	72
ELL	33	64	67	18							

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
ASN	57	35		64				73		100	90
BLK	32	35	27	18	17	15	63	40		96	74
HSP	51	41	39	24	22	38	68	82		100	78
MUL	46	45	56	22	11	30	84	78		90	95
WHT	65	50	37	39	18	16	83	84		98	88
FRL	41	38	35	23	16	19	64	56		94	79
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	22	31	29	38	58	46	73	73		91	78
ELL	33	65	60	33			73				
ASN	63	53		69	62		100			90	
BLK	33	47	37	32	33	29	60	65		97	80
HSP	57	56	45	44	53	55	76	78		94	77
MUL	59	57	50	54	44	30	84	89		100	95
WHT	72	57	47	65	52	48	93	91		96	87
FRL	48	44	39	45	43	39	74	76		92	80

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	63
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	53
Total Points Earned for the Federal Index	694
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
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	59
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	57
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 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	70
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

ELA - Increase in overall proficiency as well as increase in learning gains. Remained the same regarding gains for our bottom quartile students.

ELA - 9th Grade increased their overall performance, 10th grade had a slight drop.

Algebra 1 - Increased in overall proficiency

Geometry - Increased in overall proficiency

Algebra and Geometry - Increased greatly in learning gains as well as bottom quartile learning gains.

Biology - Slight decrease, however still remains above average

US History - Increased in overall proficiency

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

ELA Proficiency and ELA Bottom Quartile Gains

Math Overall 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?

We used the data from 2022 State Assessments to determine the area of improvements.

Increasing the overall experience of teachers in the areas of improvement.

Ensuring teachers are tracking students progress throughout the year.

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

Math Proficiency

Math Learning Gains

Math Learning Gains for Bottom Quartile Students

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

Increased the overall support for our Math Teachers.

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

Ensuring teachers are tracking student progress throughout the year

Increasing the overall experience of teachers in the areas of improvement.

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.

Teachers will be given professional development around safety net training. This will help teachers ensure students are not left behind.

Teachers will also be given training on tracking students progress by standards. This will give teachers more informatin around if students are mastering the standards.

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

Teachers will recieve professional development in the areas needed for student improvement. Teachers will have access to professional learning communities during their planning time to share best practices as well as student data.

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 Standards-aligned Instruction**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Fletcher's content averaged 2.7 out of 5 when observing Assessing Student Learning. Students were not given the chance to determine mastery of standards. Most of the lessons were aligned to the learning arc but many tasks were not aligned to FSA standards. This indicates most of our students are not given the chance to perform at grade level.

Measurable Outcome:

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

Fletcher's core content classes will average a rating of 4 out of 5 in the category of Assessment of Student Learning.

Monitoring:

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

Using Standard Walkthrough Form.

Person responsible for monitoring outcome:

James Dean Ledford (ledfordj@duvalschools.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Facilitate and monitor PLC and common planning sessions that result in instructional delivery that ensures students are exposed to standards aligned instruction, tasks, and assessments.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Fletcher should ensure students are getting the opportunity to show mastery of the standard. Students' task should be on the appropriate level for the learning arc and task should be aligned to the standard. This will provide students with success when faced with the assessments designed by the state, along with the following year's progression of standards.

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.

Ensure assistant principals and principal are calibrated together on the standard walkthrough form - specifically in the assessing student learning category.

Person Responsible

James Dean Ledford (ledfordj@duvalschools.org)

Conduct school improvement rounds with high school cluster focusing on assessing student learning.

Person Responsible

James Dean Ledford (ledfordj@duvalschools.org)

Train teachers to use common planning procedures that enable teachers to build lessons and create tasks that are aligned to the standards.

Person Responsible

James Dean Ledford (ledfordj@duvalschools.org)

Provide training for teachers during PLCs and pre-planning that allow them to obtain information needed to produce a product during common planning as well as information on how students are meeting mastery of the standard.

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

Teachers will collaborate and work with each other during common planning lead by the following individuals.

Ms. Batten
Ms. Fallon
Ms. Grapes
Ms. Vanlue

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

Administrators will meet regularly on Mondays to discuss their instructional review walks for the week. During these meetings, the admin team will focus on classrooms that did not have instruction or tasks that were aligned to the standard. The team will create action steps based on the needs of the building.

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

In order to prepare students for postsecondary education or work field. We will be enhancing our Business and Technology Programs. This will include the continuation of cohort scheduling of our VyStar Academy of Business and Finance and beginning the cohort scheduling of our Computer Science and Digital Design. This programs will allow students to earn industry certification. We will also continue our ACT and SAT tutoring programs for students. This includes students that in need of graduation requirements as well as students looking for improve their overall scores to be more competitive for acceptance to the college of their choice.

Personnel that will assist with the action step:

Ms. Huff
Ms. Pinkney-McNair
Ms. Riley
Mr. Barnett

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

#2. Transformational Leadership specifically relating to Leadership Development**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our next area of focus is around building teacher influence and taking a collective responsibility among staff members. We believe this will improve through leadership development. Every student will benefit across all curriculum as the faculty influences each other in a positive manner to improve their overall instructional deliveries. Building leadership among the faculty will allow them to take more of a collective responsibility of the overall environment and academic needs of the school. These needs were identified through our 5Essential Survey data. These were the areas that were listed as the biggest need according to the data presentation.

Measurable**Outcome:**

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

We would like to show a 5% increase in the following areas on our 5Essential Survey -
Collective Responsibility
School Commitment

Monitoring:

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

Through informal conversations and 5Essential Survey Data

Person

responsible for monitoring outcome:

James Dean Ledford (ledfordj@duvalschools.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Using department heads and teacher leaders more around decision making that affects specific departments. Ensuring Professional Learning Communities are being utilized in all areas. Identifying teachers that can lead Professional Development sessions during common planning times.

Rationale for Evidence-based Strategy:

Using department heads as leaders will help provide examples of teachers working with administration to improve specific areas of their departments. Department heads and teacher leaders are specifically picked for their leadership displayed when observing classrooms during data chats. Ensuring professional learning communities are being

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

utilized in all areas will give all subject areas the tools to assist each other and grow as educators. During common planning is when teachers have the most influence on each other. Identifying teachers that can lead professional development will bring more collective responsibility as teachers will buy-in more learning from colleagues.

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.

Set up schedule for department meetings throughout the year. Create agendas and submit them to the administration prior to the meetings

Person Responsible Ashley Snell (bowleya@duvalschools.org)

Ensure all teachers have common planning among specific courses. Set up norms for each professional learning community that will enable them to create a positive and productive common planning meetings.

Person Responsible James Dean Ledford (ledfordj@duvalschools.org)

Monitor lesson deliveries through all subjects areas and speak with teachers regarding presenting best practices.

Person Responsible Lori Westberry (westberryl@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.

Below are some action steps and programs we use to ensure student receive support as well as activities they can use to become involved thus ensuring a positive school culture.

- * Athletic Programs, Performing and Visual Arts programs.
- * Over 40 different clubs
- * Push-ins with other various school personnel
- * Math and Science Tutoring 2 times a week
- * English and Social Studies Tutoring 2 times a week
- * Mu Alpha Theta, Math tutoring Monday

- * French Honor Society help after school everyday
- * National Honor Society Help Monday through Thursday
- * PERT Tutoring sessions
- * ACT/SAT boot camps
- * ACT/SAT boot camps coordinated with UNF
- * Partnering with HIVE Minds to assist cohorts of students reach their college dreams
- * Take Stock in Children provide various services for several students.
- * Tuesday tours of our school every morning throughout the year.

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

- * PTSA Beautification day - around outside of campus
 - * Con2sequences Club - beautification around campus
 - * PTSA Honor roll luncheon
 - * Interact – Canines for warriors project
 - * Homecoming activities – “snarl” - community pep-rally
 - * Fletcher Basketball with local elementary school
 - * Best buddies with local special needs schools
 - * Paws for a cause club – fundraiser for local shelter
 - * Fletcher Goes Green – Campus beautification
- Our PTSA plays an active role in our school - below are a few activities they have coordinated throughout the year.
- * PTSA Honor Roll Luncheon
 - * PTSA Beautification
 - * Pre-planning Breakfast for teachers
 - * Homecoming Dance
 - * Pre-planning assistance - moving furniture and assisting teachers
 - * Increase safety around Fletcher High School – working with local government to install crosswalks on the perimeter of the campus.
 - * PTSA assist with Fletcher's Teacher Appreciation Week
 - * Fletcher's SAC has given ideas about Homecoming Dates, strategies to enhance student learning.
 - * Fletcher's SAC has worked with Fletcher and Mayport MS to enhance safety around campus
 - * Fletcher's SAC has given ideas about how and what to educate parents around involving current events.
 - * Fletcher's SAC has provided guidance around bringing a college going atmosphere to all students at Fletcher.
 - * Fletcher's SAC has offered ideas on strategies to increase overall student performance.