

Duval County Public Schools

Douglas Anderson School Of The Arts



2022-23 Schoolwide Improvement Plan

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Douglas Anderson School Of The Arts

2445 SAN DIEGO RD, Jacksonville, FL 32207

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

Demographics

Principal: Tina Wilson

Start Date for this Principal: 10/15/2021

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)	32%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (79%) 2018-19: A (80%) 2017-18: A (79%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>32%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>43%</p>

School Grades History

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

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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.

Douglas Anderson School of the Arts will be the leading public arts high school in the nation.

Provide the school's vision statement.

Where Arts and Academics Meet in Excellence

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
Wilson, Tina	Principal	
Franklin, Jeremy	Assistant Principal	
Gee, Lourdes	Assistant Principal	
Ferrell, Shaneka		

Demographic Information

Principal start date

Friday 10/15/2021, Tina Wilson

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.*

4

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.*

9

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

1,058

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

8

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

3

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	0	269	297	279	225	1070
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	25	38	31	40	134
One or more suspensions	0	0	0	0	0	0	0	0	0	0	7	6	2	0	15
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	14	3	6	23
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	14	13	18	46
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	16	13	6	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	16	13	18	9	56
Number of students with a substantial reading deficiency	0	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	0	5	15	10	12	42

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	0	3	9	8	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	2	2	3	7

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	277	315	267	286	1145
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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	0	0	0	0	0

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

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	308	298	247	278	1131
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	40	44	46	173
One or more suspensions	0	0	0	0	0	0	0	0	0	5	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	4	18	10	10	42
Course failure in Math	0	0	0	0	0	0	0	0	0	20	18	28	25	91
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	5	4	6	26	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	94	51	1	0	146
Number of students with a substantial reading deficiency	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	31	30	22	18	101

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	5	9	8	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	0	3	2	8

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	86%	45%	51%				86%	47%	56%
ELA Learning Gains	75%						70%	48%	51%
ELA Lowest 25th Percentile	70%						69%	42%	42%
Math Achievement	74%	37%	38%				80%	51%	51%
Math Learning Gains	66%						63%	52%	48%
Math Lowest 25th Percentile	71%						64%	47%	45%
Science Achievement	93%	43%	40%				97%	65%	68%
Social Studies Achievement	89%	53%	48%				92%	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	97%	67%	30%	67%	30%
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	92%	68%	24%	70%	22%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	57%	12%	61%	8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	61%	23%	57%	27%

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	70	66	50	48	60		92			100	37
ASN	95	78						90			
BLK	72	71	72	57	64	62	86	78		98	44
HSP	88	78	71	73	62		96	88		100	67
MUL	87	54					90	94		100	60
WHT	90	78	71	82	71	83	96	94		99	78
FRL	82	66	67	68	59	70	94	76			
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	54	67	50	37	47		62	66			
ASN	91	77								100	86
BLK	63	56	46	33	35	43	72	55		100	71

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
HSP	79	60	63	61	27		91	83		100	77
MUL	93	80		58			92	88		100	87
WHT	86	69	58	76	52	59	93	92		99	83
FRL	71	59	45	64	43	47	81	77		100	73

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	58	51	50	44	42	23	92	71		100	60
ASN	87	57						100			
BLK	68	62	60	61	53	42	95	82		100	65
HSP	81	60	69	82	62		97	97		100	75
MUL	90	68		62	36		95	92			
WHT	92	75	80	91	71	87	98	95		99	86
FRL	78	61	65	71	61	52	93	92		100	66

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)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	792
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	65
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

English Language Learners	
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	88
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	70
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	80
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	81
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	84
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	73
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?

We had positive gains in all areas

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

We still need to increase our instruction based on walk-thrus making sure all instruction is aligned.

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

Some teachers were taking advantage of the district resources and using other materials not aligned.

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

Gains across all assessments were drastically improved.

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

Those students were identified early and administration focused on those students when talking with teachers.

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

We provided more training to assist teachers with engaging our proficient students so they continue to show progress.

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 received PD with Gifted personnel.
 Teachers also received PD with ESE support services as well.
 Pd will continue throughout the year based on teacher feedback, data, and observations

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

We will continue to monitor through observations and PLC. We will also ask teachers for continued feedback.

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.

The state has moved to new standards called BEST

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

Teachers will participate in effective common planning that focuses on aligned tasks, assessments, and equivalent experiences. Based on the standards-based walkthroughs during the 2020-2021 school year, the slight majority of the classrooms showed focus boards with aligned standards and implemented assessments that were strongly aligned to the standards being taught.

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

The vast majority of our current core content teachers will engage in successful standards-aligned planning, instruction, and assessment practices.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Facilitate and monitor PLC and common planning that results in assessments and lessons that are aligned to BEST standards.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

When students engage with standards-aligned and course-appropriate instruction, scores improve, and learning gains increase. Students need to be regularly exposed to standards-based assessments to be adequately prepared for end-of-course state assessments.

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.

Conduct professional development on standards-based planning, delivery, and assessment.

Person Responsible [no one identified]

Schedule and support PLCs and Common Planning.

Person Responsible [no one identified]

Continue standards-based walkthroughs and weekly Friday admin meetings to discuss findings and trends and identify actionable next steps. Then use PLC and common planning to support the teachers.

Person Responsible [no one identified]

#2. Positive Culture and Environment specifically relating to Attendance

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

Daily attendance has dropped across all grade levels and referrals have increased.

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

When the strategies are effectively increased the discipline referrals will decrease and daily attendance will increase.

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

The dean will bring data to the leadership team where it will be analyzed for effectiveness.

Person responsible for monitoring outcome:

[no one identified]

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

We are developing a school wide PBIS plan that will address attendance and discipline through a positive reward system

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

It is a evidence based strategy that has shown when implemented properly will increase positive culture and environment.

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.

Leadership team will develop a school wide PBIS team.

Person Responsible

[no one identified]

All students will sign a integrity statement that will assist in addressing attendance as well as discipline.

Person Responsible

[no one identified]

We will also ensure AIT meetings are held and follow-up provided for students who have excessive absences.

Person Responsible

[no one identified]

Continue to address discipline concerns during our weekly leadership meetings and share the data with teachers as well.

Person Responsible

[no one identified]

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.

The school is constantly working to build a better culture that values trust, respect, and high expectations. This year we are creating a new PBIS team to assist in creating that culture. We will be working to become a model PBIS school.

We have also streamlined communication between all stakeholders so that everyone has a voice and feels valued. We continue to work with our feeder schools to build that collaboration and alignment so that students want to attend Douglas Anderson and so that students are prepared to audition and become part of the Douglas Anderson school community.

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

Students - Provide ownership and buy-in for the culture of the school

Parents - Work with teachers to provide support and reinforce the strategies of the school.

Teachers - Develop the students and provide a nurturing space for their growth.

School Counselors - Provide support systems for students who may need assistance.

Dean - Overseas the PBIS team and assists in creating a positive reward system.

Administration - Provides support to each of the stakeholders and reinforces the mission and vision of the school.

PTSA - Provide support with feedback from administration of ways to support students and teachers.

School board & Superintendent - Provides support to administration to assist with the strategies the administration team are using to create the positive school culture.

Bussiness partners/Volunteers - Provide support to the school and community through financial support, volunteer support and mentoring support to our school community.