

Duval County Public Schools

Grand Park Career Center School



2023-24

Schoolwide Improvement Plan (SIP)

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Grand Park Career Center

2335 W 18TH ST, Jacksonville, FL 32209

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

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.

Our mission is to provide an environment that fosters academic excellence and builds the self-confidence of every student, in every classroom, every day. This will strengthen their ability to make better, informed choices at home and school; as well as provide the guidance for students to develop into productive citizens in the community.

Provide the school's vision statement.

All students will soar academically and behaviorally when they adhere to the principles within the EAGLES guidelines to success: Expect the best; Act responsibly; Give respect; Learn to make good choices; Engage in safe behaviors; come to school daily with the appropriate Supplies & prepared to learn.

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
Blue, Tyrone	Principal	Facilitate all school-based operations; Fiscal management; Provide instructional leadership through intentional engagement of all stakeholders with all school-based activities; Develop professional leaders who promote the vision & mission of the district and school. Utilize all resources in an equitable manner to enhance the quality of teaching and learning for all students and staff. Ensure the safety and well-being of all students and staff. Effectively manage and monitor all faculty and staff on a consistent basis by providing evaluative feedback and establishing accountability measures.
Mitchell, Phillip	Assistant Principal	Provide instructional leadership and supervision of all faculty and staff members; Provide safety procedures for all students and staff; Progress monitor academic and behavioral performance of students and staff; Support the school's vision and mission statements; Assist in the development of practices and procedures that maintains an environment that is conducive to learning; Complete all duties and responsibilities assigned by Principal.
Hutchinson, Lakita	Teacher, K-12	Math Teacher; Provide Administrative Support: Professional Development Facilitator; Test Coordinator; Mentor Teacher

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The first step is for our school to identify key stakeholders that are instrumental to helping accomplish school goals. We work diligently to effectively target stakeholders prior to soliciting their involvement. This prevents wasted time & resources. Our Parent & Community Liaison coordinates time to research the organizations prior to contact. This allows for our requests to be more informed, sincere & personable, which assures stakeholders our interest in their success as well. Secondly, we personalize our messages and attempt to effectively Communicate! Communicate! Communicate! The first rule of engagement is all about listening and sharing information in a purposeful and consistent way. We will clearly and strategically articulate our plan to stakeholders to make sure everyone is aware of the vision and the role they play to make it become a reality.

Next, we actively involve stakeholders in the process. This is facilitated primarily by our School Social Worker and Guidance department through school messenger, our school's webpage, daily parent-student orientations and parent calls from teachers and School Improvement Team (SIT). Our School Psychologist and paraprofessionals recruit business partners from the surrounding community to provide incentives that assists with student achievement during this process.

Lastly, we follow-up with stakeholders regarding their input and make adjustments where appropriate. Throughout this process, our goal is to consistently & effectively work together as a team, seeking to understand first, before being understood.

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))

Our continuous improvement cycle will revolve around the following: Collecting Data based upon needs assessment; Data Analysis; and Action-Planning. Within this system, the School Improvement Team (SIT) will create monthly checkpoints to monitor school/teacher/student progress and ensuring fidelity of implementation.... These checkpoints will primarily include: classroom walk-thru's / school learning walks, holding team/dept. meetings with teachers, PLC's & SLC's. This is done to gain a better understanding of the learning activities taking place in the classrooms. , also be used to check the results of individual tasks assigned and measure the impact of the tasks toward the attainment of outlined goals. During monthly meetings and our Annual Stakeholder's Meeting, school leadership (in collaboration with SAC / PTA members and SIT members) will identify progress made towards SIP targets, evaluate plan, adjust goals & create new tasks if necessary...

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 6-12
Primary Service Type (per MSID File)	Alternative Education

2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: F
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	3	15	30	48	
One or more suspensions	0	0	0	0	0	0	2	8	15	25	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	8	8	
Course failure in Math	0	0	0	0	0	0	0	0	7	7	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	9	22	33	
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	7	17	26	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	2	10	22	34	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	2	10	20	32

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	6	7	15
Students retained two or more times	0	0	0	0	0	0	2	3	3	8

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	3	6	16	174
One or more suspensions	0	0	0	0	0	0	0	3	4	10	67
Course failure in ELA	0	0	0	0	0	0	0	0	0	3	45
Course failure in Math	0	0	0	0	0	0	0	0	0	6	26
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	2	8	17	152
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	2	8	17	168
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	1	6	14	76

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	2	8	120

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	2	10	61
Students retained two or more times	0	0	0	0	0	0	1	1	5	18

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	3	6	16	25	
One or more suspensions	0	0	0	0	0	0	3	4	10	17	
Course failure in ELA	0	0	0	0	0	0	0	0	3	3	
Course failure in Math	0	0	0	0	0	0	0	0	6	6	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	8	17	27	
Level 1 on statewide Math assessment	0	0	0	0	0	0	2	8	17	27	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	6	14	21	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	2	8	10

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	1	2	10	13	
Students retained two or more times	0	0	0	0	0	0	1	1	5	7	

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*		46	50		45	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		44	38		37	38			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*		62	64		43	40			
Social Studies Achievement*		66	66		53	48			
Middle School Acceleration					52	44			
Graduation Rate	3	88	89	6	50	61	4		
College and Career Acceleration		77	65		63	67			
ELP Progress		37	45						

* 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)	CSI
OVERALL Federal Index – All Students	3
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	3
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	3

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	6
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	6
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	6

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				
ELL				
AMI				
ASN				
BLK	4	Yes	4	4
HSP				
MUL				
PAC				
WHT				
FRL				

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				
ELL				
AMI				
ASN				
BLK	6	Yes	3	3
HSP				
MUL				
PAC				
WHT				
FRL				

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										3		
SWD												
ELL												
AMI												
ASN												
BLK											1	
HSP												
MUL												
PAC												
WHT												
FRL												

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										6		
SWD												
ELL												
AMI												
ASN												
BLK										6		
HSP												
MUL												
PAC												
WHT												
FRL												

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										4		
SWD												
ELL												

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												
BLK										5		
HSP												
MUL												
PAC												
WHT												
FRL										0		

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	3%	44%	-41%	50%	-47%
07	2023 - Spring	*	40%	*	47%	*
08	2023 - Spring	17%	41%	-24%	47%	-30%
09	2023 - Spring	11%	42%	-31%	48%	-37%
06	2023 - Spring	*	38%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	43%	*	54%	*
07	2023 - Spring	*	40%	*	48%	*
08	2023 - Spring	0%	45%	-45%	55%	-55%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	35%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	5%	52%	-47%	50%	-45%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	52%	-35%	48%	-31%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	64%	-56%	63%	-55%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	63%	-24%	66%	-27%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	60%	-39%	63%	-42%

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.

While the majority of our school's data is below grade-level and does not meet the state's standard for proficiency, the greatest need lie within all components of ELA & Math

but specifically with ELA & Math proficiency. Factors contributing to low performance include: poor attendance, lack of motivation to complete assessments with fidelity, teacher vacancies allowed for an increase in class sizes, as well as transitioning student population (daily enrollments / weekly exits).

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

10th grade ELA Reading demonstrated the greatest decline, with over 55% of students tested having a level I Achievement Level and approximately 60% of students scoring below standard on in all categories (Reading Prose, Informational Text, as well as Reading Across Genres & Vocabulary).. Factors contributing to low performance include: poor attendance, lack of motivation to complete assessments with fidelity, teacher vacancies allowed for an increase in class sizes, as well as transitioning student population (daily enrollments / weekly exits).

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.

When compared to the state average, the greatest gap was reflected in 6th & 7th grade ELA Reading achievement level scores. Approximately 70% of student scores at school level scored less than students across the state, specifically in the categories of Reading Prose & Poetry and Reading Informational Text

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

8th grade ELA Reading, Alg I & Geometry students demonstrated the most improvement, with approximately 70% of 8th graders in Reading, 65% of Alg I & Geometry students scoring higher than the previous school year in comparison to the state. Actions contributing to the change in data were associated with a change in scheduling for 8th grade Reading, replacement of Math substitute with a full-time teacher, emphasis on targeted students, tutorial services provided to students in need of interventions, more intentional teacher instructional practices, Emphasis on the learning arc within ELA & Math content areas.

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

- * Overall Achievement Level scores for FAST ELA Reading
- * Attendance

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

Teacher Retention
Student Retention
Proficiency Scores
Attendance

Area of Focus

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

#1. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our focus is standards-based planning & instruction that leads to increased student achievement via mastery of standards-based activities and assessments. Ultimately, we want our targeted population (African American students) to show improved proficiency relating to standards-based assessments, lowest performing subgroups to demonstrate growth as well as our graduation rate to increase to 60% or higher based upon the time students are enrolled at Grand Park.. African American students will demonstrate an increase in FAST ELA & Math Achievement Level scores by 5%.

Measurable Outcome:

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

1. All observed classrooms will show evidence of standards-based planned/aligned lessons
2. All observed classrooms will show evidence of alignment to the learning Arc and appropriate grade-level material
3. Standards-based planning/alignment will be a consistent part of PD"s, PLC"S, and Common Planning (Teacher/Admin)
4. Students will demonstrate growth of 5 percentage points between baseline, PMA's and EOC/State assessment window periods.
5. Teachers will incorporate school-wide strategies and provide differentiated instruction to meet the needs of learners in all classes.
6. Teachers will implement instructional framework with fidelity.
7. Teachers will participate in weekly PLC's and provide progress monitoring on monthly basis for targeted, low-performing subgroups
8. Students will maintain writing portfolios in all core content areas
9. Students will complete 2 assignments on iReady / Algebra Nation at 75% or higher on a weekly basis. Students will complete 2 Achieve 3000 articles on a weekly basis.
10. For each content, students will be actively engaged for a minimum of 30 minutes on the appropriate web-based platform.
11. Intervention Team members will provide push-in & pull-out support in elective classes.

Monitoring:

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

Monitoring will consist of daily classroom observations, weekly PLC / common planning, monthly participation in professional development activities and weekly admin-teacher debriefings that will focus on reflection / growth opportunities. Addressing learning targets / gaps will include classroom walkthru's as a means of monitoring entrance tickets / equivalent experiences of observed classrooms / review of lesson plans / board configuration / data chat logs, and standards alignment of instructional activities.

Person responsible for monitoring outcome:

Tyrone Blue (bluet@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.)

Review and train with use of the following: Differentiated Instruction, Growth Mindset, Learning Arc Implementation,
 Team-Building activities, Effective Classroom Management & Instructional strategies
 School-wide goals are standards-based aligned Instructional strategies include annotating the text, graphic
 organizers and small group / pull-out instruction in all core content areas
 Teachers will maintain three small groups throughout instructional delivery
 School-wide goals are standards-based aligned
 Teaching, Paraprofessional, Tutors will be used to provide instructional delivery, review, and analysis of student performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Improve proficiency across core content areas
 Increased student achievement
 Increased engagement, knowledge of specific content, and overall achievement
 Provide classroom environment of independent thinkers & learners.
 Improve student, teacher, parent & administration accountability
 Reduction in off-task behaviors

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 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

We will fund a Paraprofessional to serve as a parent involvement liaison through Title I to enhance the school's culture & climate. We will fund a Resource teacher to support and improve student decision-making and academic achievement.

Consistently incorporate school-wide strategies and provide differentiated instruction to meet the needs of the diverse learners in all classes. (Teachers)
 Consistently observe classrooms seeking evidence of appropriate grade-level, standards-based planned/ aligned lessons (Admin)

Consistent monitoring of the implementation of the instructional framework with fidelity. (Admin)
 Students will maintain writing portfolios in all core content areas. (Teachers)
 Students will complete 2 assignments on iReady / Algebra Nation at 75% or higher on a weekly basis. (Teacher/Admin)
 Teachers will complete data tracking sheet & progress monitor on monthly basis (Admin)

Person Responsible: Tyrone Blue (bluet@duvalschools.org)

By When: By the end of the '23-'24 school year, all supplies & instructional materials will be used daily to increase student achievement by targeting specific B.E.S.T. benchmarks & providing grade appropriate activities in core subject areas.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Develop an effective and consistent system of positive behavior interventions to support our targeted subgroup (African American) student population.

Enact systems that support teachers in developing the whole child and ensuring student safety in order to support student learning and improve student outcomes in all core subjects.

Our Intervention Team (Admin, Dean of Students, Social Worker, Psychologist, Behavior Interventionist, ESE Support Staff & School Counselors) will lead the work of developing a consistent PBIS plan to increase parental engagement and ensure students are successful.

Measurable Outcome:

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

On the 5 essentials survey, supportive environment will increase by 5 percentage points. Class I student referrals will decrease by 5% and attendance will improve by 5%.

Monitoring:

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

Intervention Team will meet biweekly to monitor targeted student referral data to ensure a decrease in occurrences.

Person responsible for monitoring outcome:

Phillip Mitchell (mitchellp@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.)

A consistent school wide positive behavior system that focus on attendance and specific behaviors will result in more time in class, on time, as well as on task, therefore leading to greater student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The school wide PBIS system will support student behavior, attendance, and impact retained levels. When looking at our attendance and behavior data, recidivism and absenteeism have a major impact on student achievement. Therefore, we need to target students to adjust behavior and attendance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Our school's PBIS team will continue to meet biweekly and attempt to include more stakeholders. (Admin)

We will fund a Paraprofessional to serve as a parent involvement liaison through Title I to enhance the

school's culture & climate. We will fund a Resource teacher to support and improve student decision-making and academic achievement.

Person Responsible: Phillip Mitchell (mitchellp@duvalschools.org)

By When: By the end of the '23-'24 school year, all resources will be used daily to improve the the school's culture & climate as well as increase student achievement by targeting specific B.E.S.T. benchmarks & providing grade appropriate activities in core subject areas.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

This support includes but is not limited to the following:

>Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.

>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.

>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.

>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.

>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis. At the school level, teachers identify the students and families demonstrating the most need. Those students are referred to our School Counseling Dept. / Intervention Team to address individual needs. Resources / Funding are provided to targeted students through tutoring, web-based licensing, instructional materials, as well as push-in and/or pull-out classroom support.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

On a daily basis, Grand Park conducts New Student Orientation with parents/guardians and student stakeholders. During this time, not only are expectations discussed but parents are provided a snapshot of who we are (budget, school demographics, faculty & staff responsibilities...) We also share ways for parents to become involved and encourage positive behaviors so their child can become successful in school (actively listen, create positive environment, give positive attention & spend quality time together...)

Our school's Parent Resource Room will have a current printed copy of the SIP plan

The neighborhood community center Grand Park located across the street from the school will have a community copy. Information will also be shared during regularly held Title 1 and SAC meetings. All pertinent Title I information will be located on our school's website: dcps.duvalschools.org/grandpark

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

On a daily basis, Grand Park conducts New Student Orientation

School's Parent Resource Room will have a current printed copy of the SIP plan

School Messenger Board

Quarterly parent FOCUS portal training

Weekly parent contact from faculty and staff emphasizing students' positive behavior.

Consistent Communication & Collaboration amongst school leadership, parents, students, parent liaison, faculty & staff. All pertinent Title I information will be located on our school's website:

dcps.duvalschools.org/grandpark

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Grand Park plans to strengthen their academic program, starting with teachers effective planning and preparation which is essential in maximizing student learning time, ensure quick transitions, give clear and concise directions, practicing procedural steps with students and maintain control of the classroom environment. The school will also strengthen academic programs in the school by prioritizing in building relationships (communication, support, and engagement). Grand Park Alternative Center will have teacher training during early release and professional learning communities (PLC) will meet for each subject area (Math, Science, Social Studies, ELA) and unpack the standards. Teachers will teach students strategies for academic success based on the standards. Teachers will have data chats with

students two times a week. Teachers will create center activities based on student needs according to student data. Students will have cultural activities in the classroom that will enhance student engagement that is aligned with the standards. The school will utilize the school counselor more with academic counseling and more home visitations. This year we will put into place more community events to invite the parents (data and dine night, ACT/SAT night, student graduation credits, etc.). This will increase the involvement of the parents and the community. Grand Park will increase parent communication to keep parents aware of the different events that the school will be involved in by email, and robo calls.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Although the plan is introduced at SAC meetings, it begins with a vision in mind to ultimately address school deficiencies and the direction we will take for students to be successful. Typically, from surveys, feedback is provided from parents, teachers, students and community members on the problems associated with our school. Finally, a step-by-step action plan is developed with the input of all stakeholders to address any needs, gaps, and barriers to success. Parents will be able to share comments anonymously through our information boxes strategically located around the campus or by replying to the School's Messenger Board.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School Counselors advocate daily for students and parents outside of the classroom acting as a bridge to connect students and parents to community resources. When there is a need that extends beyond the school counselor's specialized duties, resources from the community are used as referrals for additional support such as mental health, additional academic support, emotional and behavioral support. Effectively collaborating to gather information to best support the student is gathered from teachers, administrators and other support staff such as social workers and school psychologists to help ensure the best possible support to help aid the student. Grand Park Alternative Center ensures that students attending the school get treatment for mental health issues through early identification, referral for treatment, through the school psychologist and behavior interventionist at the school. Teachers are required to take mental health training as a requirement for certification.

On a daily basis, Grand Park provides outreach services which include mental health screenings for students with parental approval. Other school-based interventions like one-on-one counseling, small group counseling, classroom guidance support or peer mediation skills to address decision-making have proven to be effective in improving students' behavior. Grand Park also utilizes telehealth and has partnered with Hazel Health which is a community health agency that supports the following:

- Evidence-based program that provides positive school climate and promotes student skills in dealing with conflicts, solving problems, and preventing substance use.
- Intervention services for students in need of additional support such as skill groups to deal with grief, anger, anxiety, sadness.

These partnerships have been found to significantly improve students' social skills and have provided resources to students and families that are in need outside the school setting.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students and parents are made aware of many options regarding preparing for post-secondary opportunities as early as middle school. Students are often given career interest surveys at some point throughout their middle school journey before making the transition into high school. Students are given opportunities to test certain national standardized test as a pathway into possible early college options such as dual enrollment. For the students with little interest in college, the community has year-round events that focus on vocational and workforce programs focused on broadening options outside of college. Career Readiness education is important because it prepares students for life after high school and equipping them with the necessary skills to navigate the workforce. The guidance counselors at Grand Park schedules each student and parent a conference to discuss academic credits required for promotion or graduation and what will be the best option for students that are overage and are behind in academics. The guidance counselors also meet with students that are on grade level academically to discuss their credits and options. Some students have the opportunity to attend early college programs after exiting the alternative program. Students at Grand Park have the option of attending Florida State College GED program and closing the gap in academics if they are overage (18 +) and have poor attendance. Students also have the option if they are short on credits to take a class virtually to align their credits with the correct grade level and graduation requirements. Grand Park Alternative Center has organized once a month for guest speakers from colleges and several trade schools (lone shoreman, merchant seamen, truck driving, electrician, AC repair, nursing, and welding) to come to the school to speak with students in grades 9-12 for College and Career Readiness. On a monthly basis, Grand Park also schedules presentations with former JSO representatives and military personnel from the Army, Airforce, and Navy to speak with students about career choices.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Grand Park Alternative Center schoolwide tiered model: The school wide (PBIS) behavior support proactively manages the culture and behavior in the school to improve behavior outcomes of all students. This school wide (PBIS) are well defined expectations paired with thoughtful reinforcements. Tier 1: Discipline referrals are a primary source of data used to guide. Referral data are summarized, and key data reports are kept up to date and shared with staff on a regular basis... School will set school-wide expectations for all students. Teacher will create a positive classroom culture and align with classroom expectation and rules with the school... If the student's behavior is inappropriate while operating with the Tier 1 strategies, the teacher will implement additional research-based strategies directly related to the concerning behavior for a specified period of time indicated by Intervention Team (typically 2-3 weeks due to the nature of our program)... If there's no improvement with student behavior, teacher will start anecdotal notes and a checklist....

Active supervision and monitoring by team members... Positive reinforcement.. Firm fair corrective discipline.. Effective classroom management

Tier 2: The Intervention / MTSS team will begin a weekly Behavior checklist/ log which includes strategies and goals that address specific concerns/behaviors.. The teacher monitors progress and documents it in Focus. School Counselor, Behavior Interventionist, Social Worker and School Psychologist will work with the student on behavior and help set goals, and monitor progress in Focus. After 4-6 weeks, the MTSS team evaluates the progress monitoring data evaluates fidelity of the interventions implementations and recommends that the student:

Exit Tier II, Remains in Tier II with modifications or Is recommended for Tier III

Tier 3: The School Psychologist and the MTSS team develops a Functional Behavior Assessment and Behavior Intervention Plan (as appropriate).. Teachers and others who work with the student conduct

weekly (at minimum) progress monitoring with numeric data in Focus that indicates a starting and ending point. The MTSS team reviews progress and data after 4-6 weeks modifying interventions if necessary.. Individualized Education Program (IEP).. Functional Behavior assessment (FBA).. Behavior Intervention Plan (BIP)

- Support of outside district services.
- After 4-6 weeks, the MTSS team evaluates progress monitoring data evaluates with fidelity of the intervention's implementation, and recommends that student:
- Return to Tier II, Remain in Tier III with modifications or Is recommended for additional testing (possible 504 plan or Special Education Services)

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Grand Park Alternative Center has professional learning communities (PLC's) during early release Wednesday's and once a week during 90-minute planning. During the early release days teachers, paraprofessionals and school personnel are divided into 4 groups with 4 facilitators (ELA, Mathematics, Social Studies, and Science). The professional learning activities consist of book talks (Culturize by Jimmy Casas) and digging deep into the curriculum analyzing the pacing guides aligned with the standards. During the 90-minute planning PLC teachers review testing data and item specification for instructional planning. Grand Park Alternative Center recruits and retains teachers by being honest and building relationships in the district between teachers and teacher preparation programs, and publishing vacancies notices early to generate a large applicant pool. Grand Park trains staff members for the interviewing process and to use interviewing techniques that capture the candidate's knowledge, strengths, and experiences. Grand Park Alternative Center ensures mentors for beginning teachers (mentors visit weekly to observe and consult) and has supporting professional development for new teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$126,399.40
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0141 - Grand Park Career Center	Title, I Part A	1.0	\$34,955.00
			Notes: PARAPROFESSIONAL JOB CODE / POSITION # - A51G 50661322			
	6100	168	0141 - Grand Park Career Center	Title, I Part A	1.0	\$13,808.00
			Notes: PARENT LIAISON (P/T) JOB CODE / POSITION # - NN49 50666941 (5hrs / 150 days)			

	5100	120	0141 - Grand Park Career Center	Title, I Part A	1.0	\$72,063.00
			Notes: READING MIDDLE			
	5100	313	0141 - Grand Park Career Center	Title, I Part A	1.0	\$1,800.00
			Notes: FULL-TIME SUBSTITUTE			
	6400	313	0141 - Grand Park Career Center	Title, I Part A	1.0	\$1,800.00
			Notes: FULL-TIME SUBSTITUTE			
	5100	369	0141 - Grand Park Career Center	Title, I Part A	1.0	\$192.00
			Notes: ACTIVATE LEARNING - EARTH COMM TEACHER			
	5100	369	0141 - Grand Park Career Center	Title, I Part A	1.0	\$192.00
			Notes: ACTIVATE LEARNING - PHYSICS TEACHER			
	5100	369	0141 - Grand Park Career Center	Title, I Part A	1.0	\$192.00
			Notes: ACTIVATE LEARNING - CHEMISTRY TEACHER (LICENSE)			
	5100	510	0141 - Grand Park Career Center	Title, I Part A	1.0	\$1,397.40
			Notes: VENDOR / STOREROOM ORDERS			
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$69,290.62
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0141 - Grand Park Career Center	UniSIG	1.0	\$45,000.00
			Notes: Part-Time Resource Teacher Salary			
	5100	200	0141 - Grand Park Career Center	UniSIG		\$16,507.00
			Notes: Part-Time Resource Teacher Benefits			
	5100	510	0141 - Grand Park Career Center	UniSIG		\$3,652.50
			Notes: Office Supplies: composition books, folders, paper, stapler, hole punch, binder clips, paper clips, bulletin board sets, bulletin board paper, pens, pencils			
	5100	642	0141 - Grand Park Career Center	UniSIG		\$1,000.00
			Notes: Document Shredder: 3 @\$329.99/each			
	5100	519	0141 - Grand Park Career Center	UniSIG		\$3,131.12
			Notes: Toner Cartridges: 35 items @\$70/each			
					Total:	\$195,690.02

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No