

Duval County Public Schools

Mayport Middle School



2015-16 School Improvement Plan

Mayport Middle School

2600 MAYPORT RD, Atlantic Beach, FL 32233

<http://www.mayportmiddle.org>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	44%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to teach through an interdisciplinary focus on rigorous, interrelated core academic subjects and electives, which prepare learners for the stringent requirements of high school Advanced Placement courses. Our methodology will be inquiry-based, differentiated, and aligned with preparing our students to enter any high school acceleration program. Our students will become self-directed researchers, analytical thinkers, problem-solvers, prolific readers and writers, and lifelong stewards of the coastal environment.

Provide the school's vision statement

The vision of Mayport Coastal Sciences Middle School is to enable all students to reach their full potential as creative, inquiring learners who respect our Florida Marine Ecosystems.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Shark Bites Transitional Program is the first process MCSMS utilizes to build teacher/student relationship

This summer program helps to transition incoming sixth grade students and parents/guardians into the middle

school academic, social/emotional, behavioral, and support expectations. Students engage in a rotating morning program consisting of organizational/time management, mathematics, technology, and conflict resolution classes. In the afternoon portion of the program, students establish lab protocols and hands-on coastal science themed activities to give them an insight into the field coursework they will embark on during their middle school educational exploration.

MCSMS launches Positive Behavior Intervention & Support (PBIS) strategies at the start of the school year. Interactive PBIS behavior expectation lesson plans are taught on days 1 and 2 to ensure that all students are aware of expected behaviors throughout the school. The PBIS lessons focus on relationships throughout the school and include student feedback. The school-wide expectations for MCSMS are Be Respectful, Be responsible, and Be Safe.

Describe how the school creates an environment where students feel safe and respected before, during and after school

As each student arrives to MCSMS in the morning, he/she is greeted at the door by a faculty member who checks for student IDs and clear/mesh backpacks. Students are separated by grade levels and male/female to wait until they are picked up by their teacher. Sixth graders wait on the bottom bleachers, seventh graders wait on the top bleachers, and eighth graders wait in the cafeteria. Each area is monitored by at least 2 faculty members with radios. Students are not allowed to walk around the interior of the school without a pass from a teacher. The flow of student traffic is one way.

During school, students follow a structured movement plan during periods of transition between classes. The structured movement of each class is led by a teacher. Students receive CHAMPs (Conversation, Help, Activity, Movement, Participation) instruction in regards to all areas of the school during the first days of school. Students also receive CHAMPs reminders throughout the school year as needed. The flow of student traffic is one way going up/down stairways.

After school, students are dismissed according to how they go home. Bus riders are instructed to go

immediately to the bus loop through designated exits of the school. Car riders and walkers are dismissed in the opposite direction through designated exits of the school. Each class is escorted by a teacher during the dismissal process. The flow of student traffic is one way to the exits. At the start of the school year, all students receive instruction through our PBIS school-wide lessons about the behavioral expectations in specific areas of our school. These areas include classrooms, common areas/hallways, the cafeteria, the gym, the media center, and restrooms. This instruction is reinforced as needed on an individual basis and school-wide during the middle of the school year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHAMPs (Conversation, Help, Activity, Movement, Participation) is followed in all classrooms and common areas including the cafeteria, hallways, and gymnasium. All teachers are expected to implement the CHAMPs behavior management program into their classroom instruction. Teachers with CHAMPs experience collaborate with new teachers during PLCs. New teachers are expected to receive CHAMPs training through professional development opportunities and/or through the new teacher mentor program.

Individual teachers create and submit a classroom management plan to describe the behavior management process in his/her classroom. Teachers base the classroom management plan on CHAMPs, the MCSMS Behavior Intervention Pyramid, and the MCSMS Behavior Management flowchart (our protocol for disciplinary incidents).

During pre-planning, teachers and faculty members receive training in classroom managed and office managed behaviors, "Buddy Room" time out procedures, the MCSMS Behavior Intervention Pyramid, and the MCSMS Behavior Management Flowchart within our PBIS Teacher manual.

The MCSMS expectations and Guidelines to Success (Be Respectful, Be Responsible, and Be Safe) are posted in each classroom and throughout the school.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Mentoring program for students identified by discipline referrals from the previous school year and teacher and administrator recommendation.

Counseling services are provided by the two School Counselors to ensure social-emotional needs are met through self, parent and teacher referral for services. Individual and group counseling services are provided.

School Counselors provided training to faculty and staff on Early Warning Signs for Abuse Reporting, Suicide Prevention, Behavioral Concerns and Students in Crisis.

Families are referred to the Beaches Resource Center for individual and family counseling assistance and additional community resources.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The schools system includes a comprehensive review of academic progress monitoring, attendance and behavioral data.

- * Bi-quarterly review of progress and report cards for students who are at risk.
- * Individual academic intervention meetings with students and parents who are failing any core class.
- * Attendance is reported and monitored daily.
- * Parents are notified daily of absences via automated phone system.

- * Attendance Intervention meetings are held monthly with the Assistance Principal and Attendance Intervention Social Worker.
- *Suspension rates are reviewed by the Dean of Discipline, ISSP Teacher, ESE Teacher and School Counselors.
- *Behavior contracts are written and reviewed for students with suspensions.
- * Students who are assigned In-school-suspension are required to follow the ISSP curriculum which includes reflection on behaviors, goal setting, and how recognition of how behaviors affect others. This program is coordinated and taught by a certified instructor.
- * Students with referrals for Level 2 Code of Conduct violations may be referred to our school's Restorative Practice program for peer mediation, peer support circles, or student accountability board.
- * Level 1 students are scheduled in Intensive Reading and Intensive Math.
- * Level 1 students are reviewed weekly through Performance Matters progress monitoring

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	8	3	9	20
One or more suspensions	118	133	75	326
Course failure in ELA or Math	1	1	1	3
Level 1 on statewide assessment	139	158	126	423

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
	6	
Students exhibiting two or more indicators	1	1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- *Small group/individualized academic instruction during in-school-suspension time.
- *Follow-up with Restorative Practice students and teachers to monitor progress.
- *Monitor and follow-up with students who have behavior contracts in place.
- *Teacher/Student mentoring
- *Parent/Teacher conference scheduled to include Dean, ISSP teacher and school counselors if needed.
- *Referral to Beaches Full Services
- *Course Recovery
- *Attendance contract developed by the Attendance Intervention team along with parent(s) and monitored by District assigned Social Worker

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

MCSMS desires for all parents to be, on a minimum weekly basis, involved in progress monitoring their student's academic progress performance through utilization of Focus. We encourage parents to have students open and discuss blended learning platforms in the home learning setting to communicate current standards being covered in instructional settings on and off campus. Parents are also encouraged to be engaged with their students on academic field studies, social enrichment events of the school and any other engagement activities sponsored through PTA, SAC, and school sponsored clubs (i.e. Technology Night, FFA, Red Ribbon Week, etc.)

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by extending an open invitation to our business partners and local businesses to participate in our Open House, school orientations, and other school related programs that will allow our local community to share their resources which will support our school and student achievement. We also extend the opportunity for our local community to become mentors and/or volunteers at our school.

MCSMS's partnership with Communities in Schools provides the following programs:

- D.R.E.A.M. Project -the focus is connecting military members to the school through mentoring, military in schools days, literacy days, and celebration of military holidays.
- AmeriCorp - provides push in reading tutors
- TeamUp - Afterschool academic and enrichment program

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
McCray, Katrina	Principal
Koek, Chris	Assistant Principal
Deuse, Monica	Dean
Sullivan, Jill	Teacher, Career/Technical
Polhemus, Tess	
Johnson, Michele	Guidance Counselor
Williams, Aurelia	Assistant Principal
Ronek, Naomi	Teacher, K-12
Duncan, Cynthia	Teacher, K-12
Miller, Jeffrey	Teacher, Adult
Fernandez, Jessica	Instructional Technology
Hitzeman, Brooke	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Katrina McCray- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities

- Instructional Lead for Math/CTE/Athletics/PE/Health
- Band Booster Liaison
- SAC Liaison

Chris Koek - Assistant Principal, principal designee, and RTI Lead: Grade retention, curriculum, and standards-based administrator. Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

- Build's Master Schedule
- Instruction Lead for ELA/Reading/Social Studies/Media/Guidance
- 6th and 7th grade House Administrator
- Assessment Administrator responsible for FCIM/RTI Calendar
- DoDEA Grant Administrator

Aurelia Williams – Assistant Principal: 8 Grade House Administrator Safe and Civil Schools and Attendance administrator. Monitors and provides interventions based on attendance and behavior referrals data. Responsible for community engagement and building partnership with local business.

- 8th Grade House Administrator
- Instructional for Science/Electives/EESS
- Attendance Intervention (AIT)
- AVID Lead Coordinator
- Safety and Operations Manager
- Team Up Liaison
- PTSA Liaison

Michele Johnson: - School Counselor: Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered

“at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Anne Kilby – ESE Lead Teacher Monitors, develops, and interprets fidelity of Individual Education Plans. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for IEP program.

Tess Polhemus – Test Coordinator/co-STC Develop and implement assessment protocols for standardized, and curriculum guide assessments. Analyze assessment outcomes and collaborate with Rtl Administrator to develop and implement interventions. Provides professional development to faculty on the utilization of internet-based Curriculum Guide Assessments. Collaborates with Rtl administrator to develop and implement the PLC Progress Monitoring Plan.

Monica Deuse - Dean of Students: Develops and implements discipline protocols for classroom managed and office managed behaviors; investigates and processes discipline incidents and referrals; assigns and monitors discipline consequences based on the DCPS Code of Student Conduct; collects, analyzes and presents discipline data to faculty and staff; participates in design and delivery of professional development; and provides support for PBIS.

Brooke Hitzeman - Literacy Coach

Miranda Romano - Social Studies Department Chair

Jill Sullivan - Science Department Chair

Naomi Ronek - Mathematics Department Chair

Cynthia Duncan - Athletic Director and Physical Education Department Chair

Jessica Fernandez - Career Tech Education Department Chair & co-STC

Jeffery Miller-ISSP: Teacher

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Response to Intervention program will be coordinated and integrated by an Rtl school-based coordinator. The Rtl coordinator will be charged with developing a team of school-based leaders who will identify what interventions will be placed in the appropriate location of Rtl Pyramid. The Rtl team will utilize assessment data to identify student's needs and prescribe the tiered interventions. The Rtl coordinator will meet regularly with subject/grade area departments/teams. They will insure the interventions are being documented and to provide needed assistance to teachers for non-responsive students.

Funds were utilized to obtain industry tools, resources, and training in order for students to gain skills and knowledge for employment in the agriculture and maritime industries. Through FFA and agricultural courses our students are offered leadership training and reinforcement of specific career and technical skills. Our students receive technical and career training via our fish farm companies, coastal law, and career development events such as aquaculture, public speaking, job interviewing and parliamentary procedures. Students are groomed for vertical integration into high school agricultural and maritime programs that offer industry certification.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kenyatta Register	Parent
Adrienne Wakefield	Teacher
Douglas Blackmon	Parent
Lisa Paxton	Parent
Martin Taylor	Teacher
Pamela Ball	Parent
A.J. Belmont	Parent
Bonnie Mosley	Parent
Constance Barrow	Parent
David McCray	Business/Community
Julie Rekow	Business/Community
Sharon Kasica	Business/Community
Kenyale Davis	Parent
Mike Lee	Parent
Miranda Romano	Teacher
Roy Fallon	Business/Community
Silvia Mendoza	Parent
Student Council President	Student
Student Council Vice-President	Student
Taylor Avarett	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC members during the August meeting reviewed the 2014-2015 School Improvement Plan to evaluate the needs of the school and analyze the budget for 2015-2016.

Development of this school improvement plan

- a) assist in the preparation and evaluation of the School Improvement Plan
- b) assist in the preparation of the school's annual budget
- c) The SAC shall perform functions prescribed by regulations of the district school board
- d) Review and update the School Improvement Plan when needed as determined by established goals

Preparation of the school's annual budget and plan

SAC members met in August 2015 and voted to solicit teachers to submit individual requests for purchasing resources for academic support.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement Funds will be used to support faculty instruction through the purchase of non-recurring resources.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hitzeman, Brooke	Instructional Coach
McCray, Katrina	Principal
Koek, Chris	Assistant Principal
Johnson, Michele	Guidance Counselor
Kilby, Anne	Teacher, ESE
Williams, Aurelia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- Increase literacy across content areas by building a literacy culture through collegiality and collaboration
- AVID Elective and 7th/8th Grade core classes
- Full-time Coastal Science Elective 8th Grade Teacher
- Implementation will be monitored through OnCourse Lesson Plans and individual student portfolios.
- Performance Matters database will be used as the implementation tool for each student's progress monitoring plan

Data sources will be:

- o Language Arts Florida Standards
- o Curriculum Guide Assessments
- Achieve 3000 Level Set (Lexile Level)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Provide teachers the opportunity to review TNTP results and collaborate on methods for improving their survey areas of concerns.

Provide teachers an opportunity to complete an Needs Assessment Survey to provide teachers with meaningful professional development Instructional Coaches will provide professional development.

Ensure that the professional development opportunities teachers experience have a direct impact on their classroom instruction, which will result in an improvement of student achievement.

Provide more opportunities for teacher-leaders to lead professional development sessions for their teams, and for the school, based on their areas of interest/expertise.

Teachers will complete exit tickets after professional development sessions including the question

"Today's session provided me with strategies I will use in my classroom this week." Exit Tickets will be used to evaluate the effectiveness of professional development. Instructional rounding will be conducted by teacher teams to provide feedback on best practices.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The strategies for teacher recruitment and retention:

- 1) professional development facilitator will meet regularly with new teachers to provide certification, policy procedure, and curricular guidance.
- 2) instructional coach will facilitate weekly common planning PLC's to provide all teacher with assistance in implementing instructional best practices.
- 3) Teachers are offered support by mentors to help retain new teachers once they are hired.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

MINT Program- New teachers are paired with CET trained mentor teachers to help them during the time they need to be in MINT (1-3 years). We meet as a group on the 4th Thursday of each month, but mentors and teachers meet regularly to discuss the topics/questions the new teachers may have. Mentors log their time to get in-service points. Mentors are assigned to a new teacher by subject areas with principal approval.

Student Mentoring- Teachers are encouraged to pick a student or two to mentor during the year.

Activities could be to have lunch together, students can come to room to assist teacher before or after school, end of the year luncheon, etc. Teachers can log their time to get in-service points.

Interns- 4 teachers will have a pre-intern from UNF. The intern will need to log 50 hours of time in the classrooms in a 10 week period. Interns will have a list of requirements that the teachers will help them to complete..

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each administrator is assigned as Instructional Leader for each content area. It is their responsible to perform observations and provide feedback on instruction.

Walk-through and classroom observations based on CAST rubrics will be conducted by administrators to verify the instruction are aligned with the 4 Pillars:

- Teachers are on schedule with the District Curriculum Pacing Guides.
- Curriculum programs are being followed with fidelity.
- Students are appropriately engaged.
- Learning environment is physically safe

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Performance Matters will be used by all teachers to identify students that are below, approaching or proficient according to grade level based on their content area standards. Teacher led groups will be

implemented to offer remediation and/or enrichment based on student needs. Instructional Software programs (Achieve 3000, Digits, and iReady) will also be utilized to provide literacy and mathematical support to students in core content areas.

Students will be referred to before and after school programs for expanded instructional support:

- Morning Sunrise Sharks
- Team Up
- Scheduled teacher assistance

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Sunrise Sharks: This program meets daily from 7 am - 9 am, Monday-Friday, daily progress monitoring of grades using Grade Portal, completion of incomplete work, remediation of core academic skills, and social enrichment component as incentive for all academic work completion.

Strategy Rationale

It is necessary to provide students with a structured environment for completing course assignments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Aurelia, raya@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is regularly collected and analyzed through Performance Matters to review academic gains from online reading and math assessments and FSA gains.

Strategy: After School Program

Minutes added to school year: 15,750

Team Up: This program meets daily from 4:15PM-6:45PM Monday-Friday, daily progress monitoring of grades using Grade Portal, completion of incomplete work, remediation of core academic skills, and social enrichment component as incentive for all academic work completion. Snacks, dinner, and transportation is provided to all registered students.

Strategy Rationale

This is a structured environment designed to meet students academic and social needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Aurelia, raya@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is regularly collected and analyzed through Performance Matters to review academic gains from online reading and math assessments and FSA gains.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Shark Bites transition summer camp helps to transition incoming sixth grade students and parents/guardians into the middle school academic, social/emotional, behavioral, and support expectations. Students engage in a rotating morning program consisting of organizational/time management, mathematics, technology, and conflict resolution classes. school tour, and orientation sessions. Eighth grade parent night, academic plan, host feeder high schools registration event, provide information for incoming 9th grade information nights, Choices inventory, and Magnet Fair

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The use of the online program Choices allows students to identify how their interests and values align with others who are in various occupations and directs which classes will be most helpful to prepare for selected career pathways. School counselors conduct career planning activities with all students in the school in the classrooms

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

As a coastal science magnet, we offer CTE classes in agriculture, in addition to Information and Communication Technology (ICT) courses as an introduction to industry certification course of study. In depth field studies in the community illuminate occupations which utilize information taught in these classes.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Four high school credit classes are offered to enable students to take more rigorous courses, i.e. AP, dual-enrollment, IB or AICE, while in high school. Pre-AP strategies such as Cornell Notes are implemented throughout the school. Based on the most recent High School Feedback Report from the school the majority of our students attend, Duncan U. Fletcher, about one-third of the graduates qualify for the Medallion level of Bright Futures scholarship. We will educate our students on the value and how to qualify for this award.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students have the opportunity to complete up to 5 High School level courses by the end of Middle School.

Pre AP and Honors courses are available for increasing rigor and academic readiness for identified students.

The AVID program is available for average students to enhance opportunities and exposure to highly rigorous courses with intensive learning strategies and support.

Students participate in Jacksonville Goes to College week and attend the National College Fair to increase exposure to college readiness.

8th Grade Transition to High School Student/Parent night includes neighboring High Schools sharing their Accelerated programs and academies.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we increase the use of Blended Learning platforms, students will make gains on state and local assessments which will prepare all students for success in college and career.

- G2.** If we develop great educators and leaders, we will create a culture of continuous improvement for teachers and students..

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase the use of Blended Learning platforms, students will make gains on state and local assessments which will prepare all students for success in college and career. 1a

G071630

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	52.0
Civics EOC Pass	70.0
Algebra I FSA EOC Pass Rate	90.0

Resources Available to Support the Goal 2

- The resources available to our students include: Science Fusion Textbook and Online Labs, Achieve 3000 supplementary content articles, iReady, and Gizmos.

Targeted Barriers to Achieving the Goal 3

- The barriers to achieving our goals include limited number of computers in science classes.
- Consistent use of blended learning technology resources.

Plan to Monitor Progress Toward G1. 8

The ISSP target group will be monitored for gains on Achieve 3000

Person Responsible

Brooke Hitzeman

Schedule

Quarterly, from 10/30/2015 to 5/30/2016

Evidence of Completion

Increase in target student Lexile score.

G2. If we develop great educators and leaders, we will create a culture of continuous improvement for teachers and students.. 1a

G071631

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	10.0
School Climate Survey - Staff	9.0

Resources Available to Support the Goal 2

- Members of the leadership team.
- Common Planning schedule

Targeted Barriers to Achieving the Goal 3

- Time is allocated to educators for leadership professional development.

Plan to Monitor Progress Toward G2. 8

TNTP Survey Instructional Leadership Domain

Person Responsible

Katrina McCray

Schedule

Evidence of Completion

Increase Leadership Domain: Leaders at my school seek out feedback from teachers.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase the use of Blended Learning platforms, students will make gains on state and local assessments which will prepare all students for success in college and career. **1**

 G071630

G1.B1 The barriers to achieving our goals include limited number of computers in science classes. **2**

 B186737

G1.B1.S1 Allocate computer carts across all content areas **4**

 S198141

Strategy Rationale

Increase availability to students will provide an opportunity for continuous use of Blended Learning resources.

Action Step 1 **5**

School Technology Coordinator will insure all content area teachers receive usable laptop computer carts.

Person Responsible

Tess Polhemus

Schedule

Annually, from 8/17/2015 to 6/10/2016

Evidence of Completion

STC will maintain a log of student laptops assigned to each teacher

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

STC will report condition of computers at Instructional Leadership Team Meetings.

Person Responsible

Tess Polhemus

Schedule

Monthly, from 9/9/2015 to 5/18/2016

Evidence of Completion

Instructional Leadership Team Meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor Blended Learning student usage on Achieve 3000, iReady, and Gizmos.

Person Responsible

Chris Koek

Schedule

Quarterly, from 10/30/2015 to 6/10/2016

Evidence of Completion

District Blended Learning reports

G1.B2 Consistent use of blended learning technology resources. 2

 B186738

G1.B2.S1 Celebrate students who make gains using Blended Learning Resources 4

 S198142

Strategy Rationale

Students will develop ownership of improving their skills.

Action Step 1 5

Teachers will submit names of student who make gains in Achieve 3000 and iReady to principal for them to be announced to school. Students will be invited to pull from Principal's Treasure Chest.

Person Responsible

Katrina McCray

Schedule

Weekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

District Achieve 3000 and iReady usage report

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Principal will maintain a log of student names submitted. Log will be shared with Instructional Leadership Team for review.

Person Responsible

Katrina McCray

Schedule

Biweekly, from 10/2/2015 to 10/7/2015

Evidence of Completion

Log of student names submitted. Instructional Leadership Team minutes.

G1.B2.S2 ISSP Teacher will track Blended Learning usage while students are assigned to ISSP 4

 S198143

Strategy Rationale

Monitoring student usage during will provide us with a snapshot for consistency.

Action Step 1 5

ISSP Blended Learning online usage will be monitored

Person Responsible

Jeffrey Miller

Schedule

Monthly, from 10/5/2015 to 5/23/2016

Evidence of Completion

ISSP Blended Learning usage log

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Blended Learning report will be submitted to Instructional Leadership Team.

Person Responsible

Jeffrey Miller

Schedule

On 5/18/2016

Evidence of Completion

ISSP teacher will demonstrate all students assigned to ISSP are receiving consistent instruction through Blended Learning.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

A target group of students who frequently attend ISSP will be analyzed quarterly for Blended Learning usage and proficiency gains in Achieve 3000.

Person Responsible

Jeffrey Miller

Schedule

Quarterly, from 10/30/2015 to 5/30/2016

Evidence of Completion

Achieve 3000 gains.

G2. If we develop great educators and leaders, we will create a culture of continuous improvement for teachers and students.. 1

 G071631

G2.B1 Time is allocated to educators for leadership professional development. 2

 B186739

G2.B1.S1 Provide potential leader with leadership mentor. 4

 S198144

Strategy Rationale

Potential leaders need an advisor who can model administrative processes.

Action Step 1 5

Document meetings with potential leaders through Outlook calendar.

Person Responsible

Katrina McCray

Schedule

Monthly, from 10/5/2015 to 5/23/2016

Evidence of Completion

Outlook calendar

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Provide time for potential leaders to reflect on their growth.

Person Responsible

Katrina McCray

Schedule

Quarterly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Agendas and minutes of meetings, PD's with which the potential leader is involved.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrators will review faculty plan developed during the pre-planning faculty meeting. Faculty and administrators will discuss meeting the initial goal and discuss progress.

Person Responsible

Katrina McCray

Schedule

On 6/13/2016

Evidence of Completion

Faculty meeting agenda and Exit Slips

G2.B1.S2 Increase team and grade level communication from administrators. 4

 S198145

Strategy Rationale

This will improve feedback and dialogue between teachers and administrators.

Action Step 1 5

An administrator will attend all PLC and Common Planning meetings

Person Responsible

Katrina McCray

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

PLC agendas and minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Attend and participate in Common Planning meetings

Person Responsible

Katrina McCray

Schedule

Weekly, from 8/27/2015 to 5/26/2016

Evidence of Completion

Agenda and minutes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The assigned Instructional Leader will attend the Common Planning and Early Release department meetings. Their role will be to provide district information, advice and guidance on curriculum implementation.

Person Responsible

Katrina McCray

Schedule

Weekly, from 8/27/2015 to 5/26/2016

Evidence of Completion

Common Planning and Early Release minutes.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	School Technology Coordinator will insure all content area teachers receive usable laptop computer carts.	Polhemus, Tess	8/17/2015	STC will maintain a log of student laptops assigned to each teacher	6/10/2016 annually
G1.B2.S1.A1	Teachers will submit names of student who make gains in Achieve 3000 and iReady to principal for them to be announced to school. Students will be invited to pull from Principal's Treasure Chest.	McCray, Katrina	10/2/2015	District Achieve 3000 and iReady usage report	5/27/2016 weekly
G1.B2.S2.A1	ISSP Blended Learning online usage will be monitored	Miller, Jeffrey	10/5/2015	ISSP Blended Learning usage log	5/23/2016 monthly
G2.B1.S1.A1	Document meetings with potential leaders through Outlook calendar.	McCray, Katrina	10/5/2015	Outlook calendar	5/23/2016 monthly
G2.B1.S2.A1	An administrator will attend all PLC and Common Planning meetings	McCray, Katrina	8/17/2015	PLC agendas and minutes	6/3/2016 weekly
G1.MA1	The ISSP target group will be monitored for gains on Achieve 3000	Hitzeman, Brooke	10/30/2015	Increase in target student Lexile score.	5/30/2016 quarterly
G1.B1.S1.MA1	Monitor Blended Learning student usage on Achieve 3000, iReady, and Gizmos.	Koek, Chris	10/30/2015	District Blended Learning reports	6/10/2016 quarterly
G1.B1.S1.MA1	STC will report condition of computers at Instructional Leadership Team Meetings.	Polhemus, Tess	9/9/2015	Instructional Leadership Team Meeting minutes	5/18/2016 monthly
G1.B2.S1.MA1	Principal will maintain a log of student names submitted. Log will be shared with Instructional Leadership Team for review.	McCray, Katrina	10/2/2015	Log of student names submitted. Instructional Leadership Team minutes.	10/7/2015 biweekly
G1.B2.S2.MA1	A target group of students who frequently attend ISSP will be analyzed quarterly for Blended Learning usage and proficiency gains in Achieve 3000.	Miller, Jeffrey	10/30/2015	Achieve 3000 gains.	5/30/2016 quarterly
G1.B2.S2.MA1	Blended Learning report will be submitted to Instructional Leadership Team.	Miller, Jeffrey	10/7/2015	ISSP teacher will demonstrate all students assigned to ISSP are receiving	5/18/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				consistent instruction through Blended Learning.	
G2.MA1	TNTP Survey Instructional Leadership Domain	McCray, Katrina	11/2/2015	Increase Leadership Domain: Leaders at my school seek out feedback from teachers.	semiannually
G2.B1.S1.MA1	Administrators will review faculty plan developed during the pre-planning faculty meeting. Faculty and administrators will discuss meeting the initial goal and discuss progress.	McCray, Katrina	10/30/2015	Faculty meeting agenda and Exit Slips	6/13/2016 one-time
G2.B1.S1.MA1	Provide time for potential leaders to reflect on their growth.	McCray, Katrina	10/5/2015	Agendas and minutes of meetings, PD's with which the potential leader is involved.	6/3/2016 quarterly
G2.B1.S2.MA1	The assigned Instructional Leader will attend the Common Planning and Early Release department meetings. Their role will be to provide district information, advice and guidance on curriculum implementation.	McCray, Katrina	8/27/2015	Common Planning and Early Release minutes.	5/26/2016 weekly
G2.B1.S2.MA1	Attend and participate in Common Planning meetings	McCray, Katrina	8/27/2015	Agenda and minutes.	5/26/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase the use of Blended Learning platforms, students will make gains on state and local assessments which will prepare all students for success in college and career.

G1.B2 Consistent use of blended learning technology resources.

G1.B2.S2 ISSP Teacher will track Blended Learning usage while students are assigned to ISSP

PD Opportunity 1

ISSP Blended Learning online usage will be monitored

Facilitator

Achieve 3000 and iReady trainers

Participants

ISSP Teacher

Schedule

Monthly, from 10/5/2015 to 5/23/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	School Technology Coordinator will insure all content area teachers receive usable laptop computer carts.				\$0.00
2	G1.B2.S1.A1	Teachers will submit names of student who make gains in Achieve 3000 and iReady to principal for them to be announced to school. Students will be invited to pull from Principal's Treasure Chest.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2541 - Mayport Middle School	Other		\$200.00
<i>Notes: Community Enrichment Grant</i>						
3	G1.B2.S2.A1	ISSP Blended Learning online usage will be monitored				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2541 - Mayport Middle School	School Improvement Funds		\$100.00
<i>Notes: Resource instructional materials will be provided to support PBIS</i>						
4	G2.B1.S1.A1	Document meetings with potential leaders through Outlook calendar.				\$0.00
5	G2.B1.S2.A1	An administrator will attend all PLC and Common Planning meetings				\$0.00
					Total:	\$300.00