

Duval County Public Schools

Chet's Creek Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Chet's Creek Elementary School

13200 CHETS CREEK BLVD, Jacksonville, FL 32224

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

Demographics

Principal: Susan Phillips T

Start Date for this Principal: 8/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (73%) 2016-17: A (76%) 2015-16: A (73%) 2014-15: A (81%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Chet's Creek Elementary School

13200 CHETS CREEK BLVD, Jacksonville, FL 32224

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">39%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">51%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Chets Creek Elementary School is a standards-based learning community committed to preparing students for success in a competitive, interdependent and global workplace.

Provide the school's vision statement.

We envision Chets Creek Elementary as a standards-based learning community where internationally benchmarked performance standards help all learners experience the real life application of basic skills and concepts. Learning leaders use diagnostic tools to assess every student's academic strengths and weaknesses and then develop a course of instruction to meet the learner's academic needs. This diagnostic and prescriptive teaching philosophy has become the cornerstone of our success.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Phillips, Susan	Principal	<ul style="list-style-type: none"> • Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of instructional skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support implementation of aligned standards, instruction and curriculum and assessment; and communicates with parents regarding school-based plans and activities • Develops, leads, and evaluates school core content standards/ programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; 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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
Brown, Jennifer	Assistant Principal	<p>Supports school wide work in aligning standards with instruction, curriculum tools, and assessment. Provides leadership as the Chair for Science Leadership Council. Implements testing program and manages all data collection systems. Analyzes school data to identify areas of support for teachers and students. Assists with monitoring classroom instruction and providing feedback for improvement to teachers. Develops, leads, and evaluates school core content standards/ programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; 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</p>

Name	Title	Job Duties and Responsibilities
		<p>“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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.</p>
<p>McMillan, Chris</p>	<p>Instructional Coach</p>	<p>Designs and implements professional development opportunities for lead content teachers in ELA. Provides individual and team coaching to teachers in the classroom and by providing demonstration lessons. Leads professional book studies for teachers. Develops, leads, and evaluates school core content standards/ programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; 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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.</p>
<p>Nelson, Kathryn</p>	<p>School Counselor</p>	<p>Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies and district staffing personnel to school and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; administers program support for ESOL and directs 504 plan management, conducts social skills groups. Provides leadership as the Co-Chairs for MTSS Leadership Council. Acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and</p>

Name	Title	Job Duties and Responsibilities
		delivers information to schools; provides direct intervention services to an identifies groups of students for action research, tracks students progress and collaborates with leadership in using data to make decisions and interventions and strategies that support MTSS.
Atlee, Whitney	School Counselor	rovides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; administers program support for ESOL and directs 504 plan management, conducts social skills groups. Provides leadership as the Co-Chairs for MTSS Leadership Council. Acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and delivers information to schools; provides direct intervention services to an identifies groups of students for action research, tracks students progress and collaborates with leadership in using data to make decisions and interventions and strategies that support MTSS.
Conte, Elizabeth	Teacher, ESE	Provides support for early childhood core instruction; participates in student data collection/observations; acts as a voice for the faculty at the leadership council.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	181	203	218	219	187	197	0	0	0	0	0	0	0	1205
Attendance below 90 percent	42	38	39	40	35	29	0	0	0	0	0	0	0	223
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	6	14	7	3	1	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	4	7	13	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	21	40	39	19	26	0	0	0	0	0	0	0	146

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	11	3	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

95

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total	
Attendance below 90 percent															
One or more suspensions															
Course failure in ELA or Math															
Level 1 on statewide assessment															

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

Indicator	Grade Level													Total	
Students with two or more indicators															

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	82%	50%	57%	82%	49%	55%
ELA Learning Gains	68%	56%	58%	68%	56%	57%
ELA Lowest 25th Percentile	65%	50%	53%	59%	54%	52%
Math Achievement	86%	62%	63%	90%	62%	61%
Math Learning Gains	76%	63%	62%	82%	63%	61%
Math Lowest 25th Percentile	58%	52%	51%	74%	54%	51%
Science Achievement	72%	48%	53%	79%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	181 (0)	203 (0)	218 (0)	219 (0)	187 (0)	197 (0)	1205 (0)
Attendance below 90 percent	42 ()	38 ()	39 ()	40 ()	35 ()	29 ()	223 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	1 ()	6 (0)	14 (0)	7 (0)	3 (0)	1 (0)	32 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	4 (0)	7 (0)	13 (0)	24 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	82%	51%	31%	58%	24%
	2018	80%	50%	30%	57%	23%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	82%	52%	30%	58%	24%
	2018	74%	49%	25%	56%	18%
Same Grade Comparison		8%				
Cohort Comparison		2%				
05	2019	72%	50%	22%	56%	16%
	2018	82%	51%	31%	55%	27%
Same Grade Comparison		-10%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	85%	61%	24%	62%	23%
	2018	87%	59%	28%	62%	25%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	86%	64%	22%	64%	22%
	2018	83%	60%	23%	62%	21%
Same Grade Comparison		3%				
Cohort Comparison		-1%				
05	2019	80%	57%	23%	60%	20%
	2018	89%	61%	28%	61%	28%
Same Grade Comparison		-9%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	70%	49%	21%	53%	17%
	2018	74%	56%	18%	55%	19%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	55	58	58	62	57	46	35				
ELL	58	65	68	74	71	63	40				
ASN	81	72		94	92		100				
BLK	82	66	67	82	79	75	60				
HSP	68	59	58	77	71	58	53				
MUL	83	59		91	77		83				
WHT	89	74	76	89	76	53	80				
FRL	71	63	66	76	69	56	56				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	59	50	50	65	55	52	39				
ELL	64	73	83	84	75	88	42				
ASN	97	79		100	71		90				
BLK	62	42		76	58	58	50				
HSP	72	70	69	84	72	82	58				
MUL	80	40		89	80		60				
WHT	85	62	61	90	75	66	86				
FRL	71	56	56	79	65	64	60				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	59	57	63	76	74	69	42				
ELL	48	59	55	73	69	64	57				
ASN	95	85		100	96		100				
BLK	73	63	57	86	84	67	73				
HSP	66	63	55	81	74	66	69				
MUL	92	73		96	80						
WHT	87	69	66	93	83	82	80				
FRL	69	60	52	84	74	73	58				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	571
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Lowest 25% In Math showed the lowest performance.

We focused heavily on improving growth in Language Arts. The bulk of the students in this area are students with disabilities, we focused our energies on improving comprehension skills. We need to find a better resource for Math Remediation with our most challenged students.

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

Our Lowest 25% In Math showed the greatest decline.

We focused heavily on improving growth in Language Arts. The bulk of the students in this area are student with disabilities. We need to find a better resource for Math Remediation with our most challenged students.

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.

We out performed the state and district average in every area.

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

Our area of greatest improvement was in Language Arts Learning Gains. This is aligned with our expectations. Our focus this school year was improving Learning Gains in Language Arts. We were more prescriptive in identifying students that needed support. We focused on small group work and using data to target student need, Students were purposefully chosen for after school tutoring to assist in making learning gains in Language Arts.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Increase Math Growth in the lowest 25% of students, particularly in fifth grade.

Continue to build on improvements in assisting students in making Learning Gains in Language Arts. Engaging all learners and decreasing off task behaviors to maximize time focused on learning.

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

1. Improving Math Learning Gains in our lowest 25%.
2. Maintaining forward momentum in Learning Gains in Language Arts.

3. Engaging all students to decrease off task behavior.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Based on our data, teachers must identify and continuously assess student performance and strategically plan for ALL students to make a year's worth of growth.
Rationale	If teachers utilize data to effectively plan for and implement rigorous, differentiated learning opportunities through whole group, small group and individual instruction for all students, then student achievement will improve and they will make a year's worth of learning growth.
State the measurable outcome the school plans to achieve	69% of all students will make a Learning Gain in Reading 77% of all students will make a Learning Gain in Math 68% of all students identified in the Lowest Performing Quartile will make a learning gain in Reading 61% of all students identified in the Lowest Performing Quartile will make a learning gain in Math
Person responsible for monitoring outcome	Susan Phillips (phillipss4@duvalschools.org)
Evidence-based Strategy	Improve teacher knowledge of how to target appropriate instruction/next steps for all students, using data available to them, during weekly common planning.
Rationale for Evidence-based Strategy	Teacher must be able to identify and use data to inform student conferences, tiered intervention and to provide for differentiated small group and center experiences.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement weekly teacher meetings during common planning 2. Upload grade level FSA aligned common assessments into Unify so that item analysis is available for teacher use. 3. Provide training on the use of Unify to monitor student performance data. 4. Implement quarterly data reviews with all teachers to determine shifts needed in core and/or tiered instruction for students. 5. Give District Quarterly PMA's and analyze data to inform instruction. 6. Schedule monthly common planning meeting devoted to reviewing student work samples from common assignments. 7. Develop or use established rubrics for evaluating student samples compared to grade level standard expectations. 8. Showcase student work samples on classroom display boards and conduct focus board walks.
Person Responsible	Susan Phillips (phillipss4@duvalschools.org)

#2	
Title	A unified consistent school wide behavior plan that is equitable and strategic in meeting the needs of all students and supporting all students in meeting behavioral expectations in all parts of their school day.
Rationale	If Faculty and Staff use the School wide Behavior Plan with fidelity throughout the day, students will have a unified set of expectations and behavior incidences will decrease, maximizing opportunities for academic learning.

State the measurable outcome the school plans to achieve	Decrease the number of referrals that lead to missing class instruction by 10%.
Person responsible for monitoring outcome	Susan Phillips (phillipss4@duvalschools.org)
Evidence-based Strategy	Align the Language in the Behavior Management Plan so that the Guidelines, Language used in instruction and on the Behavior Rubric are aligned throughout the school.
Rationale for Evidence-based Strategy	Improved teacher consistency in implementing the behavior plan, provides equity for all students and all students remain in the classroom and on task to receive instruction.

Action Step	
Description	<ol style="list-style-type: none"> 1. Train Teachers on the Expectations Rubric with language aligned with the Guidelines for success that outlines expectations in all areas of the school and the school day. 2. Communicate the Expectations in a clear and consistent manner to Faculty, Staff, Students and Families so that all stakeholders are aware of the expectations 3. Guidelines of Success posted in Classrooms, hallways and Common Areas 4. PBIS and FOCUS Team meet monthly to monitor student behavior data. 5. Behavior Threat Assessment Team meets monthly to identify concerns and identify strategies to address these concerns.
Person Responsible	Susan Phillips (phillipss4@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).