

Duval County Public Schools

# Fort Caroline Middle School



## 2019-20 Schoolwide Improvement Plan

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# Fort Caroline Middle School

3787 UNIVERSITY CLUB BLVD, Jacksonville, FL 32277

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

## Demographics

**Principal: Chelvert Wellington**

Start Date for this Principal: 8/13/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (53%) 2016-17: C (43%) 2015-16: D (32%) 2014-15: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://www.floridacims.org).

### Purpose and Outline of the SIP

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

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## Fort Caroline Middle School

3787 UNIVERSITY CLUB BLVD, Jacksonville, FL 32277

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

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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### SIP Authority

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### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is to maintain an environment of appreciation for their own individuality and uniqueness of others in a globally minded world through cooperation, collaboration, and creative freedom.

**Provide the school's vision statement.**

Fort Caroline Middle School of the Visual and Performing Arts will integrate academic excellence and cultural appreciation of the arts to transform students into lifelong learners who meet their full potential.

### 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
Wellington, Chelvert	Principal	<p>Manage and supervise all school activities.  Cultivate a safe and civil learning environment.  Monitor teacher and student performance.  Lead instructional work to achieve desired student achievement goals.  Monitor student-achievement and performance through class observations, analysis of student work, and analysis of data.  Ensure the school's goals, vision and mission are articulated and aligned with all stakeholders.  Oversees math department</p>
Harvey, Latisha	Assistant Principal	<p>Manage and supervise all school activities.  Cultivate a safe and civil learning environment.  Monitor teacher and student performance.  Lead instructional work to achieve desired student achievement goals.  Monitor student-achievement and performance through class observations, analysis of student work, and analysis of data.  Ensure the school's goals, vision and mission are articulated and aligned with all stakeholders.  Oversees Curriculum and scheduling  Oversees Reading and ELA  Oversees SAC</p>
Taliferro, Laura	Instructional Coach	<p>To support the teachers and students in math classes.  Provide in depth training and professional development for math teachers.  Initiate, implement and support math club.  Plan and analyze lessons with math teachers.  Analyze student work and data with math teachers.  Assist admin with development of coaching plans.  Facilitate coaching cycles with the math teachers as assigned.  model for teachers to gain deeper understanding of implementation of math concepts and instructional best practices</p>
Cardoza, Amanda	Assistant Principal	<p>Manage and supervise all school activities.  Cultivate a safe and civil learning environment.  Monitor teacher and student performance.  Lead instructional work to achieve desired student achievement goals.  Monitor student-achievement and performance through class observations, analysis of student work, and analysis of data.  Ensure the school's goals, vision and mission are articulated and aligned with all stakeholders.  Oversees the Social Studies and Science department to support the academic needs of students and instructional needs of teachers.  Oversee the PBIS team  Oversees and supports Student Services  Oversees the PTSA</p>
Skutt, Sara	Instructional Coach	<p>To support the teachers and students in ELA/reading classes.  Provide in depth training and professional development for ELA/reading</p>



Name	Title	Job Duties and Responsibilities
		<p>teachers.</p> <p>Initiate, implement and support literacy strategies school wide.</p> <p>Plan and analyze lessons with ELA/reading teachers.</p> <p>Analyze student work and data with ELA/reading teachers.</p> <p>Assist admin with development of coaching plans.</p> <p>Facilitate coaching cycles with the ELA/reading teachers as assigned.</p> <p>Model for teachers to gain deeper understanding of implementation of ELA concepts and instructional best practices.</p>
Swift, Shakesha	School Counselor	<p>Implement and oversee the district's middle school guidance program that provides students with a safe and non-judgmental way to voice their concerns or worries</p> <p>Assist school administrators and educators with planning and carrying out school-related programs and events</p> <p>Analyze student performance in the classroom to provide guidance and identify potential problems</p> <p>Learn students' names, career objectives and other details so you can better serve them</p> <p>Help students develop academic plans in accordance with their skills, talents and strengths</p> <p>Work collaboratively with the school nurse and other supportive staff</p> <p>Facilitate crisis intervention and prevention programs</p> <p>Communicate with teachers, parents and administrators on an ongoing basis about behavioral and academic problem</p> <p>Serve on the Behavior Threat Assessment Team.</p>
Shakespeare, Tikila	Other	<p>Testing and Avid Coordinator</p> <p>Facilitate and execute the plan for district and state testing.</p> <p>Train teachers on how to administer district and state testing.</p> <p>Ensure the mission and vision of AVID is infused in daily instructional practices in the building.</p> <p>Use AVID to promote a college going culture in the school building.</p> <p>Develop the AVID site plan and review with SITE PLAN team.</p> <p>Plan student activities that align to the AVID SITE PLAN.</p>
Brian, Harvin	Dean	<p>Creates and cultivates a safe and civil environment</p> <p>Creates and leads the PBIS team</p> <p>Facilitates disciplinary parent conferences</p> <p>Facilitates enrollment of district support services for students and families in need</p> <p>Refer students to district approved behavior support programs</p> <p>Monitors and assists teachers with classroom management</p> <p>Processes student disciplinary referrals</p> <p>Provides PD and support for teachers for classroom management</p>

## 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	0	0	0	0	0	0	307	227	219	0	0	0	0	753	
Attendance below 90 percent	0	0	0	0	0	0	6	8	7	0	0	0	0	21	
One or more suspensions	0	0	0	0	0	0	87	32	30	0	0	0	0	149	
Course failure in ELA or Math	0	0	0	0	0	0	15	23	3	0	0	0	0	41	
Level 1 on statewide assessment	0	0	0	0	0	0	73	61	60	0	0	0	0	194	

**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	11	10	11	0	0	0	0	32	

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	4	3	6	0	0	0	0	13	
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1	

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

46

**Date this data was collected or last updated**

Tuesday 8/27/2019

**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	49	42	48	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	101	40	37	0	0	0	0	178
Course failure in ELA or Math	0	0	0	0	0	0	17	27	7	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	0	0	0	74	54	64	0	0	0	0	192

**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	70	54	57	0	0	0	0	181

## 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	42%	43%	54%	36%	41%	52%
ELA Learning Gains	42%	49%	54%	42%	48%	54%
ELA Lowest 25th Percentile	39%	45%	47%	38%	43%	44%
Math Achievement	38%	49%	58%	29%	44%	56%
Math Learning Gains	35%	50%	57%	36%	49%	57%
Math Lowest 25th Percentile	28%	47%	51%	35%	46%	50%
Science Achievement	40%	44%	51%	47%	45%	50%
Social Studies Achievement	64%	68%	72%	63%	65%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	307 (0)	227 (0)	219 (0)	753 (0)
Attendance below 90 percent	6 ( )	8 ( )	7 ( )	21 (0)
One or more suspensions	87 (0)	32 (0)	30 (0)	149 (0)
Course failure in ELA or Math	15 (0)	23 (0)	3 (0)	41 (0)
Level 1 on statewide assessment	73 (0)	61 (0)	60 (0)	194 (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
06	2019	37%	47%	-10%	54%	-17%
	2018	48%	44%	4%	52%	-4%
Same Grade Comparison		-11%				
Cohort Comparison						
07	2019	46%	44%	2%	52%	-6%
	2018	38%	41%	-3%	51%	-13%
Same Grade Comparison		8%				
Cohort Comparison		-2%				
08	2019	42%	49%	-7%	56%	-14%
	2018	43%	51%	-8%	58%	-15%
Same Grade Comparison		-1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	34%	51%	-17%	55%	-21%
	2018	29%	42%	-13%	52%	-23%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	48%	47%	1%	54%	-6%
	2018	41%	50%	-9%	54%	-13%
Same Grade Comparison		7%				
Cohort Comparison		19%				
08	2019	7%	32%	-25%	46%	-39%
	2018	20%	31%	-11%	45%	-25%
Same Grade Comparison		-13%				
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	18%	40%	-22%	48%	-30%
	2018	14%	44%	-30%	50%	-36%
Same Grade Comparison		4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	83%	67%	16%	67%	16%
2018	82%	63%	19%	65%	17%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	69%	-5%	71%	-7%
2018	85%	84%	1%	71%	14%
Compare		-21%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	57%	5%	61%	1%
2018	76%	61%	15%	62%	14%
Compare		-14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	61%	10%	57%	14%
2018					

### 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	11	32	34	14	21	13	14	26			
ELL	21	42	35	18	21	20		50			
BLK	37	40	38	32	32	26	33	56	71		
HSP	53	59	56	36	35	33	38	70	100		
MUL	38	30		32	38		54	71			
WHT	57	44	38	62	46	27	64	81	92		
FRL	38	41	36	32	31	29	36	57	72		
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	11	46	51	11	30	37	8				
ELL	12	52	61	8	39	46	20				
BLK	39	48	47	34	41	48	38	85	82		
HSP	42	63	70	32	39	38	39	70			
MUL	47	50		38	42		40	92			
WHT	63	51		56	45	50	74	86	85		
FRL	43	48	48	35	40	47	40	82	79		

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	12	28	26	14	37	29	10	36			
ELL	12	30	29	13	59	62					
ASN	40										
BLK	30	36	39	25	32	33	39	60	50		
HSP	30	42	43	28	45	35	62	75			
MUL	59	67		39	36						
WHT	58	62		45	45		77	65			
FRL	31	39	35	25	34	35	40	57	45		

### 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)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
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	52
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	44
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	57
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.**

The component that showed the lowest performance in 2019 was the Bottom Quartile learning gains in math. The factors that impacted the performance was teachers lack of knowledge of content and pedagogy, scheduling, and teacher-student relationships. The teachers were not willing to address the lower performing kids in class. In addition, the teachers inability to unpack standards contributed to stagnate or decreases in student growth. Professional development was not provided to on an on going basis to ensure planning and preparation of lessons were based on data and instructional best practices. Finally, teacher-student relationships were not established and contributed to the negative attitude towards learning.

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

Math bottom quartile dropped 20 points. This was the greatest decline from the 17-18 school year, to the 18-19 school year. Not being able to offer intensive math due to staffing and scheduling was a contributing factor that led to this decline. Teacher's inability to teach

**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.**

Math lowest 25% is the largest gap compared to the state. The manner in which students were scheduled contributed to this gap. In addition, Tier 3 teachers in the math department were unable to meet the academic needs of the students. Teachers did not possess the knowledge and withitness to unpack standards and little to no professional development was provided in order to ensure students

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

No improvements were made.

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

As we reflect on the EWS data from Part 1 (D), FSA Level 1s and students with one or more suspensions are areas of concern for our school.

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

1. Increase level of Proficiency in Reading, Math, Science, and SS.
2. Increase percentage of students making learning gains in reading and math
3. Increase percentage of lowest 25% students making learning gains in reading and math
4. Increase teacher content knowledge of pedagogy
5. Decrease the number of students with one or more suspensions

## Part III: Planning for Improvement

### Areas of Focus:



#1	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	Less than 40% of students with disabilities made 1 year's growth in reading and/or math.
<b>State the measurable outcome the school plans to achieve</b>	SWDs will show a 10% increase in growth on FSA in reading and math.
<b>Person responsible for monitoring outcome</b>	Chelvert Wellington (wellingtoc3@duvalschools.org)
<b>Evidence-based Strategy</b>	Small group instruction Pull Outs
<b>Rationale for Evidence-based Strategy</b>	Small group instruction and pull outs will allow teachers to provide SWDs individualized instruction. This should be evidenced via teacher lesson plans and collection of student work. The student work analysis protocol will be used to determine if instruction via small group/pull outs is assisting SWDs to achieve growth and/or mastery towards content standards.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review SWD data for standard being taught</li> <li>2. develop small group/pull out instructional activities</li> <li>3. consult IEP and/or case manager</li> <li>4. provide small group instruction</li> <li>5. use student work protocol analysis to analyze student work</li> <li>6. Track Progress</li> </ol>
<b>Person Responsible</b>	Chelvert Wellington (wellingtoc3@duvalschools.org)

#2	
<b>Title</b>	ELL Students
<b>Rationale</b>	Less than 40% of ELL students made 1 year's growth in reading and/or math.
<b>State the measurable outcome the school plans to achieve</b>	ELL students will demonstrate 10% or more growth in reading and/or math on state assessment.
<b>Person responsible for monitoring outcome</b>	Shakesha Swift (swifts@duvalschools.org)
<b>Evidence-based Strategy</b>	Small Group Instruction Language specific instructional materials Provide Guided Notes and visuals when appropriate
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	
<b>Description</b>	1. 2. 3. 4. 5.
<b>Person Responsible</b>	Shakesha Swift (swifts@duvalschools.org)

#3	
<b>Title</b>	Economically Disadvantaged Students
<b>Rationale</b>	Less than 40% of EDS demonstrated 1 year's growth in reading and/or math on the FSA.
<b>State the measurable outcome the school plans to achieve</b>	More than 40% of EDS will demonstrate 1 or more year's growth on the reading and/or math FSA.
<b>Person responsible for monitoring outcome</b>	Latisha Harvey (harveyl2@duvalschools.org)
<b>Evidence-based Strategy</b>	Use of culturally relevant instructional materials Small group instruction Student Discourse
<b>Rationale for Evidence-based Strategy</b>	Using culturally relevant material has been known to increase the interest of low performing students. High interest material can be used to increase engagement and make learning fun for the students. Small group instruction will provide individualized instruction to meet the needs of students in this category. Increasing student discourse will help teachers and students check for understanding to see if learning has occurred. Growth using these strategies can be evidenced by using the student work analysis protocol, assessment data, and evaluation of lesson plan and instructional materials.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Select High Interest materials that are culturally relevant to students</li> <li>2. Develop Lesson Plan that included small group instruction and student discourse using high order questions.</li> <li>3. Analyze student work using the student work analysis protocol</li> <li>4. Create assessments to check for understanding and mastery of standards</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Amanda Cardoza (cardozaa@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).**

Using the district's Standards Walk through Protocol as a tool to monitor standards based instruction, admin will be able to use this tool to development PD for teachers and create a culture of learning that is focused on standards.

The PBIS team will create opportunities to foster positive behavior from students in and out of the classroom by creating a rewards system (Cav Cards) that allows students to purchase or receive items and recognition for their positive behavior.

The leadership team will also identify priority students who will be mentored and participate in small group two-three times per week in accountability areas to ensure they are showing growth in the areas of reading, math, science, and Civics.

Weekly in PLCs, work will center around analyzing student work, lesson plans, and data using FORT

Chats.

Showtime pep rallies will allow students to showcase their talents in their respective art areas.

The literacy team will train teachers on a monthly literacy strategy that will be used to support student with reading comprehension in all subject areas.

The weekly faculty award will be used to improve teacher morale by frequently recognizing faculty members.

The Behavior threat assessment team will work to ensure staff members are trained to assist students in crisis.

Drills will be conducted monthly to ensure faculty, staff and students are prepared in case of a real emergency.

Art areas will build parent booster clubs to elicit support and participation of parents and community partners.

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

In an effort to increase parental involvement and engagement of all stakeholders, at the FORT we plan to increase our use of our social media accounts to notify parents of activities happening at the school.

#### PFEF Link

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

**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.**

Through our MTSS team and our PBIS team, we will ensure that the needs of the whole child are addressed. We also have a full time, full-service on-site therapist who students/families can be referred to for counseling services. The MTSS and PBIS teams look to improve behaviors of students and tend to the needs of students academically, physically and emotionally.

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

We will host a series of transition nights for 8th grade students to here about high school programs offered throughout the district. Members of our leadership team will attend district elementary school campuses to share and display the great program offerings we have available at FCMS.

**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.**

School leadership used data to align it's budget to meet the instructional needs of students. This includes but is not limited to staffing, instructional materials, and technology. Principal Wellington negotiated with district staffing to secure more art area teachers and content area teachers to ensure continuity in the arts areas and to ensure appropriate staffing in academic classes. We have chosen to utilize the district programs such as Acaledics and Math 180 to improve instruction and learning in math classes. Those materials are inventoried by our math coach, Ms. Talifero. During planning with math teachers, Ms. Talifero ensures that lesson plans allow for use of the materials. Admin visit classes daily to ensure materials are being used as planned and with fidelity.

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

At the FORT, we offer the AVID course to our 6th grade students and utilize the strategies school wide. These students will participate in college tours and classroom presentations about college and careers. As a performing arts school, we will also partner with FSCJ, UNF, JU, and local dance studios to ensure our students can strengthen their knowledge and performances in their art areas.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Students with Disabilities</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	2381 - Fort Caroline Middle School	Title, I Part A		\$3,000.00
			<i>Notes: Camera will be utilized to capture classroom lessons and provide professional development for teachers. This PD will enhance opportunities to use best practices, understand students as learners, and improve instructional delivery.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: ELL Students</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Economically Disadvantaged Students</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	2381 - Fort Caroline Middle School	Title, I Part A		\$10,000.00
			<i>Notes: Admin, School Counselor and select teachers will attend the Dream Deferred Conference in March 2020, in Chicago, IL. The conference is focused on the state of college readiness for African American students and provides a forum for sharing best practices, key data, and research to drive measurable actions to ensure access to opportunity.</i>			
<b>Total:</b>						<b>\$26,000.00</b>