

Duval County Public Schools

Joseph Stilwell Middle School



2019-20 Schoolwide Improvement Plan

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Joseph Stilwell Middle School

7840 BURMA RD, Jacksonville, FL 32221

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

Demographics

Principal: Tamara Tushhoff

Start Date for this Principal: 7/1/2018

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Middle School 6-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 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* Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (46%) 2017-18: B (55%) 2016-17: C (51%) 2015-16: C (41%) 2014-15: D (36%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |

| ESSA Status | TS&I |
|--|------|
| * 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.

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School Demographics

| | | |
|--|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p> | <p>2018-19 Title I School</p> <p>Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>93%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>67%</p> |

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide an environment that promotes academic excellence, inspires leadership, and strengthens physical, mental, social and emotional well-being.

Provide the school's vision statement.

Our vision is for JSMAL cadets to be prepared for success as a well-rounded leader through rigorous instruction, enrichment activities, respectful interaction, effective discipline and community service.

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 |
|------------------|-----------|---|
| Tuschhoff, Tammy | Principal | Safety of all students and employees Instructional leader Student progression Culture and Climate Cultivate building leaders Build relationships with community stakeholders Manage \$4 million operation |
| Fox, Tommy | Dean | |
| Ashman, Mark | | |

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 | 214 | 271 | 243 | 0 | 0 | 0 | 0 | 728 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 62 | 41 | 0 | 0 | 0 | 0 | 158 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 266 | 253 | 242 | 0 | 0 | 0 | 0 | 761 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 71 | 63 | 0 | 0 | 0 | 0 | 189 |

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 | 38 | 67 | 72 | 0 | 0 | 0 | 0 | 177 |

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 | 7 | 10 | 10 | 0 | 0 | 0 | 0 | 27 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

24

Date this data was collected or last updated

Thursday 8/15/2019

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 | 36% | 43% | 54% | 34% | 41% | 52% |
| ELA Learning Gains | 43% | 49% | 54% | 47% | 48% | 54% |
| ELA Lowest 25th Percentile | 35% | 45% | 47% | 40% | 43% | 44% |
| Math Achievement | 45% | 49% | 58% | 46% | 44% | 56% |
| Math Learning Gains | 43% | 50% | 57% | 54% | 49% | 57% |
| Math Lowest 25th Percentile | 38% | 47% | 51% | 59% | 46% | 50% |
| Science Achievement | 32% | 44% | 51% | 50% | 45% | 50% |
| Social Studies Achievement | 65% | 68% | 72% | 58% | 65% | 70% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|
| | 6 | 7 | 8 | |
| Number of students enrolled | 214 (0) | 271 (0) | 243 (0) | 728 (0) |
| Attendance below 90 percent | 55 () | 62 () | 41 () | 158 (0) |
| One or more suspensions | 266 (0) | 253 (0) | 242 (0) | 761 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 55 (0) | 71 (0) | 63 (0) | 189 (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 | 33% | 47% | -14% | 54% | -21% |
| | 2018 | 36% | 44% | -8% | 52% | -16% |
| Same Grade Comparison | | -3% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 33% | 44% | -11% | 52% | -19% |
| | 2018 | 24% | 41% | -17% | 51% | -27% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | -3% | | | | |
| 08 | 2019 | 36% | 49% | -13% | 56% | -20% |
| | 2018 | 45% | 51% | -6% | 58% | -13% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | 12% | | | | |

| MATH | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 42% | 51% | -9% | 55% | -13% |
| | 2018 | 37% | 42% | -5% | 52% | -15% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 42% | 47% | -5% | 54% | -12% |
| | 2018 | 47% | 50% | -3% | 54% | -7% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | 5% | | | | |
| 08 | 2019 | 15% | 32% | -17% | 46% | -31% |
| | 2018 | 39% | 31% | 8% | 45% | -6% |
| Same Grade Comparison | | -24% | | | | |
| Cohort Comparison | | -32% | | | | |

| SCIENCE | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 20% | 40% | -20% | 48% | -28% |
| | 2018 | 30% | 44% | -14% | 50% | -20% |
| Same Grade Comparison | | -10% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|--------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 94% | 67% | 27% | 67% | 27% |
| 2018 | 97% | 63% | 34% | 65% | 32% |
| Compare | | -3% | | | |

| CIVICS EOC | | | | | |
|-------------------|---------------|-----------------|------------------------------|--------------|---------------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 62% | 69% | -7% | 71% | -9% |
| 2018 | 96% | 84% | 12% | 71% | 25% |
| Compare | | -34% | | | |

| 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 | 85% | 57% | 28% | 61% | 24% |
| 2018 | 75% | 61% | 14% | 62% | 13% |
| Compare | | 10% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 92% | 61% | 31% | 57% | 35% |
| 2018 | 100% | 57% | 43% | 56% | 44% |
| Compare | | -8% | | | |

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 | 24 | 24 | 19 | 34 | 31 | 29 | 20 | 60 | | | |
| ELL | 18 | 38 | 41 | 44 | 55 | 57 | 8 | 45 | | | |
| ASN | 56 | 52 | | 63 | 56 | | | | | | |
| BLK | 29 | 39 | 33 | 34 | 36 | 37 | 22 | 64 | 76 | | |
| HSP | 29 | 38 | 43 | 58 | 52 | 53 | 30 | 64 | 81 | | |
| MUL | 39 | 47 | 30 | 36 | 32 | 36 | 53 | 53 | 90 | | |
| WHT | 45 | 48 | 38 | 55 | 48 | 33 | 40 | 69 | 77 | | |
| FRL | 32 | 39 | 32 | 41 | 41 | 39 | 27 | 60 | 79 | | |

| 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 | 36 | 49 | 36 | 43 | 53 | 47 | 50 | 75 | | | |
| ELL | 21 | 37 | 40 | 32 | 48 | 33 | | | | | |
| ASN | 52 | 60 | | 61 | 55 | | | | | | |
| BLK | 34 | 47 | 40 | 43 | 49 | 46 | 38 | 90 | 67 | | |
| HSP | 34 | 54 | 56 | 53 | 58 | 48 | 48 | | 94 | | |
| MUL | 44 | 44 | | 42 | 55 | | | | | | |
| WHT | 43 | 48 | 41 | 57 | 53 | 54 | 60 | 100 | 80 | | |
| FRL | 37 | 48 | 42 | 48 | 51 | 48 | 46 | 90 | 77 | | |

| 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 | 7 | 25 | 30 | 17 | 46 | 54 | 28 | 25 | | | |
| ELL | 19 | 47 | | 44 | 53 | | | | | | |
| ASN | 48 | 59 | | 74 | 61 | | 67 | | | | |
| BLK | 25 | 42 | 35 | 36 | 54 | 53 | 33 | 46 | 77 | | |
| HSP | 32 | 44 | 39 | 56 | 62 | 70 | 30 | 82 | | | |
| MUL | 38 | 53 | | 46 | 51 | | 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 |
| WHT | 44 | 52 | 50 | 52 | 53 | 73 | 72 | 65 | 65 | | |
| FRL | 32 | 44 | 37 | 42 | 53 | 57 | 45 | 60 | 71 | | |

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 | 44 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 19 |
| Total Points Earned for the Federal Index | 436 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99% |

Subgroup Data

Students With Disabilities

| | |
|---|-----|
| Federal Index - Students With Disabilities | 30 |
| 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 | 36 |
| 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 | 57 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |

| Asian Students | |
|--|-----|
| 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 | 47 |
| 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 | 46 |
| 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 | 50 |
| 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 | 41 |
| 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.

Lowest performing quartile in math and reading. Poor student behavior and discipline plagued the classrooms second semester. An undisciplined classroom makes it very difficult for struggling students to learn.

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

Civics. 17-18 only students with lexiles above 770 were placed in Civics and the percent 3 and higher was over 90%. 18-19 all the lower level students had to take Civics causing a 30 point drop.

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.

Science. Lost one teacher in December and did not get a replacement.

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

Acceleration. All level threes were placed into Alg, Geo or Biology.

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

Attendance and suspensions

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

1. Reading across all content and grade levels
2. Improving student behavior
3. Building better relationships with students, teachers and parents
4. Reducing suspensions
5. Improving attendance

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|---|
| #1 | |
| Title | Improving Reading levels |
| Rationale | Our schools reading level is far below other middle schools in Duval county and the state. If we improve our students level of reading, all other content areas will improve as well. |
| State the measurable outcome the school plans to achieve | Average lexile gains by Dec will be 50 points. Average lexile gain by May will be 100 points. |
| Person responsible for monitoring outcome | Tammy Tuschhoff (tuschhofft@duvalschools.org) |
| Evidence-based Strategy | Students who complete 4 Achieve articles at 75%, consecutively move up in lexile. Language Arts, Social Studies, Science and Leadership teachers are assigning students achieve articles. |
| Rationale for Evidence-based Strategy | Students who read achieve articles, rooted in ELA standards and can answer the questions, stretch question and short responses improve their reading comprehension. There is a direct correlation between Achieve reading lexiles and proficiency on school, district and state assessments. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Added a language arts position to add more corrective reading sections 2. Added a social studies position to reduce class size for all departments 3. Screened 608 students for corrective and placed 364 in reading classes 4. Providing incentive's to students complete 2 Achieve 3000 articles each week. 5. |
| Person Responsible | [no one identified] |

| | |
|---|--|
| #2 | |
| Title | Improving learning gains of LPQ in math and reading |
| Rationale | These were the lowest scores in the building |
| State the measurable outcome the school plans to achieve | 50% of our LPQ will make gains in math and reading by May 2020. |
| Person responsible for monitoring outcome | Tammy Tuschhoff (tuschhofft@duvalschools.org) |
| Evidence-based Strategy | Math - Math 180 Reading - Corrective Reading |
| Rationale for Evidence-based Strategy | Both programs have had a great deal of success if implemented daily and with fidelity |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Using ACALETICS program daily for 7th and 8th grade students in math to build fluency in high accountability standards 2. Ensuring all Math and Reading teachers are trained in ACALETICS and Corrective Reading 3. Ensure all teachers have the resources to teach these courses 4. Monitor progress weekly, monthly, quarterly and make adjustments as needed 5. Provide ongoing prescriptions for each student |
| Person Responsible | [no one identified] |

| | |
|---|---|
| #3 | |
| Title | Reduce number of referrals and suspensions |
| Rationale | We averaged over 2630 referrals last year and over 700 suspensions. Culture and climate surveys indicate that it was student-teacher, teacher-admin, teacher-parent relationships were very weak. There was a breakdown in systems that lead to a lot of discipline issues left unresolved. |
| State the measurable outcome the school plans to achieve | Reduce the number of infractions, referrals and suspensions by 50%. |
| Person responsible for monitoring outcome | [no one identified] |
| Evidence-based Strategy | Structured movement in all common areas, transitions and bus area |
| Rationale for Evidence-based Strategy | We are a military academy of leadership. Basic military routines and rituals will ensure the safe movement of young teenagers. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Practice structured movement and rituals and routines with faculty during preplanning and get 100% buy-in 2. Structure movement from the time students get off of the bus, and get on the bus. 3. Use leadership classes to track demerits, reward students and acclimate them with military rituals and discipline 4. Every adult is expected to build great relationships with students and parents. 5. Bring Calm Classroom activities to every teacher. These 2-3 min relaxation exercises are designed to improve behavior and focus. |
| Person Responsible | Tommy Fox (foxt1@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).

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.

Our parent family engagement goals directly align to better parent engagement this school year. We want to increase parent, community, and school relationships with the goal of build up our strong well rounded Cadets. This year our Parent Family Engagement Plan focuses on experiences that will allow parents to take an active role in their Cadets achievement and leadership journey. They will learn how students track their own progress and set their own goals. They will see the total mind and body approach as they see the physical and mental expectations set forth in their leadership class. Finally they will prepare for their end of year assessments and show their parents effective ways to study, and engage in the learning process.

1. Weekly communication by the principal to all parents who have a parent focus account with a current email.
2. I met with all the parents during Orientation encouraging them to stay connected, volunteer and be a SAC or PTSA member.
3. I have partnered with two faith based partners (RISE Church and Trinity Baptist) Both have sent volunteers this summer to work on sprucing up the campus.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

The social-emotional needs of all students at Stilwell are a major focus this school year. Each Cadet will be enrolled in a leadership class. During their leadership class they learn different traits about self-advocacy, discipline, structure, and motivation. They will learn the ways they best learn, and begin to track their own progress in each aspect of their studies. During Leadership cadets will participate in a series of lessons centered on Mental Health and Awareness. On site we will have a Full Service Schools Mental Health Counselor to assist with student needs. Our local Armed Forces are going to partner with Stilwell to mentor and sponsor students, as well as our student sponsoring a member of the armed service and write them letters and send care packages. Dean Fox and other members of our restorative practice team will hold student lead consoling sessions where students talk about their actions as well as their discipline issues with the goal of reducing infractions and creating solutions to issues.

We offer an after school program that partners with Communities in Schools. Finally, we have community partner Achievers for Life on Campus, working with students and families to prepare and assist in their various needs.

Wellness Wednesdays - 30 min SEL lessons delivered to all students on early dismissal days.

Health Curriculum - All middle school students take Health class that addresses bullying, self care, and healthy lifestyle

Leadership Class - Students learn characteristics of leaders and learn how to self assess.

Code of Conduct - The Dean met with every leadership class to review the safety nets, behavior expectations

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

During the course of the school year our School Guidance department will partner with local area high schools to hold "JSMAL goes to High School Nights." These events are aimed to provide Cadets and their parents information about the various High Schools in Jacksonville and the different programs each allow. During the year Councilors will share different High School Requirements and work with 8th Grade Cadets to prepare to apply and select a school that best fits their goals. This summer our leadership team will work to create an Orientation program for all students new to Stilwell. They will learn about the leadership courses, the structured movement expectations, and review the cadet code of conduct so that

when they start day one they have a clear understanding of the schools' expectations and goals set forth to help all reach out goal.

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.

Our Leadership team is a critical decision-making body made up of Admin, Dean, Leadership teachers, department heads, and other schools leads. During these weekly Thursday meetings, the team discussions varies aspect of Stilwell norms and expectations. As a team we review student data, set goals, listen to teacher input, and create plans that will best set up our students and school for success. Communication is critical and before a final decision is made information is shared with the team and all have an opportunity to weigh in and provide solutions, advice, and evidence to help was make an informed decision.

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

Though the Leadership Classes Cadets will learn about each of the different branches of the Military. They will have the opportunity to speak with veterans as well as active service members. They may not decide to join a Military path, however each Cadet will gain an understanding and appreciation for the men and women of our armed forces. Students in our highest achieving cohort will have the ability to earn High School and College credit while completing their Strategies for Learning Success class. During this class taught by a Certified teacher, students will prepare for college and learn various skills needed to be successful once enrolled fulltime. They will visit a college campus as well as have the opportunity to communicate with other students through online discussions. Stilwell has also planned to work with Armed Forces members to mentor our Cadets. During the year a member of a military branch will mentor a student and write letters, do walk through, and check in and motivate a cadet. Also, Cadets will be adapting a Service Member for themselves and write letters of appreciation and send care packages to active duty members deployed across the globe.

Part V: Budget

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

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|---------------|--------|---|---------------|
| 1 | III.A. | Areas of Focus: Improving Reading levels | \$0.00 |
| 2 | III.A. | Areas of Focus: Improving learning gains of LPQ in math and reading | \$0.00 |
| 3 | III.A. | Areas of Focus: Reduce number of referrals and suspensions | \$0.00 |
| Total: | | | \$0.00 |