

Duval County Public Schools

Fort Caroline Middle School



2020-21 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: 7/23/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2019-20 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 (45%) 2017-18: C (53%) 2016-17: C (43%) 2015-16: D (32%)
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 is pending approval by the Duval County School Board.

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

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	84%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Wellington, Chelvert	Principal	<p>Manage and supervise all school activities.</p> <p>Cultivate a safe and civil learning environment.</p> <p>Monitor teacher and student performance.</p> <p>Lead instructional work to achieve desired student achievement goals.</p> <p>Monitor student-achievement and performance through class observations, analysis of student work, and analysis of data.</p> <p>Ensure the school's goals, vision and mission are articulated and aligned with all stakeholders.</p> <p>Oversees math and social studies departments</p>
Taliferro, Laura	Instructional Coach	<p>To support the teachers and students in math classes.</p> <p>Provide in depth training and professional development for math teachers.</p> <p>Initiate, implement and support math club.</p> <p>Plan and analyze lessons with math teachers.</p> <p>Analyze student work and data with math teachers.</p> <p>Assist admin with development of coaching plans.</p> <p>Facilitate coaching cycles with the math teachers as assigned.</p> <p>model for teachers to gain deeper understanding of implementation of math concepts and instructional best practices</p>
Skutt, Sara	Instructional Coach	<p>To support the teachers and students in ELA/reading classes.</p> <p>Provide in depth training and professional development for ELA/reading 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>

Name	Title	Job Duties and Responsibilities
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>
Sarjeant, Leslie	Assistant Principal	<p>Cultivate a safe and civil learning environment.</p> <p>Monitor teacher and student performance.</p> <p>Lead instructional work to achieve desired student achievement goals.</p> <p>Monitor student-achievement and performance through class observations, analysis of student work, and analysis of data.</p> <p>Oversees English/reading and science departments</p>

Demographic Information

Principal start date

Thursday 7/23/2020, Chelvert Wellington

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8

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2019-20 School Improvement (SI) Information*	
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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 .	

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	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Monday 7/27/2020

Prior Year - As Reported

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		
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

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	
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

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	
	(0)	(0)	(0)	0 (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.

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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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			

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
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%	2
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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 data component that showed the lowest performance was Math Lowest 25% gains. One of the contributing factors to this data is that there was a full year vacancy in 7th grade standard math. There was also a vacancy in 6th grade standard math for half of the school year. Many of the students who made up the Math Lowest 25% were in both of these classes.

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

Math lowest 25% and Social Studies Achievement both showed a 20% decline from the previous year. One of the contributing factors for the math data is that there was a full year vacancy in 7th grade standard math. There was also a vacancy in 6th grade standard math for half of the school year. Many of the students who made up the Math Lowest 25% were in both of these classes. The contributing factor for the decline in Social Studies is that for the 2018 school year, only 6th and 7th grade students who achieved a level 3 or higher on the ELA FSA were placed in Civics classes. For the 2019 school year, 8th grade students who were not proficient on the ELA FSA were placed in Civics classes due to credit requirements.

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 Learning Gains had the greatest gap when compared to the state average. Vacancies in 6th and 7th grade math were the main contributing factors for this gap.

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

The data showed no improvements in any area. There was a decline in each area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Potential Areas of Concern:

1) Level 1 on Statewide Assessments

2) 1 or more suspensions

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

1. Standard based Walk-throughs
2. 5 Essentials regarding Leadership and Climate and Culture
3. Alignment with Instructional Standards and S
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Standards aligned instruction, tasks, and assessments are barriers throughout the region with less than 20% of classrooms adhering to on level activities. The 5 essentials survey indicated that students were experiencing a negative impact of the Opportunity Myth. This conclusion was reached from the survey when students and teachers were asked about the rigor experienced in the classroom and expressed that they felt the level of rigor was adequate.
Measurable Outcome:	The specific measurable outcome is that 90% of our current content teachers will engage in successful standards-based instruction planning procedures.
Person responsible for monitoring outcome:	Chelvert Wellington (wellingtoc3@duvalschools.org)
Evidence-based Strategy:	Students must be exposed to standards aligned instruction, tasks, and assessments through instructional delivery. Alignment with standards based instruction and experiences in the classroom will be monitored utilizing the standards walk through tool.
Rationale for Evidence-based Strategy:	According to the Opportunity Myth, to ensure that students are successful on their state assessment as well as being prepared for the following year's progression of standards, students must receive standards aligned instruction on a continuous basis.

Action Steps to Implement

School instructional coaches will train core content area teachers regarding the learning arc and the effectiveness of standards aligned instruction on the overall success in student learning and how it relates to the school improvement plan.

Person Responsible Leslie Sarjeant (sarjeantl@duvalschools.org)

Weekly common planning provided with instructional coaches to ensure that standards aligned instruction is being presented to students.

Person Responsible Leslie Sarjeant (sarjeantl@duvalschools.org)

Reflection on action steps to determine effectiveness of planning and training.

Person Responsible Chelvert Wellington (wellingtoc3@duvalschools.org)

Continued monitoring with the use of standards walk through forms to determine which teachers need additional support. Follow-up support given to identified teachers.

Person Responsible Chelvert Wellington (wellingtoc3@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Core Subject Area Teachers - Additional core subject area teachers will be funded to provide more small group instruction to students in need.

Reading/Math Coaches - Instructional coaches (reading and math) will be funded to provide teachers with support in aligning instructional practices to the standards.

Paraprofessional - Title I funds will provide an additional part-time paraprofessional to support small group instructional support.

Supplies - Classroom materials and supplies will be purchased to provide students and teachers with items needed relating to classroom instruction and improving student achievement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Fort Caroline Middle School addresses building a positive school culture and environment through a few different avenues. Monthly PTA and SAC meetings are held to keep stakeholders updated with what's going on at school as well as getting input on improvements that can be made to improve the climate and culture of the school. These monthly meetings also help to ensure that the statement of vision, mission, values, and goals are being analyzed and achieved or are approaching achievement.

Parent Family and Engagement Plan (PFEP) Link

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