

Duval County Public Schools

# Fort Caroline Middle School



## 2021-22 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: 7/14/2021

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	97%
<b>2020-21 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%)
<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>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](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)	2020-21 Title I School	2020-21 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	86%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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	Position 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>
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>
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>
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>
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,</p>



Name	Position Title	Job Duties and Responsibilities
		<p>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>

### Demographic Information

#### Principal start date

Wednesday 7/14/2021, 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.*

0

**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.*

0

**Total number of teacher positions allocated to the school**

32

**Total number of students enrolled at the school**

466

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

1

#### Demographic Data

### Early Warning Systems

**2021-22**

**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	113	142	211	0	0	0	0	466	
Attendance below 90 percent	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		
Course failure in ELA	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		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	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**

Wednesday 7/14/2021

**2020-21 - 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	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	
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	

**2020-21 - 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	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	
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		

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	43%	54%	44%	42%	53%
ELA Learning Gains				42%	49%	54%	50%	47%	54%
ELA Lowest 25th Percentile				39%	45%	47%	52%	44%	47%
Math Achievement				38%	49%	58%	38%	46%	58%
Math Learning Gains				35%	50%	57%	42%	50%	57%
Math Lowest 25th Percentile				28%	47%	51%	48%	47%	51%
Science Achievement				40%	44%	51%	42%	45%	52%
Social Studies Achievement				64%	68%	72%	84%	82%	72%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	37%	47%	-10%	54%	-17%
Cohort Comparison						
07	2021					
	2019	46%	44%	2%	52%	-6%
Cohort Comparison		-37%				
08	2021					
	2019	42%	49%	-7%	56%	-14%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	34%	51%	-17%	55%	-21%
Cohort Comparison						
07	2021					
	2019	48%	47%	1%	54%	-6%
Cohort Comparison		-34%				
08	2021					
	2019	7%	32%	-25%	46%	-39%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	18%	40%	-22%	48%	-30%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	83%	67%	16%	67%	16%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	64%	69%	-5%	71%	-7%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	62%	57%	5%	61%	1%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	71%	61%	10%	57%	14%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tools that will be used to compile the data below are as follows:

6th - 8th Grade ELA: Achieve Lexile Level Assessment for Fall

6th - 8th Grade ELA: Progress Monitoring Assessment 2 for Winter

6th - 8th Grade ELA: Progress Monitoring Assessment 3 for Spring

6th - 8th Grade Math: HMH Growth Measure for Fall

6th - 8th Grade Math: Progress Monitoring Assessment 2 for Winter

6th - 8th Grade Math: Progress Monitoring Assessment 3 for Spring

Algebra 1: Baseline Assessment for Fall

Algebra 1: Progress Monitoring Assessment 2 for Winter

Algebra 1: Progress Monitoring Assessment 3 for Spring

Civics: Baseline Assessment for Fall

Civics: Progress Monitoring Assessment 2 for Winter

Civics: Progress Monitoring Assessment 3 for Spring

Science: Baseline Assessment for Fall

Science: Progress Monitoring Assessment 2 for Winter

Science: Progress Monitoring Assessment 3 for Spring

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19		
	Economically Disadvantaged	15		
	Students With Disabilities	7		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31		
	Economically Disadvantaged	25		
	Students With Disabilities	15		
	English Language Learners	0		

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19		
	Economically Disadvantaged	12		
	Students With Disabilities	6		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18		
	Economically Disadvantaged	9		
	Students With Disabilities	6		
	English Language Learners	0		
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15		
	Economically Disadvantaged	1		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6		
	Economically Disadvantaged	8		
	Students With Disabilities	0		
	English Language Learners	0		
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	2		
	Economically Disadvantaged	2		
	Students With Disabilities	4		
	English Language Learners	0		

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	4	14	19	7	25	28	17				
ELL	13	35	36	22	35		20				
BLK	25	26	30	26	24	24	26	59	54		
HSP	39	34	27	33	29	31	44				
MUL	43	48		33	50		33				
WHT	53	40	30	51	43	50	68	90	83		
FRL	23	25	31	23	24	29	25	53	55		
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		



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
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		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	30
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	41
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	56
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

All subgroups decreased in all content areas.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement based off of progress monitoring and 2019 state assessments are as follows:

6th Grade

- ELA: ELL, Students with Disabilities
- Math: ELL

7th Grade

- ELA: ELL, Students with Disabilities
- Math: All categories
- Civics: All categories

8th Grade

- ELA: All categories
- Math: All categories
- Science: All categories

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The main contributing factor for the need for improvement among the ELL population is the need for an ELL paraprofessional. Also, lack of continued professional development for classroom teachers on how to best serve the ELL population would also be a contributing factor. Additional contributing factors were teacher vacancies in the math department.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There were no improvements in the data. Only decline in all areas.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

N/A

#### What strategies will need to be implemented in order to accelerate learning?

A system will be put in place to monitor and verify learning. This will enable teachers to identify critical missing skills and address them with the students who need them through small groups. Personalized instruction will be provided for these students.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Ongoing professional development will be provided during PLC to aide teachers in identifying when students are missing critical skills and how to address those deficiencies in a small group setting. Teachers will also have continuous professional development on how to constantly monitor students throughout the year and provide personalized instruction for each student.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Monitoring of personalized instruction for students will be conducted by school administrators on a consistent basis. School administration will also monitor assessment data to ensure that services being provided to students by teachers is effective.

### 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 grade-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 level of rigor was inadequate.

**Measurable Outcome:** The specific measurable outcome is that 90% of our core content teachers will engage in successful standards-based instruction planning procedures.

**Monitoring:** Administration and Coaches will conduct weekly walk-throughs with a focus on Standard-Aligned instruction. Coaches will provide immediate feedback with teachers.

**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 and weekly coaching monitoring and feedback.

**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. Teachers will also provide reflection of teaching practices to increase knowledge of standards.

**Person Responsible** Leslie Sarjeant (sarjeantl@duvalschools.org)

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

**Person Responsible** Chelvert Wellington (wellingtoc3@duvalschools.org)

**#2. Culture & Environment specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	The 5 Essential Survey Report identified a decrease in the number of students that feel positive connections and support. connections are made among faculty, staff and students so that they are moving in the same direction, through common vision, practices and effective systems or trust in teachers ability to meet the students needs.
<b>Measurable Outcome:</b>	<ol style="list-style-type: none"> <li>1. Increase the number of positive behavior referrals.</li> <li>2. Decrease the number of Class I ODRs.</li> <li>3. Increase teacher involvement in activities and events.</li> </ol>
<b>Monitoring:</b>	<ol style="list-style-type: none"> <li>1. Student discipline referrals and positive behavior awards will be monitored monthly.</li> <li>2. Teacher participation in activities and events.</li> </ol>
<b>Person responsible for monitoring outcome:</b>	Harvin Brian (harvinb@duvalschools.org)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Utilization of CHAMPS</li> <li>2. PBIS Professional Development</li> <li>3. Restorative Justice Professional Development</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Research indicates that strong utilization of CHAMPS with an intense focus on PBIS lessons produces results directly aligned with student behaviors.</li> <li>2. Monitoring of student and schoolwide culture and climate date.</li> <li>3.</li> </ol>

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Core Subject Area Teachers--Additional core subject area teachers will be offered one-on-one and/or small group instruction to students in need.**

**Instructional Coach--The Instructional Coach will provide teachers with support in ensuring that instructional practices are aligned to the standards.**

**Paraprofessionals--paraprofessionals will work along side ELA/reading and math teachers as an additional resource for students that may need support with reading and/or math**

**Supplies--Classroom materials and supplies will be provided to teachers with items needed for classroom instruction as well as 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.

The school addresses building a positive school culture environment by having student advocates for each grade level. These students meet with administration to voice the concerns of the students in their grade levels and discuss ways to improve student/teacher relations.

A positive school culture and environment is addressed with teachers by creating teams among the school staff. These teams collaborate together to host team building activities for the entire staff to foster an environment of collaboration, support, and comradery. Teams are also able to collaborate with each other to discuss and share ideas on how to improve student achievement across the school.

All stakeholders are involved in creating a positive school culture and environment by being invited into PTA meetings, SAC meetings, AVID meetings, and booster clubs. This allows stakeholders to voice their opinions and play a role in the performance of the school by contributing their ideas and thoughts to aide in the improvement of the school.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

N/A

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$240,631.21
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2381 - Fort Caroline Middle School	Title, I Part A	1.0	\$66,473.00
			Notes: Math Teacher - Melody Moyer			
	5100	120-Classroom Teachers	2381 - Fort Caroline Middle School	Title, I Part A	1.0	\$66,473.00
			Notes: Dance Teacher - Caroline Schmid			

	6400	130-Other Certified Instructional Personnel	2381 - Fort Caroline Middle School	Title, I Part A	1.0	\$66,473.00
			Notes: Math Coach - Laura Taliferro			
	5100	150-Aides	2381 - Fort Caroline Middle School	Title, I Part A	1.0	\$28,201.49
			Notes: Full Time Paraprofessional			
	5100	150-Aides	2381 - Fort Caroline Middle School	Title, I Part A	1.0	\$13,010.72
			Notes: Part Time Paraprofessional			
2	III.A.	Areas of Focus: Culture & Environment: Standards-aligned Instruction				\$0.00
Total:						\$240,631.21