

Duval County Public Schools

Mandarin Middle School



2021-22 Schoolwide Improvement Plan

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Mandarin Middle School

5100 HOOD RD, Jacksonville, FL 32257

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

Demographics

Principal: Julie Humphreys

Start Date for this Principal: 7/16/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	54%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (61%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Mandarin Middle School

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

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	No	36%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

It is our core belief that through intentional, tailored learning experiences all students can maximize their potential.

Provide the school's vision statement.

As a premier middle school within the Duval County Public School system, we are committed to ensuring that students are prepared for success in college or a career, and life. Our vision is to provide educational excellence in every classroom, for every student, every day.

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
Humphreys, Julie	Principal	
Bailey, Stephanie	Assistant Principal	
Wright, Elton	Assistant Principal	Assistant Principal of Student Services

Demographic Information

Principal start date

Friday 7/16/2021, Julie Humphreys

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.*

7

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.*

12

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,281

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

4

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

6

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	427	414	440	0	0	0	0	1281
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	57	72	72	0	0	0	0	201
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	55	69	63	0	0	0	0	187
Number of students with a substantial reading deficiency	0	0	0	0	0	0	73	90	58	0	0	0	0	221

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	25	35	19	0	0	0	0	79

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	12	33	35	0	0	0	0	80
Students retained two or more times	0	0	0	0	0	0	5	6	5	0	0	0	0	16

Date this data was collected or last updated

Wednesday 7/21/2021

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	405	463	430	0	0	0	0	1298	
Attendance below 90 percent	0	0	0	0	0	0	47	31	27	0	0	0	0	105	
One or more suspensions	0	0	0	0	0	0	3	24	10	0	0	0	0	37	
Course failure in ELA	0	0	0	0	0	0	7	27	25	0	0	0	0	59	
Course failure in Math	0	0	0	0	0	0	7	27	18	0	0	0	0	52	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	41	64	69	0	0	0	0	174	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	55	69	63	0	0	0	0	187	

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	159	203	181	0	0	0	0	543	

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	7	7	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	7	7	0	0	0	0	14

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				58%	43%	54%	57%	42%	53%
ELA Learning Gains				54%	49%	54%	55%	47%	54%
ELA Lowest 25th Percentile				40%	45%	47%	47%	44%	47%
Math Achievement				64%	49%	58%	55%	46%	58%
Math Learning Gains				64%	50%	57%	52%	50%	57%
Math Lowest 25th Percentile				49%	47%	51%	46%	47%	51%
Science Achievement				67%	44%	51%	58%	45%	52%
Social Studies Achievement				87%	68%	72%	98%	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	55%	47%	8%	54%	1%
Cohort Comparison						
07	2021					
	2019	51%	44%	7%	52%	-1%
Cohort Comparison		-55%				
08	2021					
	2019	63%	49%	14%	56%	7%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	63%	51%	12%	55%	8%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	49%	47%	2%	54%	-5%
Cohort Comparison		-63%				
08	2021					
	2019	49%	32%	17%	46%	3%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	47%	40%	7%	48%	-1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	67%	28%	67%	28%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	69%	17%	71%	15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	57%	30%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	61%	39%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

6th Grade:

Performance Matters

DCPS SAS Dashboard

DCPS PMAs

7th Grade:

Performance Matters

DCPS SAS Dashboard

DCPS PMAs

8th grade:

Performance Matters

DCPS SAS Dashboard

DCPS PMAs

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	25	50
	Economically Disadvantaged	0	0	0
	Students With Disabilities	6	7	6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	22	18
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	7	5
	English Language Learners	5	19	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.1	46.7	41.2
	Economically Disadvantaged	0	0	0
	Students With Disabilities	15	21	14
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	1	.39
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	24	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	15	19
	Economically Disadvantaged	0	0	0
	Students With Disabilities	6.9	6	29
	English Language Learners	0	0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52.2	51.1	47.5
	Economically Disadvantaged	0	0	0
	Students With Disabilities	30	28	21
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	.4	.7
	Economically Disadvantaged	0	.4	0
	Students With Disabilities	0	0	.39
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.8	46.3	54.4
Science	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	4	1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.8	46.3	54.4
	Economically Disadvantaged	0	0	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	28	37	27	26	32	25	25	41			
ELL	24	40	39	24	29	27	26	50			
ASN	74	76		75	44		87	82	100		
BLK	41	40	19	33	27	17	39	53	63		
HSP	44	52	45	43	41	35	37	55	85		
MUL	57	42	20	52	33	33	55	79	81		
WHT	63	56	38	62	45	29	72	84	88		
FRL	42	40	32	39	34	27	41	59	65		
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	25	34	24	31	43	35	37	49			
ELL	35	39	35	48	55	39	48	87	83		

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
ASN	73	59		82	83		91	100	95		
BLK	40	47	38	49	50	37	44	83	95		
HSP	49	49	42	60	59	46	61	78	87		
MUL	62	58	42	75	64		74	93	89		
WHT	67	58	40	71	70	59	74	90	88		
FRL	47	49	36	54	57	44	50	81	89		
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	25	40	35	25	39	40	19	81			
ELL	21	47	48	31	48	53	29		90		
ASN	71	63	70	72	73		70	100	100		
BLK	39	47	39	37	41	40	45	91	73		
HSP	50	59	50	49	48	44	47	97	80		
MUL	56	59	77	61	59	58	50	100	83		
WHT	65	56	47	62	56	48	66	99	83		
FRL	45	50	44	44	45	42	49	95	74		

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	50
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	30
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	10
Percent Tested	97%
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
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	46
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	50
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	60
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 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?

Based on comparisons of 18-19 BY scores to 20-21 PMA 3 scores, ELA is showing an overall increase in Levels 1 and 2 for 6th grade, a decrease in Levels 1 and 2 for 7th grade, and an increase in Levels 1 and 2 for 8th grade. Mathematics (including Algebra and Geometry) shows an increase in Levels 1 and 2 from 18-19 EY scores, with the exception of Pre-Algebra, which shows a decrease in Level 1s. Biology shows a decrease in Levels 1 and 2, however, Comp Sci 3 shows an increase in Level 1s. Civics shows an increase in Levels 1 and 2.

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

Civics demonstrates the most need for growth, specifically in regards to PMA scores. We earned 86% in Levels 3-5 in 18-19 EY scores, and dropped to 57% in Levels 3-5 on 20-21 PMA 3 scores. Geometry is another area of growth, with Levels 3-5 decreasing from 100% for 18-19 EY scores to 81% for 2021 PMA 3 scores.

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

Regarding Geometry, we lost a strong Algebra/Geometry teacher after the 18/19 school year, so the current data is based on the scores earned under the new teacher's instruction. We would need to provide additional instructional support for this current teacher, which is planned for by leveraging our new Math Coach. Regarding Civics, we lost a strong Civics teacher and had a vacancy for the majority of the school year, until a new hire was placed in February. This contributed to the increase in lower achievement scores. We are reassigning our current social studies teachers to maximize strong instruction in the civics courses.

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

Based on a comparison of 18-19 EY scores and 2021- PMA 3 scores, we show a decrease in Level 1s for Pre-Algebra (30% down to 19%) and an increase in Levels 3-5 (49% up to 52%).

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

We began implementing stronger PLC sessions, with teachers looking more deeply into the standards and collaborating on best instructional practices for the content.

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

We will need to refocus our PLC sessions for all content areas to allow more opportunities for teachers to work with students data, analyze trends, and collaborate around best practices for instruction in all areas of focus. We will also need to leverage our new math coach to support all mathematics courses, with a specific focus on LPQ and acceleration 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.

Teachers will participate in a scheduled professional development during Early Release Days through the school calendar. In addition, we will provide a voluntary Lunch and Learn where teachers will learn how to impact the highest yield of student learning.

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

Teachers will participate in an admin data chat twice a quarter to ensure that we are supporting students that are at risk of not showing gains or proficiency. Also, the team will create focus calendars to reteach/review standards that are not showing adequate progress through each unit that was taught.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus- We need to implement standards-based planning process while using the 12-Step PLC planning protocol. During the PLC, we will unpack standards, create lessons based on the learning arcs, as well as create tasks and assessments that are fully aligned to the standard. Furthermore, the PLC will analyze student work and data on a consistent basis. The standards-based planning will occur in all core classes.

Area of Focus Description and Rationale:

Description and Rationale - The 2020-2021 school year Mandarin Middle implemented the beginning stages of genuine standards-based instruction; however tasks, and assessments are not fully aligned on a consistent basis. The data from the instructional walkthroughs indicate that common planning is occurring and teachers are unpacking standards in their PLCs. Also, it is important to point mention that the admin team needs to be calibrated since there are two new admin on campus. Furthermore, we have hired three teachers: science, math, and English. As a result, they will require additional professional development with standards based planning. With the focus of on standards-based instruction, Mandarin Middle will improve proficiency and growth scores in all state accountability areas.

Measurable Outcome:

Vast majority of our current core content teachers will engage in successful standards-based instruction planning processes including the creation of learning arcs for each standard with aligned tasks and assessments

1. Teachers will complete learning arcs in PLCs-Teachers will participate in professional learning with their admin and instructional coach. As a result, the leadership team will ensure that they are teaching the full standard.
3. Teachers will create tasks and informal assessments that are fully aligned to the standard as well as the task demands per standard.
4. Teachers will bring student work to the common planning sessions to determine if students will show proficiency with the targeted standards. Based on the findings, teachers will make the appropriate adjustments to their instruction.
3. Students will participate in unit assessments created by DCPS
4. Teachers will analyze the results to determine next steps with remediation and enrichment.
5. The team will create focus calendar to ensure that we will continue correct pacing while providing differentiated instruction.
4. Teachers will create/implement targeted lessons that align to the standard based on individual needs.

Person responsible for monitoring outcome:

Julie Humphreys (humphreysj@duvalschools.org)

Evidence-based Strategy:

Formal data will be collected and analyzed to determine if students are showing adequate progress as well as demonstrating proficiency. Teachers and admin team will use the following resources to ensure the strategy is effective: Student Data Chat Forms, Teacher and Admin Data Chat Forms, Performance Matters Reports pulled by Admin, Differentiated lessons, Monthly Focus Calendars.

Rationale for Evidence-

By selecting this specific strategy, the PLCs will be able ensure students are being monitored on a consistent basis throughout the school year. Additionally, the team will be able to identify areas of growth for the students and adjust instruction based on the students' individual needs. Resources from DCPS SAS dashboard, Performance Matters,

based Strategy: DCPS Progress Monitoring Assessments were used when selecting the evidence based strategy.

Action Steps to Implement

Teacher and admin will conduct data chats quarterly to monitor students' growth with informal and formal assessments.

Person Responsible Julie Humphreys (humphreysj@duvalschools.org)

Teachers will participate in a one on one monthly data chats with admin to determine if targeted group of students are meeting progress.

Person Responsible Julie Humphreys (humphreysj@duvalschools.org)

During PLCs, teachers will create teacher-led groups by standard with the use of focus calendars and differentiated lessons.

Person Responsible Julie Humphreys (humphreysj@duvalschools.org)

Teachers will volunteer to participate in peer-observational rounds to offer feedback and support on aligned, standards-based instruction.

Person Responsible Julie Humphreys (humphreysj@duvalschools.org)

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	<p>Area of Focus: Based on the 5 Essential Survey, insufficient data was found in the Parent Involvement domain. While the 20-21 data indicates that the results are neutral, there are opportunities for all faculty and staff to increase parent involvement since it was the smallest amount of change from 19-20 school year.</p> <p>Description and Rationale - This area of focus is critical because it creates opportunities for our parents to have a voice with their child's education. While creating these opportunities of open communication and parent involvement, parents are empowered to support their teenager through their difficult years in middle school. This focus will build authentic relationships with teachers, admin, and staff. . Furthermore, the parents will feel comfortable sharing their concerns and ideas the Mandarin Team. All in all, we want our parents to feel like their voice is heard and acknowledge in the Mandarin community.</p>
Measurable Outcome:	<p>The measure of Parent Involvement in the 5-Essentials Survey will improve from Neutral to at least Strong</p>
Monitoring:	<p>The leadership team will monitor in a variety of parent involvement platforms:</p> <ul style="list-style-type: none"> *Monitor the number of views on the weekly newsletter parent newsletter. *Increase number subscribers to the monthly video recordings of admin on Youtube. *Weekly emails and robo calls sent to parents. Monitor the report to ensure that we are contacting the parents that are not engaged. *Monitor attendance Parent Involvement Night per quarter and incorporate surveys at the end of each event. *Monitor how each PLC is communicating with parents about the topics being taught each quarter.
Person responsible for monitoring outcome:	Julie Humphreys (humphreysj@duvalschools.org)
Evidence-based Strategy:	Implement a parent involvement activities throughout the school year as well as increase communication on a weekly, monthly, and quarterly basis with parents.
Rationale for Evidence-based Strategy:	Based on 5-Essentials Survey, parents do not feel they are receiving feedback about their child's academic progress as well as the activities that are occurring in the school throughout the academic school year in a timely and consistent manner.

Action Steps to Implement

Teachers will send biweekly bulletins about their classroom through the use of Focus, Remind, or a teacher blog.

Admin will collaborate with department heads about topics that should be included in the newsletter.

Admin will create a weekly newsletter.

Weekly Robo calls and emails will be sent to parents. The school counseling clerks will reach out to the list of parents that are not receiving the calls and emails.

Admin will create a Youtube video to communicate with the families upcoming school events.

Admin will monitor parent complaints about teachers not responding to parents emails in a timely manner.

Admin will collaborate with the school counselors to brainstorm topics for each quarter.

Admin will advertise the parent involvement nights through all forms of social media.

Admin and school counselors will facilitate parent involvement night for each quarter.

Admin will record the presentation to be posted on the school website.

Person Responsible Stephanie Bailey (baileys7@duvalschools.org)

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.

1. Primary Concern:

A. Based on 19-20 school year, violent incidents were consider high (13 out of 27 in DCPS and 378 out of 553 in State of Florida)

B. Secondary Concern: Based on 19-20 school year, property/vandalism incidents were consider moderate (16 out of 27 in DCPS and 339 out of 553 in State of Florida)

2. School Culture and Environment will be monitored:

The leadership team will monitor the school culture by setting expectations at the beginning of the school year for students and parents that violent incidents will not be tolerated. More specifically, students will participate in a class assembly and recorded Power Point for the parents. Students will participate in quarterly surveys to gage the school culture. The PBIS teams will incorporate positive rewards for students that demonstrating positive behavior. Lastly, the admin team will analyze discipline data on a weekly basis to determine areas of needs.

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.

Mandarin Middle School will develop a PBIS team that will embrace the following key components:

- Establish a positive behavior support plan that is aligned with our goals of Excellence in Academics, Athletics, and the Arts to reach the expected academic and behavioral outcomes.
- Establish a consistent way to recognize students for exhibiting desired behaviors and for improvement of desired outcomes in academics, athletics, and/or arts.
- Establish grade bands and classroom management plans that serve to address the needs of the whole child.

- Establish a system where Level 1 Offenses based on the DCPS Student Code of Conduct are managed at the classroom level through established classroom management plans and following specific school-wide procedures.
- Establish a restorative justice training for all interested teachers ,deans, and school leaders.

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

The stakeholders and their role for promoting a positive culture and environment are:

1. Administration - They will play an active role in setting the expectation and monitoring all of the goal are established and done with fidelity at Mandarin Middle School.
2. Leadership Team - Will conduct trainings and assist in the monitoring of all of the goals that become established.
3. Teachers - Will work collaboratively with their peers to establish team and classroom behavior plans and use them with fidelity. They will also train the student on the expectation of their team and classroom behavior plan.
4. Students - The students will learn and meet the expectation of a positive climate and culture here at Mandarin Middle School. They will also hold one another accountable in maintain the integrity of the behavior expectations.
5. Parents - Will work with both their child/children and the faculty and staff at Mandarin to ensure that positive climate and culture is being supported through PTA, parent conferences, and being involved in their child/children's education.

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	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement	\$0.00
Total:			\$0.00