

Duval County Public Schools

# Joseph Stilwell Middle School



2021-22 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Joseph Stilwell Middle School

7840 BURMA RD, Jacksonville, FL 32221

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

## Demographics

Principal: Tamara Tushhoff

Start Date for this Principal: 7/1/2019

<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)	100%
<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 (46%) 2017-18: B (55%) 2016-17: C (51%)
<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, [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](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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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>22</b>

# Joseph Stilwell Middle School

7840 BURMA RD, Jacksonville, FL 32221

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>71%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		C	C	B

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <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.**

To add value to every cadet in a supportive military structured environment that promotes academic excellence, in a standards based instructional setting that inspires leadership and strengthens physical, mental, social and emotional well-being.

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

We exist to ensure that all cadet's value and demonstrate leadership, character, citizenship, physical development and academic excellence.

### 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
Tuschhoff, Tammy	Principal	Lead all school operations to ensure the vision and mission are carried out with fidelity.
Errico, David	Assistant Principal	Assist the principal in carrying out the duties required to run a safe, high quality, middle school. Create, prepare the master schedule that gives cadets exactly what they need to promote to high school.
Jenkins, Clarence	Dean	
Edwards, Cleon	Teacher, Career/ Technical	
Barletta, Andrea	Administrative Support	
Palomino, Nitza	Teacher, Adult	

### Demographic Information

**Principal start date**

Monday 7/1/2019, Tamara Tushhoff

**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.*

38

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

41

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

585

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

6

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

2

**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	167	207	211	0	0	0	0	585
Attendance below 90 percent	0	0	0	0	0	0	46	55	61	0	0	0	0	162
One or more suspensions	0	0	0	0	0	0	8	10	4	0	0	0	0	22
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 FSA ELA assessment	0	0	0	0	0	0	65	85	96	0	0	0	0	246
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	60	81	73	0	0	0	0	214
Number of students with a substantial reading deficiency	0	0	0	0	0	0	47	53	93	0	0	0	0	193

**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	92	126	151	0	0	0	0	369

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

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

Tuesday 7/20/2021

**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	122	220	262	0	0	0	0	604
Attendance below 90 percent	0	0	0	0	0	0	0	48	23	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	0	20	35	0	0	0	0	55
Course failure in ELA	0	0	0	0	0	0	0	0	6	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	7	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	65	85	0	0	0	0	150
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	60	81	0	0	0	0	141
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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	40	67	0	0	0	0	107

**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	4	8	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

**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	122	220	262	0	0	0	0	604
Attendance below 90 percent	0	0	0	0	0	0	0	48	23	0	0	0	0	71
One or more suspensions	0	0	0	0	0	0	0	20	35	0	0	0	0	55
Course failure in ELA	0	0	0	0	0	0	0	0	6	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	0	7	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	65	85	0	0	0	0	150
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	60	81	0	0	0	0	141
	0	0	0	0	0	0	0	0	0	0	0	0	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	40	67	0	0	0	0	107

**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	4	8	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

**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				36%	43%	54%	38%	42%	53%
ELA Learning Gains				43%	49%	54%	49%	47%	54%
ELA Lowest 25th Percentile				35%	45%	47%	43%	44%	47%
Math Achievement				45%	49%	58%	49%	46%	58%
Math Learning Gains				43%	50%	57%	52%	50%	57%
Math Lowest 25th Percentile				38%	47%	51%	49%	47%	51%
Science Achievement				32%	44%	51%	47%	45%	52%
Social Studies Achievement				65%	68%	72%	93%	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	33%	47%	-14%	54%	-21%
Cohort Comparison						
07	2021					
	2019	33%	44%	-11%	52%	-19%
Cohort Comparison		-33%				
08	2021					
	2019	36%	49%	-13%	56%	-20%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	42%	51%	-9%	55%	-13%
Cohort Comparison						
07	2021					
	2019	42%	47%	-5%	54%	-12%
Cohort Comparison		-42%				
08	2021					
	2019	15%	32%	-17%	46%	-31%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	20%	40%	-20%	48%	-28%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	67%	27%	67%	27%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	69%	-7%	71%	-9%

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	85%	57%	28%	61%	24%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	61%	31%	57%	35%

**Grade Level Data Review - Progress Monitoring Assessments**

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

- 6th grade - ELA and Math - District Quarterly PMA (Progress Monitoring Assessment)
- 7th grade - ELA, Math and Civics - District Quarterly PMA (Progress Monitoring Assessment)
- 8th grade - ELA, Math, Science and Civics - District Quarterly PMA (Progress Monitoring Assessment)

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49/37%	46/33%	46/32%
	Economically Disadvantaged	33/40%	33/37%	30/33%
	Students With Disabilities	3/15%	5/24%	7/37%
	English Language Learners	0/0%	0/0%	1/8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31/25%	46/34%	31/25%
	Economically Disadvantaged	22/28%	30/33%	22/27%
	Students With Disabilities	1/5%	4/18%	3/16%
	English Language Learners	2/20%	2/18%	1/8%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46/28%	63/39%	29/18%
	Economically Disadvantaged	29/26%	36/32%	19/18%
	Students With Disabilities	5/16%	7/22%	2/8%
	English Language Learners	1/10%	4/44%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51/34%	57/33%	73/38%
	Economically Disadvantaged	27/26%	33/28%	41/32%
	Students With Disabilities	4/13%	8/24%	8/23%
	English Language Learners	3/30%	3/30%	3/30%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	28/68%	37/80%	30/100%
	Economically Disadvantaged	18/64%	24/80%	17/100%
	Students With Disabilities	1/50%	1/50%	1/100%
	English Language Learners	1/100%	1/100%	1/100%
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	85/39%	86/40%	74/37%
	Economically Disadvantaged	49/36%	45/34%	43/35%
	Students With Disabilities	9/22%	7/15%	8/19%
	English Language Learners	0/0%	1/13%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47/31%	60/28%	95/46%
	Economically Disadvantaged	28/30%	32/25%	54/43%
	Students With Disabilities	10/29%	15/33%	15/35%
	English Language Learners	3/50%	2/25%	4/50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	55/29%	74/36%	78/37%
	Economically Disadvantaged	29/25%	35/28%	44/35%
	Students With Disabilities	10/27%	11/24%	7/18%
	English Language Learners	1/14%	1/13%	1/13%

**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	31	31	30	35	43	39	30	37			
ELL	20	34	20	22	23	31	27	50			
ASN	60	69		53	21						
BLK	25	30	27	27	28	34	27	48	59		
HSP	31	40	28	25	25	38	40	52	57		
MUL	37	44		35	35		45	58			
WHT	45	41	60	39	31	28	57	73	66		
FRL	30	33	32	29	24	30	34	52	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	24	24	19	34	31	29	20	60			
ELL	18	38	41	44	55	57	8	45			

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	56	52		63	56						
BLK	29	39	33	34	36	37	22	64	76		
HSP	29	38	43	58	52	53	30	64	81		
MUL	39	47	30	36	32	36	53	53	90		
WHT	45	48	38	55	48	33	40	69	77		
FRL	32	39	32	41	41	39	27	60	79		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	49	36	43	53	47	50	75			
ELL	21	37	40	32	48	33					
ASN	52	60		61	55						
BLK	34	47	40	43	49	46	38	90	67		
HSP	34	54	56	53	58	48	48		94		
MUL	44	44		42	55						
WHT	43	48	41	57	53	54	60	100	80		
FRL	37	48	42	48	51	48	46	90	77		

**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	41
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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
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	51
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	34
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	37
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	42
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	49
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	37
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?

ELA is our weakest area across all grades and subgroups. There are substantial gaps with our students with disabilities and our English Language Learners.

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

ELA

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

Low reading levels of a large number of our cadets. 3 of 5 teachers are not strong and struggle to manage the room and we have to find opportunities, every day to get students to read across all content areas, not just ELA.

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

Civics and Science

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

Civics - Having students take Law Studies as a prerequisite and strong teachers  
 Science - Strong PLC work and data analysis

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

Feedback to teachers from standards walk throughs  
 Increase student discourse and reduce teacher talk  
 More grade level, standards aligned work in student hands, every day  
 Progress monitoring  
 Targeted interventions for students who need more help in core courses

#### 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.

Learning Arcs  
 Inquiry based instruction  
 Tough kid training

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

PLC's must happen once a week by each content area with deliverables and admin presence  
 Five standards walkthroughs per week  
 AFL and Team UP

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Math

**Area of Focus Description and Rationale:** A large number of our students are over 2 years behind in math. We added a math teacher with Title I funds to increase the number of students receiving intensive math.

**Measurable Outcome:** We should see an increase in math learning gains for our bottom quartile students.

**Monitoring:** PMA data at the end of each quarter

**Person responsible for monitoring outcome:** Tammy Tuschhoff (tuschhofft@duvalschools.org)

**Evidence-based Strategy:** Neediest students will have math every day. We are on block scheduling.

**Rationale for Evidence-based Strategy:** Level 1 math students.

#### Action Steps to Implement

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

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Based on the standards walk throughs we conducted last year, we still have a number of teachers who are just posting standards out of compliance and the language is missing from the instruction and the students.

**Measurable Outcome:** Closing the opportunity myth gap by putting more grade level, standards aligned work in the hands of students.  
Improvement in FSA scores. We have added a Reading Coach to help teachers realize this in the classroom.

**Monitoring:** Quarterly PMA (progress monitoring assessments)

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Improve our PLC work

**Rationale for Evidence-based Strategy:** Teachers need more support with PLC and the learning arc.

**Action Steps to Implement**

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

**#3. Culture & Environment specifically relating to School Safety**

**Area of Focus Description and Rationale:** Identified in our 5 Essentials was the need to make our school safer for staff, faculty and students. We added a behavior interventionist to assist with our toughest, most challenging students.

**Measurable Outcome:** Referrals and this years 5 Essentials survey

**Monitoring:** PBIS team and data (discipline, attendance)

**Person responsible for monitoring outcome:** Nitza Palomino (palominon@duvalschools.org)

**Evidence-based Strategy:**

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

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

**#4. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus Description and Rationale:** I added a science and social studies teacher to help with class size so that teachers could have smaller sections. I also added a reading paraprofessional and tutoring funds to add additional pull out groups for the more intensive needs.

**Measurable Outcome:** Improved reading, science and social studies outcomes one EOC's.

**Monitoring:** PMA's after each quarter

**Person responsible for monitoring outcome:** David Errico (erricod@duvalschools.org)

**Evidence-based Strategy:** We have a high number of at risk students who need more attention and planning from the teacher. The lower class size helps with this task.

**Rationale for Evidence-based Strategy:** Class size with high needs students.

**Action Steps to Implement**

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

**#5. Other specifically relating to Equitable Access to technology**

**Area of Focus Description and Rationale:** Many of our students do not have access to technology at home. The following purchases are for our students to be able to use their school laptop at home and have access to programs that enrich students leaning at home.

- Penda (grades 6-7)
- Gizmos (grades 6-8)
- Laptop chargers
- Power Strips

**Measurable Outcome:** Improved GPA's, promotion and end of year testing.

**Monitoring:** Penda and Gizmo monthly reports

**Person responsible for monitoring outcome:** David Errico (erricod@duvalschools.org)

**Evidence-based Strategy:** Since most of our curriculum, texts and resources are online, we need our students to have access to them in the classroom and at home.

**Rationale for Evidence-based Strategy:** We have laptop lockers where students store to recharge and get updates. They do not have a way to charge them at home or in the classroom.

**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.

**Biggest concern - Violent Incidents. We are very high, ranked 488/553 schools in state and 20/27 in the county.**

**Secondary concern - Suspensions. 480/553 in the state. 17/69 in county.**

**I received a weekly report of all referrals and suspensions. I will leverage our leadership teachers to teach students how to manage conflict. We will identify early the students who need intervention from our behavior interventionist and monitor more closely and provide support.**

#### **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.**

Marry PBIS and our Leadership teachers to develop a schoolwide incentive plan.

Identify cadet officers to help lead younger cadets

Increase adult supervision in halls and to inspect lockers and bathrooms

Increase rewards and recognition for cadets and cadre (staff and faculty)

Schoolwide "Calm Classroom"

Support cadre and provide more coaching

Use cadre leaders to coach younger teachers

Start every morning with revellie, pledge, creed and calm classroom

Infuse more military customs to support our theme. For example, we end every day with retreat. Revellie and retreat are military bugle calls signifying the start and end of the day in tandem with the raising and lowering of the flag.

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

PTSA - Planning events and activities for cadets and cadre

PBIS - Comprehensive plan for incentives for cadets

Cadet Officers - Model cadets who help lead the corps of cadets

Cadre - Ensuring cadets get a positive, challenging experience in the classroom every day

Veterans - Recruit their help to come as guest speakers for cadets

Parents - Supporting our vision for each cadet and coming to our parent nights

RISE program grant

Achievers for Life - AFL  
 Team Up - Afterschool enrichment program free to our cadets  
 Athletics

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
5	III.A.	Areas of Focus: Other: Equitable Access to technology	\$0.00
<b>Total:</b>			<b>\$0.00</b>