James Weldon Johnson College Preparatory Middle School

2021-22 Schoolwide Improvement Plan

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James Weldon Johnson College Preparatory Middle School

3276 NORMAN E THAGARD BLVD, Jacksonville, FL 32254

http://www.duvalschools.org/jwjohnson

Demographics

Principal: James Stuckey   Start Date for this Principal: 7/1/2021

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)	47%
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 (78%) 2017-18: A (80%) 2016-17: A (80%)
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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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	28%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

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Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

The mission of James Weldon Johnson College Prep is to provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

At James Weldon Johnson College Prep, we are empowering students to contribute to a global society by fostering a rich academic experience, a gratefulness for history, a heart for community, and an appreciation for a diverse culture.

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
Stuckey, James	Principal	
Chambers, Michelle	Assistant Principal	
Dukes, Berreath	Assistant Principal	

Demographic Information

Principal start date
Thursday 7/1/2021, James Stuckey

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.*
1

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
43

Total number of students enrolled at the school
1,003

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.
4

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	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	
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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

Tuesday 9/14/2021

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	354	344	337	0	0	0	0	1035
Attendance below 90 percent	0	0	0	0	0	0	8	0	1	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	4	5	5	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	1	8	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	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	

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	

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	354	344	337	0	0	0	0	1035
Attendance below 90 percent	0	0	0	0	0	0	8	0	1	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	4	5	5	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	1	8	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	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	

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	

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				84%	43%	54%	84%	42%	53%
ELA Learning Gains				68%	49%	54%	68%	47%	54%
ELA Lowest 25th Percentile				62%	45%	47%	62%	44%	47%
Math Achievement				89%	49%	58%	90%	46%	58%
Math Learning Gains				66%	50%	57%	73%	50%	57%
Math Lowest 25th Percentile				60%	47%	51%	68%	47%	51%
Science Achievement				86%	44%	51%	86%	45%	52%
Social Studies Achievement				92%	68%	72%	96%	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	83%	47%	36%	54%	29%
Cohort Comparison						
07	2021					
	2019	83%	44%	39%	52%	31%
Cohort Comparison		-83%				
08	2021					
	2019	87%	49%	38%	56%	31%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	88%	51%	37%	55%	33%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	87%	47%	40%	54%	33%
Cohort Comparison		-88%				
08	2021					
	2019	0%	32%	-32%	46%	-46%
Cohort Comparison		-87%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	61%	40%	21%	48%	13%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	67%	29%	67%	29%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	69%	23%	71%	21%

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	89%	57%	32%	61%	28%

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.

PMA 1, 2, and 3

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	292/83%	293/83%	276/84%
	Economically Disadvantaged	72/71%	72/71%	67/70%
	Students With Disabilities	14/78%	14/78%	14/82%
	English Language Learners	2/100%	2/67%	2/100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	285/82%	249/71%	284/86%
	Economically Disadvantaged	66/68%	51/52%	70/72%
	Students With Disabilities	12/67%	13/72%	10/63%
	English Language Learners	2/100%	1/33%	2/100%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	247/77%	256/80%	231/76%
	Economically Disadvantaged	68/74%	73/76%	58/66%
	Students With Disabilities	6/46%	5/38%	5/36%
	English Language Learners	1/100%	1/50%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	223/72%	197/63%	132/90%
	Economically Disadvantaged	56/63%	48/53%	17/81%
	Students With Disabilities	8/62%	4/31%	3/100%
	English Language Learners	1/100%	0/0%	0/.%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	258/81%	257/81%	244/87%
	Economically Disadvantaged	68/74%	70/74%	61/82%
	Students With Disabilities	7/54%	5/42%	4/33%
	English Language Learners	1/50%	1/50%	1/100%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	273/84%	272/84%	260/87%
	Economically Disadvantaged	47/73%	45/71%	42/70%
	Students With Disabilities	5/45%	6/55%	8/73%
	English Language Learners	0/.%	0/.%	0/.%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	195/61%	215/68%	294/66%
	Economically Disadvantaged	24/38%	31/50%	66/54%
	Students With Disabilities	3/30%	6/55%	9/38%
	English Language Learners	0/.%	0/.%	1/100%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	141/72%	163/82%	0/.%
	Economically Disadvantaged	29/59%	34/68%	0/.%
	Students With Disabilities	3/100%	2/50%	0/.%
	English Language Learners	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	55	55	46	55	37	26	50	50	64		
ELL	78	82	77	78	55						
ASN	94	78	73	95	60	54	98	96	99		
BLK	67	56	41	58	24	26	60	83	65		
HSP	78	65	57	71	27	31	92	88	86		
MUL	93	67		81	37		91	93	95		
WHT	87	67	60	86	44	51	89	95	92		
FRL	68	60	50	57	23	25	66	90	69		
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	56	55	47	64	67	52	64	76	75		
ELL	71	78		88	72			100			

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	94	78	73	98	82	69	97	96	97		
BLK	71	59	59	79	57	56	71	86	85		
HSP	85	61	55	92	64		94	95	95		
MUL	93	74		95	79		82	96	94		
WHT	92	71	60	93	65	63	94	96	93		
FRL	71	62	54	80	61	61	78	84	87		

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	78	58		74	54	60					
ELL	67	50		92	83						
ASN	93	78	62	98	83	79	94	100	97		
BLK	71	59	57	80	64	62	75	92	85		
HSP	90	73	82	94	69	62	88	100	95		
MUL	91	70		93	75		100	92	100		
WHT	91	70	69	96	76	81	90	97	98		
FRL	73	60	56	83	65	65	80	93	89		

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	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	74
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	83
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	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	66
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	80
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	75
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	56
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?

The pandemic was not specific to negatively impacting one area, but our data dropped in all areas.

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

Math

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

A lack of instructional knowledge and desire in a math course that led to Alg 1

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

Civics

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

Teachers who worked well together and aligned their lessons to the standards

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

PLC/Common planning, change to block scheduling

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 work together during pre-planning to develop PLC norms and determine dates and locations for the PLC/Common planning to occur each week. Administrators will facilitate the PLC/Common Planning each week in order to model the expectation and process that should be occurring. Administration will also utilize lead teachers to assist in common planning in non-accountability areas.

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

Lead teachers will be identified moving forward in the building in order to allow the sustainability of PLC/Common planning to occur without an administrator being the facilitator in the future

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	Based on 385 standard walkthrough opportunities during the 2020-2021 school year, it was observed that student assessments were only aligned to the FSA/EOC 58% of the time.
Measurable Outcome:	By May of 2022, using standard walkthrough opportunities, we will observe that student assessments will be aligned to the FSA/EOC over 75% of the time.
Monitoring:	Assessment alignment will be monitored through weekly common planning meetings with content area teachers. Administrators will review assessment alignment during their weekly admin meeting and use the data to determine if/when professional development is needed.
Person responsible for monitoring outcome:	James Stuckey (stuckeyj@duvalschools.org)
Evidence-based Strategy:	In PLC's, administrators will assist teachers to work collaboratively to review assessments and ensure they are aligned to standards. In an instance when they are not aligned to standards, teachers will be provided professional development and opportunities to research and write assessment questions that are aligned to standards.
Rationale for Evidence-based Strategy:	Teachers working collaboratively allows for all of the expertise in the room to come together to review and develop assessments that are aligned to the standards and provide our students with an equivalent experience opportunity.

Action Steps to Implement

Implement and publish the regularly scheduled Professional Learning Community and Common Planning times/days for teachers in each content area.

Person Responsible James Stuckey (stuckeyj@duvalschools.org)

Disseminate through the Teacher Handbook, and model in faculty professional development, the expectations for Professional Learning Communities working collaboratively.

Person Responsible James Stuckey (stuckeyj@duvalschools.org)

Content area administrators will lead Professional Learning Communities and assist teachers, when needed, in working to align assessments to standards.

Person Responsible James Stuckey (stuckeyj@duvalschools.org)

The administrative team will walk weekly to get first-hand observation opportunities to ensure the work that is occurring in Professional Learning Communities is being utilized in the classroom for students.

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to School Safety	
Area of Focus Description and Rationale:	In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools: • students feel safe in and around the school, • they find teachers trust-worthy and responsive to their academic needs, • all students value hard work, and • teachers push all students toward high academic performance. Based on the feedback from the 2020-2021 5 Essentials Survey, James Weldon Johnson was classified as "weak" in a Supportive Environment, and the specific subsection was Safety, where we scored a 21 out of 100.
Measurable Outcome:	By May 2022, based on the feedback from the 2021-2022 5 Essentials Survey, James Weldon Johnson will be classified as "neutral" or higher in Supportive Environment, and will specifically increase the subsection of Safety to a 50.
Monitoring:	Administration will teach and model this increased presence in the hallways during pre-planning and school hours. Administration will work in their assigned building to ensure teachers are present in the hallways and provide feedback when needed to the teachers.
Person responsible for monitoring outcome:	James Stuckey (stuckeyj@duvalschools.org)
Evidence-based Strategy:	Administrators teaching, modeling, providing feedback, and holding teachers accountable for the expectation of having a presence in the hallways during class change will help to reinforce the significance of our students feeling safe while they are on our campus.
Rationale for Evidence-based Strategy:	The 5 Essentials Survey is significant feedback from our stakeholders and if our students do not feel safe at any location on our campus, we need to provide the support they feel they need by having our adults on campus ensure the students feel safe on our entire campus.

Action Steps to Implement

Administrators will provide the data from the 5 Essentials Survey to the teachers during pre-planning showing the areas and rating for Supportive Environment and Safety.

Person Responsible	Berreath Dukes (dukesb@duvalschools.org)

Administrators will teach, model, and support the expectation that all teachers are available in the hallways during class change so as to visually reinforce with students that they are safe in the hallways.

Person Responsible	James Stuckey (stuckeyj@duvalschools.org)

Administrators will be present in the hallways during all class changes and provide feedback to teachers, when needed, to remind them of the significance of being present for safety purposes in the hallways.

Person Responsible	James Stuckey (stuckeyj@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

Disruption on campus is an area that we will be monitoring for this school year. We have started a Social, Emotional Learning course for our 6th grade students who often struggle with the transition from elementary school to middle school. We will monitor the behavior and discipline data for the students who are enrolled in that course to make plans to integrate it more school wide if the data supports an improvement for those students.

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.

We discuss daily in our announcements that we lift every voice, every day, in the JWJ way. We have also started leadership classes for students and are in the process of nominating and selecting leaders that will meet monthly with the principal to discuss schoolwide issues and concerns. We discuss expectations for being successful both in and out of the classroom in our Social, Emotional Learning courses.

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

Our faculty and staff reinforce with our students in their classrooms expectations for how to be successful. Our administrative and security team are in the hallways during class change monitoring behavior and redirecting behavior that is not appropriate. The principal does weekly communication messages via phone and email to reinforce with parents/guardians any issues or areas where the students need additional support.

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: School Safety	$0.00

	Total:	$0.00