

Duval County Public Schools

Mayport Middle School



2021-22 Schoolwide Improvement Plan

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Mayport Middle School

2600 MAYPORT RD, Atlantic Beach, FL 32233

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

Demographics

Principal: Chris Koek

Start Date for this Principal: 7/1/2019

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)	59%
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 (62%) 2017-18: B (59%) 2016-17: C (50%)
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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Mayport Middle School

2600 MAYPORT RD, Atlantic Beach, FL 32233

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

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	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to teach through an interdisciplinary focus on rigorous, interrelated core academic subjects and electives, which prepare learners for the stringent requirements of high school Advanced Placement courses. Our methodology will be inquiry-based, differentiated, and aligned with preparing our students to enter any high school acceleration program. Our students will become self-directed researchers, analytical thinkers, problem-solvers, prolific readers and writers, and lifelong stewards of the coastal environment.

Provide the school's vision statement.

The vision of Mayport Coastal Sciences Middle School is to enable all students to reach their full potential as creative, inquiring learners who respect our Florida Marine Ecosystems.

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
Koek, Chris	Principal	<p>Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities</p> <p>CTE/Math/GATE/PE & Health Instructional Lead Military Liaison Band Booster Liaison Extended Day Administrator Team Up Liaison Athletics Liaison COAB Grants Administrator SAC Liaison</p>
Carson, Christi	Assistant Principal	<p>Principal designee, and MTSS/RTI Lead: Grade retention, curriculum, and standards-based administrator. Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.</p> <p>Curriculum Master Schedule 6th & 7th Grade House Administrator Science/EESS/Counseling Instructional Lead Attendance Intervention Team Administrator MTSS Leadership Team Administrator At-Risk Administrator Designee School Choice Administrator MIT Liaison</p>
Hitzeman, Brooke	Assistant Principal	<p>Grade 8 House Administrator. Safe and Civil Schools and Attendance administrator. Monitors and provides interventions based on attendance and behavior referrals data. Responsible for community engagement and building partnership with local business.</p> <p>ELA/Reading/Social Studies/Electives Instructional Lead Assessment/Test Coordinator Administrator Literacy Team Administrator AVID Program Administrator Instructional Materials Administrator Community and Business Partners Administrator</p>

Name	Position Title	Job Duties and Responsibilities
		Building Logistics/Activities Administrator Emergency Management Administrator
Garvey, Donyale	Teacher, K-12	ELA Department Head
Romano, Miranda	Teacher, K-12	Gifted and Academically Talented Lead & Social Studies Dept Head
Howell, Loravie	Teacher, K-12	Math Dept Head
Sullivan, Jill	Instructional Coach	Science Dept and Standards Coach
Fernandez, Jessica	Teacher, K-12	CTE Dept Head
Duncan, Cynthia	Teacher, K-12	Athletic Director and PE/Health Dept Head
Smith, Latrise	Dean	Develops and implements discipline protocols for classroom managed and office managed behaviors; investigates and processes discipline incidents and referrals; assigns and monitors discipline consequences based on the DCPS Code of Student Conduct; collects, analyzes, and presents discipline data to faculty and staff; participates in design and delivery of professional development; provides support for PBIS.
Taylor, Kimberly	School Counselor	Guidance Dept Head-Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Wakefield, Heather	School Counselor	Social Emotional Program Lead (Anchored4life)
Rose, Jeff	Teacher, K-12	AVID Program Lead Teacher

Demographic Information

Principal start date

Monday 7/1/2019, Chris Koek

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

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

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

800

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.

5

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	269	306	225	0	0	0	0	800
Attendance below 90 percent	0	0	0	0	0	0	45	42	33	0	0	0	0	120
One or more suspensions	0	0	0	0	0	0	3	12	19	0	0	0	0	34
Course failure in ELA	0	0	0	0	0	0	2	5	9	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	1	5	10	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	153	32	37	0	0	0	0	222
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	111	186	140	0	0	0	0	437
Number of students with a substantial reading deficiency	0	0	0	0	0	0	97	62	66	0	0	0	0	225

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	2	6	6	0	0	0	0	14

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	1	6	4	0	0	0	0	11

Date this data was collected or last updated

Monday 9/20/2021

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	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	0
Students retained two or more times	0	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				56%	43%	54%	49%	42%	53%
ELA Learning Gains				56%	49%	54%	50%	47%	54%
ELA Lowest 25th Percentile				47%	45%	47%	41%	44%	47%
Math Achievement				62%	49%	58%	54%	46%	58%
Math Learning Gains				55%	50%	57%	53%	50%	57%
Math Lowest 25th Percentile				47%	47%	51%	46%	47%	51%
Science Achievement				69%	44%	51%	57%	45%	52%
Social Studies Achievement				81%	68%	72%	92%	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	49%	44%	5%	52%	-3%
Cohort Comparison		-55%				
08	2021					
	2019	63%	49%	14%	56%	7%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	43%	51%	-8%	55%	-12%
Cohort Comparison						
07	2021					
	2019	38%	47%	-9%	54%	-16%
Cohort Comparison		-43%				
08	2021					
	2019	70%	32%	38%	46%	24%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	56%	40%	16%	48%	8%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	67%	32%	67%	32%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	69%	11%	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	94%	57%	37%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	61%	35%	57%	39%

Grade Level Data Review - Progress Monitoring Assessments

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

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

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	26	32	27	31	30	27	41	50	82		
ELL	28	41	30	29	19						
ASN	76	67		73	60						
BLK	41	39	24	36	27	26	43	53	78		
HSP	45	35	28	46	38	36	71	84	100		
MUL	56	56	36	49	39	40	63	67	79		
WHT	57	48	36	59	42	25	77	83	90		
FRL	35	36	29	36	27	28	52	59	81		
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	31	41	34	40	47	33	42	69	77		
ELL	27	57		40	57						

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	58	58		83	83						
BLK	42	48	38	42	46	40	52	69	77		
HSP	48	56	52	65	54	44	55	72	85		
MUL	53	52	29	57	54	43	56	76			
WHT	64	59	56	70	59	55	77	86	91		
FRL	47	53	38	52	51	46	57	71	88		
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	27	39	27	28	36	27	33	85			
ELL	18	36		27	45						
ASN	50	53		71	60						
BLK	32	40	31	32	43	38	38	94	75		
HSP	35	49	50	52	56	62	52	91	92		
MUL	49	56	56	48	57	50	41		70		
WHT	60	54	45	65	56	48	71	95	93		
FRL	40	45	37	42	46	39	44	85	75		

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	9
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	29
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	69
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	41
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	54
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	54
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	57
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	43
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?

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

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

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

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

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

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.

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

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Our goal is to strengthen standards-based planning and instruction to support students growth across all subject areas.. As a result of assessment data and student feedback, we will ensure that student work is aligned to the appropriate achievement level for the standard as well as the teachers' lesson plans and instruction.

Measurable Outcome: Teachers will participate in standards-based instructional planning to align lesson plans to the appropriate achievement level of the standard, as measured through student work. The outcome will allow students to increase their Lexile level in reading and quantile score in math by one year expected growth. After reviewing State data , it indicated an increase in effective corrective instruction to address student learning needs.

Monitoring: We conduct monthly Department PLC sessions and weekly Common Planning sessions to review student work to ensure instruction is aligned to the standard. We conduct Administrator Standard Walk throughs weekly to review the instruction taking place in the classrooms. We collaborate as a leadership team to analysis the trends of concerns in order to determine area of focus for PLC's and common planning sessions.

Person responsible for monitoring outcome: Chris Koek (koekc@duvalschools.org)

Evidence-based Strategy: Common planning will focus heavily on evidence of student work and lesson plan analysis measured by standards-based "walk-throughs." Teachers and school leaders will collaborate to continuously improve standards-based alignment, thus strengthening instruction.

Rationale for Evidence-based Strategy: If planning and instruction is aligned on the Learning Arc with appropriate ALD level for the standard, then student work will provide evidence of standard mastery to evaluate the effectiveness of the learning.

Action Steps to Implement

Common plan to design student activities and assessments that are an equivalent experience of the ALD of for the standard.

Person Responsible Chris Koek (koekc@duvalschools.org)

Calibrate standards-based walk-throughs among administrators and teacher leaders to complete cross-curricular peer observations.

Person Responsible Chris Koek (koekc@duvalschools.org)

Administrators use SWT to determine continuous improvement of standard-alignment among student work and instruction.

Person Responsible Chris Koek (koekc@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.

Overall our school ranked very well in comparison to the state averages. It is rated in the moderate range overall and were below state average in both incidents and suspensions. We are ranked 7th in the district for violent incidents and ranked 1 in district for property incidents. Our worst ranking category and area of concern/focus is Drug/Public Order Incidents. We had 2.18 incidents per 100 students in this category. School Culture and Social Emotional Learning is a focus for the school. MCSMS launches our Positive Behavioral Interventions & Supports (PBIS) program at the start of the school year. Interactive PBIS behavior expectation lesson plans are taught by each teacher during the first week of school to ensure that all students are aware of expected behaviors throughout the school. The PBIS lessons focus on relationships throughout the school and include student and teacher feedback. The school-wide expectations for MCSMS are Self-control, Wise choices, Independent, Make a positive difference (SWIM). We also hold additional monthly PBIS lessons in students log period to provide continued support. We hold monthly PBIS meetings to analysis the current state of data to plan the next PBIS focus lessons. Our Dean presents the discipline data to the PBIS committee at the beginning of the meetings.

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.

Ensure teachers are part of the shared decision making process to allow feedback/input into the school procedures. Provide teachers an opportunity to complete an Needs Assessment Survey to provide teachers with meaningful professional development. Ensure that the professional development opportunities teachers experience have a direct impact on their classroom instruction, which will result in an improvement of student achievement. Provide more opportunities for teacher-leaders to lead professional development sessions for their Department teams, and for the school, based on their areas of interest/expertise. Instructional rounding will be conducted by teacher teams to provide feedback on best practices. Teacher mentors are established ensure new teachers receive necessary support and guidance to improve instruction and maximize teacher retention. Implement and utilize social emotional learning programs to improve the overall culture of the students and faculty.

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

We are currently limited on outside stakeholders having access to the students to provide support as we did prior to COVID impacting schools. Our main stakeholders providing support are our teachers, counselors, and administrators. We have put a focus on utilizing culturally responsive teaching this year to focus on how meaningful the words we use to speak with students have on the positive culture. We have been focusing on de-escalation with students to minimize student negative interactions and incidents. We have sponsors that are holding a variety of clubs to address the varying need interest and social emotional needs.

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
			Total: \$0.00