

Duval County Public Schools

# Mandarin Middle School



## 2022-23 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: 7/7/2022

<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>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	54%
<b>2021-22 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* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (61%) 2018-19: A (64%) 2017-18: B (61%)
<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>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Duval County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Mandarin Middle School

5100 HOOD RD, Jacksonville, FL 32257

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	54%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

### School Board Approval

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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.**

Mandarin Middle School is to ensure a rigorous educational experience in a safe, respectful, and supportive learning environment that promotes high academic expectations, civic responsibility, and a person accountability for all.

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

Mandarin Middle School is committed to preparing all students to be productive citizens who will have the tools necessary to be successful in a culturally-diverse and global world.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Humphreys, Julie	Principal	Social Studies, Science, & ESE Oversight of all areas on chart throughs APs Opening of School Oversight Athletics Oversight Webmaster Oversight PTSA/SAC Liaison Bookkeeper Oversight Front Office Oversight School Improvement Plan CAST Evals for Assigned Teachers 8th Grade Support Threat Assessment Oversight/Raptor Updates Publish Faculty and Staff Weekly Bulletins Publish Hawk Nation Newsletters Weekly UOPD Evaluations ESE Department Dismissal Procedures Faith Based Liaison & Business Partners
Bailey, Stephanie	Assistant Principal	Assistant Principal of Curriculum ELA & Reading. 7th Grade L-Z & 8th Grade Admin Curriculum/FTE School Counseling Oversight 504 Plans Oversight Data Entry Clerk Oversight Report Cards/Progress Reports Opening of School-Teacher Class Lists/FTE Prep/Opening Memo A & B Lunch Duty AIT Monthly Meetings DVIA & FLVS Credit Recovery Promotion Tracking Open House New Teacher/PDF Oversight CAST Evals for Assigned Teachers Substitute Oversight Faculty and Staff Intake/Dismissal Assigned Duties Visual/Performing Arts/CET/Foreign Language
Van Dyke, Cindy	Assistant Principal	Assistant Principal of Student Services Math PLC 6th Grade Admin & 7th Grade A-K Student Services Oversight Opening of School-Facilities, Teacher Supplies, Textbooks, Laptops, IDs Intake, Cafeteria, and Dismissal Plans Creation and Oversight Campus Security Oversight Emergency Preparedness-Drills, Plans, Schedules Testing

Name	Position Title	Job Duties and Responsibilities
		B & C Lunch Duty Laptop Cart Inventory & Oversight Student Faculty and ID Oversight Transportation Clinic Oversight/Meds Title IX Investigator Cafeteria Oversight Procedures SAC Liaison Summer Orientation Teacher Appreciation New Teacher/PDF Support Calm Classroom
Warner, Chelsea	Dean	Tardy Process Oversight PBIS Oversight ISSP Daily Discipline List Weapons Search Schedule Student Appreciation BTAT/SESSIR Meetings A, B, & C Lunch Duties ISSP/Safety/Security Training Lunch Procedures Webmaster

### Demographic Information

#### Principal start date

Thursday 7/7/2022, Julie Humphreys

**Number of teachers with a 2022 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.*

5

**Number of teachers with a 2022 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.*

13

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

56

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

1,221

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

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

9

## Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	378	438	406	0	0	0	0	1222	
Attendance below 90 percent	0	0	0	0	0	0	35	48	55	0	0	0	0	138	
One or more suspensions	0	0	0	0	0	0	42	81	49	0	0	0	0	172	
Course failure in ELA	0	0	0	0	0	0	18	54	7	0	0	0	0	79	
Course failure in Math	0	0	0	0	0	0	25	24	4	0	0	0	0	53	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	84	112	107	0	0	0	0	303	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	77	118	86	0	0	0	0	281	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	92	93	67	0	0	0	0	252	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	52	81	59	0	0	0	0	192	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	7	24	40	0	0	0	0	71	
Students retained two or more times	0	0	0	0	0	0	0	10	0	0	0	0	0	10	

Date this data was collected or last updated

Thursday 7/7/2022

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	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

**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	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	

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	43%	50%				58%	43%	54%
ELA Learning Gains	53%						54%	49%	54%
ELA Lowest 25th Percentile	42%						40%	45%	47%
Math Achievement	61%	35%	36%				64%	49%	58%
Math Learning Gains	58%						64%	50%	57%
Math Lowest 25th Percentile	54%						49%	47%	51%
Science Achievement	59%	48%	53%				67%	44%	51%
Social Studies Achievement	78%	53%	58%				87%	68%	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	2022					
	2019	55%	47%	8%	54%	1%
Cohort Comparison						
07	2022					
	2019	51%	44%	7%	52%	-1%
Cohort Comparison		-55%				
08	2022					
	2019	63%	49%	14%	56%	7%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	63%	51%	12%	55%	8%
Cohort Comparison						
07	2022					
	2019	49%	47%	2%	54%	-5%
Cohort Comparison		-63%				
08	2022					
	2019	49%	32%	17%	46%	3%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	47%	40%	7%	48%	-1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	67%	28%	67%	28%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	69%	17%	71%	15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	57%	30%	61%	26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	61%	39%	57%	43%

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	29	43	33	35	52	49	28	51			
ELL	21	43	42	34	53	40	16	53	82		
AMI	30			60							
ASN	80	52		89	79		94		100		
BLK	36	47	39	44	58	55	35	58	88		
HSP	41	51	49	46	51	34	46	71	76		
MUL	60	58	67	58	55	73	70	85	83		
WHT	63	56	35	70	59	60	67	85	93		
FRL	42	52	42	48	55	53	45	67	87		
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		
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		

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
FRL	47	49	36	54	57	44	50	81	89		

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	45
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

There is a loss of proficient students in Comp Science 3 . There is evidence of teaching to the middle, flattening the curve as students move from 7th grade to 8th grade science with the rate of loss decreasing but proficiency loss still evident.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

The number of historically proficient students that decreased at least one achievement level. The number of historically proficient students who are no longer proficient.

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

During the 21-22 school year, students only engaged in aligned tasks during 61% of the classroom instructional time. 45% of the time, they engaged in lessons that did not align with the stated standard(s).

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Math gains and Math LPQ gains showed 19 and 28 point growth respectively.

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

A math coach was hired to support content teachers, as well as small groups of students. There was strategic movement of effective teachers into core classes. There was intentionally scheduling of LPQ students.

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

Intentional planning structure to ensure that all science teachers understand the NGSS standards and are able to strategically implement highly aligned materials and resources.

**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.**

Bi-weekly PD through PLC, focused on understanding the intent of the NGSS Science standards. Orienting teachers to the state resources to understand and utilize available materials. Modeling for teachers on how to use district resources to ensure they are set up to be wise consumers of the products.

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

Leveraging TDE funds for additional PD throughout the school year. Creating a table to observe vertical and horizontal articulation of the NGSS standards.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA****Area of Focus  
Description and  
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Mandarin Middle showed a 2 percentage point gain in science proficiency, and in further analysis is losing between 9-15% of proficient students year to year.

**Measurable Outcome:  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Decrease loss of current Level 3-5 students (or equivalent proficiency on new standard assessment) by 50%, and analyzed per grade level

**Monitoring:  
Describe how this Area of Focus will be monitored for the desired outcome.**

New state and district aligned assessments to monitor proficiency rates per grade level.

**Person responsible for monitoring outcome:**

Stephanie Bailey (baileys7@duvalschools.org)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

Implementation of strategic standards-based planning model through PLC and CP. Collaboration with VE support teachers to attend CP and PLC to address SWD needs for improvement.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Streamlining PLC and CP times to collaborate and support teachers understanding of the BEST standards will provide maximum opportunity for implementation of aligned resources and tasks, giving students to greatest chance of equivalent experiences to enhance learning. Incorporating planning with VE support teachers will provide access to targeted support for SWD.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create PLC and CP opportunities through master scheduling

**Person Responsible** Julie Humphreys (humphreysj@duvalschools.org)

Establish and train lead LEA teacher (per grade level)

**Person Responsible** Julie Humphreys (humphreysj@duvalschools.org)

Facilitate CP weekly

**Person Responsible** Julie Humphreys (humphreysj@duvalschools.org)

Facilitate PLC bi-weekly

**Person Responsible** Julie Humphreys (humphreysj@duvalschools.org)

Monitor frequency of students engaging in equivalent experiences using the SWT form

**Person Responsible** Julie Humphreys (humphreysj@duvalschools.org)

Starting in November, tier teachers for support

**Person Responsible** Julie Humphreys (humphreysj@duvalschools.org)

**#2. Positive Culture and Environment specifically relating to Classroom and common areas****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

A strong, positive classroom culture supports children's social and emotional needs and development. Children thrive in a community where everyone contributes and everyone is valued. The classroom culture is created through the language we use, the responsibilities we encourage, and the procedures we teach. Based on the school climate survey, supportive environment is an area of growth in the classrooms and common areas.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

1. Increase the number of positive rewards/incentives for students by 15%
2. Decrease the number of discipline referrals in the classroom and common areas by 7%
3. Increase the score for Supportive Environment by 21 points overall on the 2022-2023, school climate survey.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

1. Positive rewards and incentives for students will be monitored on a monthly basis.
2. Discipline data will be analyze on a quarterly basis.
3. Random student surveys will be given each semester.

**Person responsible for monitoring outcome:**

Cindy Van Dyke (vandykec@duvalschools.org)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

A school-wide discipline system that addresses the entire school including classroom, and common areas will be implemented. Mandarin has Guidelines for Success "HAWK PRIDE" which establishes the school wide behavior that are aligned with our goal of Excellence in Academics, Athletics, and the Arts.

**Rationale for Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

By having a Guidelines for Success, students can hold one another accountable. Teachers can instruct and reinforce the school-wide discipline which allows everyone to be on one accord.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Introduce the Guidelines for Success "Hawk Pride" and the policies and procedures for common areas.

**Person Responsible** Cindy Van Dyke (vandykec@duvalschools.org)

Establish a focus group with students to get their input on incentives and rewards. A focus group will be pulled every nine weeks and a survey will be given each semester.

**Person Responsible** Cindy Van Dyke (vandykec@duvalschools.org)

Ensure teachers' rituals and routines of their classroom are implemented and align with the school-wide discipline plan.

**Person Responsible** Cindy Van Dyke (vandykec@duvalschools.org)

Implement the "Calm Classroom" program.

**Person Responsible** Cindy Van Dyke (vandykec@duvalschools.org)

Ensure the admin and teachers are giving positive rewards and incentives throughout the school year to students. Monitor the rewards on a monthly basis.

**Person Responsible** Cindy Van Dyke (vandykec@duvalschools.org)

Analyze discipline data and share with students and teachers quarterly.

**Person Responsible** Cindy Van Dyke (vandykec@duvalschools.org)

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

#### Describe how the school addresses building a positive school culture and environment.

Instead of using a patchwork of individual behavioral management plans, we have moved to a school-wide discipline system that addresses the entire school including the classroom, and areas outside the classroom (hallways, restrooms, offices, cafeteria, playground/school grounds etc.). Our Guidelines for Success "HAWK PRIDE" establishes the school wide behavior expectations that are aligned with our goal of Excellence in Academics, Athletics, and the Arts. Through the implementation of our PBIS Leadership Team, monthly discipline data is analyzed to create positive rewards for students who follow our Guidelines for Success and Tier I interventions are then implemented to address our areas of concern. The Guidelines for Success are posted throughout Mandarin Middle School including in the hallways, classrooms, and common areas. Teachers consistently teach and reinforce these standards throughout the school year.

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

All stakeholders at Mandarin Middle School work to promote a positive school culture and environment that align with our Guidelines for Success in establishing Excellence in Academics, Athletics, and the Arts.

1. Administration monitors and provides support for all stakeholders involved in promoting a positive school culture and environment.
2. The PBIS Leadership Team will work to establish positive rewards and Tier I interventions that will help to enforce a positive school culture.
3. Teachers will work with the students to instruct and reinforce the school wide behavior expectations that promote Excellence in Academics, Athletics, and the Arts.
4. Students will hold one another accountable for upholding the integrity of the HAWK PRIDE and working with their peers in restorative justice support circles.

5. Parents and Community Members are encouraged to participate in both the PTSA and SAC to provide an opportunity to support the school's initiatives aimed at promoting a positive school culture and environment.