

Duval County Public Schools

Paxon School/Advanced Studies



2022-23 Schoolwide Improvement Plan

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Paxon School/Advanced Studies

3239 NORMAN E THAGARD BLVD, Jacksonville, FL 32254

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

Demographics

Principal: Royce Turner

Start Date for this Principal: 7/30/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (77%) 2018-19: A (76%) 2017-18: A (76%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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3239 NORMAN E THAGARD BLVD, Jacksonville, FL 32254

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

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)
High School 9-12	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

At Paxon School for Advanced Studies, we believe passionately that every student must feel he or she belongs while being held to the highest standards to experience the greatest future success in life.

Provide the school's vision statement.

To be recognized internationally as the exemplary, comprehensive educational experience for the multifaceted student.

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
Turner, Royce	Principal	
Allen, LaShanda	Assistant Principal	
Nowlin, Autumn	Assistant Principal	
Bowen, Andrew	Teacher, Career/Technical	
Culpepper, Krystal	Other	IB Coordinator and Counselor
Martin, John	Teacher, K-12	Math Department Chair
Shingles, Samuel	Teacher, K-12	Fine Arts Department Chair
Williams, Danny	Teacher, K-12	Science Department Chair
Viscariello, Vincent	Teacher, K-12	Social Studies Department Chair
Carver, Mercedes	Teacher, K-12	PE Department Chair

Demographic Information

Principal start date

Saturday 7/30/2022, Royce Turner

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.*

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.*

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

1,328

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

4

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

4

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	0	0	0	354	370	283	303	1310
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	36	54	31	53	174
One or more suspensions	0	0	0	0	0	0	0	0	0	35	33	27	31	126
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	48	10	7	67
Course failure in Math	0	0	0	0	0	0	0	0	0	2	47	21	36	106
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	22	16	7	0	45
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	33	28	4	1	66
Number of students with a substantial reading deficiency	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	0	0	0	13	39	10	12	74

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	0	0	0	11	48	8	0	67
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	8	3	0	12

Date this data was collected or last updated

Friday 9/30/2022

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	0	0	0	338	399	333	277	1347
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	41	25	7	88
One or more suspensions	0	0	0	0	0	0	0	0	0	6	16	9	6	37
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	60	16	6	84
Course failure in Math	0	0	0	0	0	0	0	0	0	5	33	12	11	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	3	8	2	7	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	106	39	8	1	154
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	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	13	47	2	8	70

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	3	46	14	0	63
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	8	8	3	21

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	338	399	333	277	1347
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	15	41	25	7	88
One or more suspensions	0	0	0	0	0	0	0	0	0	6	16	9	6	37
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	60	16	6	84
Course failure in Math	0	0	0	0	0	0	0	0	0	5	33	12	11	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	3	8	2	7	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	106	39	8	1	154
Number of students with a substantial reading deficiency	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	13	47	2	8	70

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	3	46	14	0	63
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	8	8	3	21

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	80%	45%	51%				84%	47%	56%
ELA Learning Gains	66%						68%	48%	51%
ELA Lowest 25th Percentile	58%						61%	42%	42%
Math Achievement	76%	37%	38%				74%	51%	51%
Math Learning Gains	70%						56%	52%	48%
Math Lowest 25th Percentile	55%						52%	47%	45%
Science Achievement	75%	43%	40%				85%	65%	68%
Social Studies Achievement	98%	53%	48%				83%	70%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	67%	18%	67%	18%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	68%	15%	70%	13%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	19%	57%	-38%	61%	-42%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	61%	12%	57%	16%

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	63	42								100	90
ELL	90										
ASN	96	84		100	73		92	91		100	95
BLK	71	60	52	68	64	50	64	96		98	95
HSP	90	73	80	87	73		90	100		92	100
MUL	83	67								100	92
WHT	87	69	66	85	80	64	85	100		94	97
FRL	70	59	50	67	60	44	63	96		83	100
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	67	68	50	50	27						
ELL	58	75									
ASN	95	97		76	40		92	100		100	93
BLK	74	61	56	46	28	26	63	98		99	94
HSP	88	69		63	35		75	100		100	96
MUL	95	78		65	38		71			100	100
WHT	91	70	71	74	27	36	79	98		99	98
FRL	78	64	62	45	24	30	64	97		99	94
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	76	63									
ELL	64	45									
ASN	91	64	70	83	68		88	97		100	97
BLK	76	65	55	65	48	48	76	75		99	88
HSP	91	65		89	56		100	87		100	100
MUL	79	65								100	94
WHT	91	74	76	83	70	56	95	90		99	96
FRL	76	61	53	65	46	47	77	79		100	91

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)	N/A
OVERALL Federal Index – All Students	77
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	771
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	74
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	90
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	91
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	72
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	87
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	86
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	83
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	69
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?

Learning Gains for the lowest 25% of students is an area that is the lowest for the school. Achievement for students in the 9th grade is the lowest in all categories.

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

Biology proficiency and learning gains for the lowest 25% are the areas in 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?

While Biology proficiency increased, one contributing factor is transition in the Biology teaching staff. Additional training and instructional support is needed to demonstrate continued improvement in this area. Learning gains of the lowest 25% can be improved by additional targeted instructional strategies and scaffolded learning for these students.

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

Mathematics achievement showed the most improvement this school year.

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

Teachers in this area provided additional learning supports to students based off of the tested areas. Teachers re-taught previously learned standards as the assessment window approached.

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

Teachers will continue to target teaching and learning based on students' needs. Teachers will provide additional instructional support to students before school, after school, and during the school day via instructional pull out and small group sessions.

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 receive training on the new state standards and new instructional materials that align with these new standards. Biology instructors will receive additional professional development as necessary to assist in the implementation of instructional strategies and materials to support student learning.

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

As necessary, the school will solicit district level support in the implementation of new standards and instructional strategies to improve student learning. Teachers will participate in ongoing common planning and PLCs to plan and align learning activities to the standards to ensure student success.

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 Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Over the couple of years, our school has seen a decline in Biology scores. While these scores saw improvement this school year, we are still down nearly 10 percentage points from where we were two to three years ago. This area remains the lowest area in achievement for our school.

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

Paxon Science Achievement will increase by at least two percentage points on the 2023 Biology EOC examination.

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

This area of focus will be monitored by standards/instructional walkthroughs, classroom observations, progress monitoring assessment data, and teacher made assessments.

Person responsible for monitoring outcome:

Autumn Nowlin (nowlina@duvalschools.org)

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

Instructional staff will use the learning arc to guide planning and development of appropriate learning and assessment experiences for students that are directly aligned to the standards and assessment objectives.

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

This strategy will ensure that teaching and learning is specifically tied to the standards and assessment objectives for the course. If students are exposed to equivalent experiences in class, this increases their potential for success on the assessment.

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.

Teacher and admin participation in weekly common planning sessions to ensure that appropriate standards are taught and the assessments and tasks are aligned to the standards.

Person Responsible

Autumn Nowlin (nowlina@duvalschools.org)

Professional Learning Communities activities that provide development in learning and teaching the appropriate standards. Teachers will review the use of the learning arc and identify areas of the arc in need of improvement.

Person Responsible

Autumn Nowlin (nowlina@duvalschools.org)

Ongoing review and monitoring of student performance data to determine areas in need of improvement.

Person Responsible

Autumn Nowlin (nowlina@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.

The school works tirelessly to create a positive school culture. For incoming freshmen, this includes a specifically designed transition program that acclimates them to the campus and have personal interactions with current students, faculty and administration. The school also provides an intimate question and answer session for parents with the school principal. The school's Parent Teacher Student Association immediately begins engaging with new students and families to include them in the school community and provide support.

The school believes that communication is a key component of school culture. The school has a variety of communication avenues for families including a monthly newsletter, website, social media, remind app, district app, and a weekly parent call out. Several of these communication methods allow for two way communication so that families can actively engage with the school.

The school has in place Positive Behavior Interventions and Supports. These efforts are governed by a committee that is lead by teachers and includes administration, students, and parents. This committee looks for alternatives to traditional discipline and emphasizes a rewards system that highlights positive behavior.

To assist our students who have academic challenges, each year, school administration chooses an area of focus to monitor which includes contact and mentoring of students in identified groups. This initiative helps build positive relationships between students and the school administration.

The school attends to the academic, social, and emotional needs of students through a variety of activities that include sports, clubs, student tutoring, teacher tutoring, mental health counseling, and college and career support. Students are encouraged to exercise their voice through participation in a variety of student governance opportunities.

The school works closely with outside stakeholder groups to ensure multiple perspectives are represented in school efforts and for support of school initiatives. These groups include our PTSA, SAC, booster organizations, and community partners.

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

All stakeholders are integral in providing a positive school culture. All stakeholder groups including students, parents, and school staff are represented as members of the school's Positive Behavior Intervention and Supports team.

The school has a dean who oversees students discipline to ensure a safe environment for all. School

administration is visible on the campus and develops relationships with students through interactions in common areas and through supporting extracurricular activities.

School staff help promote a positive school culture by providing inviting classroom environments. Staff members greet students at their doors and are present in other areas of the school including dismissal and at extracurricular functions. School staff support students in their development through the sponsorship of clubs and other activities.

Parents contribute to positive school culture by ensuring students are complying with school rules. Parents also provide support through their participation in PTSA, SAC, and booster organizations. Parents also contribute to the effective communication between school and home through the initiation of topics of concern and receiving contact from the school. Parents work with school staff to ensure a safe and inviting environment for students.

Students actively contribute to a positive school culture and environment. Student behavior and exhibition of the Paxon Pillars of character provide significant support to positive culture. Students support their fellow students by reporting events or actions that they feel are do not align with school expectations. Students themselves promote a positive culture and environment by initiating ideas and activities aimed at creating a welcoming and inviting environment. Some examples of students supports for students include clubs such as the Cultural Council, GSA, Black Student Caucus, Shaloom Club, and more.