

Duval County Public Schools

Mayport Middle School



2022-23 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: 8/31/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2021-22 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	2021-22: A (63%) 2018-19: A (62%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>59%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>45%</p>

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.

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

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
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 Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding schoolbased MTSS plans and activities</p> <ul style="list-style-type: none"> - Instructional Lead for Math/Science -Athletics -Grants - Band Booster Liaison - SAC Liaison
Sullivan, Jill	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> <ul style="list-style-type: none"> - Threat Assessment Team - Attendance Intervention Team - Builds Master Schedule - Instruction Lead for EESS/Guidance/ELA/Reading - 6th and 7th grade House Administrator - Curriculum Administrator
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> <ul style="list-style-type: none"> - 8th Grade House Administrator - Instructional Lead for Social Studies/Journalism/Band/PE/ Health/ CTE/Foreign Language - AVID Coordinator - Safety and Operations Manager - TEAM UP Liaison - PTSA Liaison

Name	Position Title	Job Duties and Responsibilities
Garvey, Donyale	Teacher, K-12	ELA Department Head
Howell, Loravie	Teacher, K-12	Math Department Head
Romano, Miranda	Teacher, K-12	Social Studies Department Head
Fernandez, Jessica	Teacher, K-12	CTE/Coastal Science Department Head
Wakefield, Heather	School Counselor	<p>Guidance Dept Head-Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidencebased 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.</p>
Rose, Jeff	Dean	<p>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.</p> <p>Demographic Information</p>

Demographic Information

Principal start date

Wednesday 8/31/2022, Chris Koek

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.*

3

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

43

Total number of students enrolled at the school

842

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.

7

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	274	266	299	0	0	0	0	839
Attendance below 90 percent	0	0	0	0	0	0	60	44	52	0	0	0	0	156
One or more suspensions	0	0	0	0	0	0	4	25	23	0	0	0	0	52
Course failure in ELA	0	0	0	0	0	0	1	3	2	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	34	68	69	0	0	0	0	171
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	32	73	52	0	0	0	0	157
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	18	57	48	0	0	0	0	123

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	1	3	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	1	3	3	0	0	0	0	7

Date this data was collected or last updated

Wednesday 8/31/2022

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	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

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	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

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	55%	43%	50%				56%	43%	54%
ELA Learning Gains	52%						56%	49%	54%
ELA Lowest 25th Percentile	40%						47%	45%	47%
Math Achievement	60%	35%	36%				62%	49%	58%
Math Learning Gains	61%						55%	50%	57%
Math Lowest 25th Percentile	57%						47%	47%	51%
Science Achievement	69%	48%	53%				69%	44%	51%
Social Studies Achievement	83%	53%	58%				81%	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	49%	44%	5%	52%	-3%
Cohort Comparison		-55%				
08	2022					
	2019	63%	49%	14%	56%	7%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	51%	-8%	55%	-12%
Cohort Comparison						
07	2022					
	2019	38%	47%	-9%	54%	-16%
Cohort Comparison		-43%				
08	2022					
	2019	70%	32%	38%	46%	24%
Cohort Comparison		-38%				

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	56%	40%	16%	48%	8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	67%	32%	67%	32%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	69%	11%	71%	9%
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	94%	57%	37%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	61%	35%	57%	39%

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	25	36	33	39	48	45	33	58	67		
ELL	29	31		44	53						
ASN	86	57		90	65			100			
BLK	44	47	41	42	53	55	57	63	86		
HSP	47	55	40	52	59	65	54	78	88		
MUL	48	52	31	62	64	71	75	83	80		
WHT	60	53	41	68	64	49	77	90	90		
FRL	43	44	37	50	53	47	54	73	76		
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						

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
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						
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		

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	63
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	
Total Points Earned for the Federal Index	565
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	43
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	80
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	54
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	60
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	63
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	66
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	53
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?

We had improvements across all the math content areas. Reading is the content area we saw the least amount of increase.

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

Reading is the content area that had the least amount of achievement, especially within the LPQ subgroup.

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

Reading achievement can have an impact on all subject area achievement, especially civics and science content areas. Reading improvement will be a focus in all subject areas school wide to help boost student learning. We will also be utilizing a reading interventionist.

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

We saw significant improvement in math content areas across all grade levels and subgroups.

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

We utilized a math interventionist that conducted student pull out groups to provide data specific instruction based on student needs. Utilized additional blended learning resources to support instruction in the math classroom.

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

Utilizing AVID strategies throughout the school to build student skills. Providing data driven instruction to individual students through pull out and push in support. Professional development with teachers to ensure aligned and engaging instruction is taking place.

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.

We hold weekly Common Learning and planning sessions with departments to focus our instruction on standard based lessons driven by student data.

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

Incorporating the interventionist pull out groups based on progress monitoring data for individual students. Implementation of blended learning programs to support differentiated learning paths for student deficiencies. Scheduling students with need into intensive courses.

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 Standards-aligned Instruction

Area of Focus Description and Rationale:

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

Teacher will conduct professional development to enhance their understanding of the new B.E.S.T standards. Our goal is to strengthen standards-based planning to enhance instruction and assessment, ultimately leading to student growth across all subject areas.

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

Teachers will participate in standards-based instructional planning to align lesson plans to the appropriate achievement level of the new B.E.S.T. 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.

Monitoring:

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

Administrators will monitor the desired outcome through classroom walks and student achievement on standard based work.

Person responsible for monitoring outcome:

Chris Koek (koekc@duvalschools.org)

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

Common planning will focus heavily on 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:

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

If planning and instruction is aligned to the new B.E.S.T Standard with appropriate Achievement level for the standard, then student work will provide evidence of standard mastery.

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.

No action steps were entered for this area of focus

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.

Provide teachers the opportunity to review 5 Essentials results and collaborate on methods for improving their survey areas of concerns. Provide teachers an opportunity to complete a Needs Assessment Survey to provide teachers with meaningful professional development. Instructional Coaches will provide professional development, that supports and aligns with our teacher needs/wants. 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 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.

Our faculty and students engage in the Anchor4Life program to support and welcome students. It is a school wide PBIS and SEL program to promote student positive interaction. It is also designed to support students through challenge times. In addition, our school is engaging in a monthly club day activity to allow faculty to celebrate and engage with students to participate in common interest activities. It will allow students and teachers the opportunity to build positive relationships with each other to foster a supportive learning environment.

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

PTA and SAC meet monthly to ensure parent/stakeholders are involved in the developing and implementing a positive school culture. We partner with local organizations including the NAVY to hold community events and campus beautification activities.