Matthew W. Gilbert Middle School

2022-23 Schoolwide Improvement Plan

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Matthew W. Gilbert Middle School

1424 FRANKLIN ST, Jacksonville, FL 32206

http://www.duvalschools.org/matthewgilbert

Demographics

Principal: LaTonya Parker
Start Date for this Principal: 10/25/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (35%) 2018-19: C (41%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide a safe haven where everyone is valued and respected. We are committed to increasing academic excellence through high quality instruction where students are academically empowered to meet current and future challenges to develop social awareness, civic responsibility, and personal growth.

Provide the school's vision statement.

Our vision is to empower students to acquire, demonstrate, articulate, and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school.

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
Parker, LaTonya	Principal	Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walkthrough. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings. Lead teachers and staff, set goals and ensure students meet their learning objectives.
Sutton, Tiffany	Assistant Principal	Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walkthrough. Lead teachers and staff, set goals and ensure students meet their learning objectives.
Campbell, Terrel	Assistant Principal	Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walkthrough. Lead teachers and staff, set goals and ensure students meet their learning objectives.
Harley, Lakedra	Dean	The Dean of Students serves as a member of the administrative team and assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention and intervention services with an emphasis on Restorative Justice and Positive Behavioral Interventions.

Demographic Information

Principal start date
Monday 10/25/2021, LaTonya Parker

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
32

Total number of students enrolled at the school
683

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

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	231	192	260	0	0	0	0	683
Attendance below 90 percent	0	0	0	0	0	0	38	38	37	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	40	14	36	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	110	88	141	0	0	0	0	339
Course failure in Math	0	0	0	0	0	0	5	83	140	0	0	0	0	228
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	112	88	142	0	0	0	0	342
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	93	83	142	0	0	0	0	318
Number of students with a substantial reading deficiency	0	0	0	0	0	0	112	88	142	0	0	0	0	342

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	91	130	0	0	0	0	221

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	3	8	2	0	0	0	0	13

Date this data was collected or last updated

Thursday 10/6/2022

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	489	309	245	0	0	0	0	1043
Attendance below 90 percent	0	0	0	0	0	0	0	51	43	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	175	103	0	0	0	0	278
Course failure in ELA	0	0	0	0	0	0	0	3	10	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	191	126	108	0	0	0	0	425
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	147	97	84	0	0	0	0	328
Number of students with a substantial reading deficiency	0	0	0	0	0	0	191	126	108	0	0	0	0	425

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	95	82	0	0	0	0	177

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	3	5	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	13	29	0	0	0	0	42

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	489	309	245	0	0	0	0	1043
Attendance below 90 percent	0	0	0	0	0	0	0	51	43	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	175	103	0	0	0	0	278
Course failure in ELA	0	0	0	0	0	0	0	3	10	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	191	126	108	0	0	0	0	425
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	147	97	84	0	0	0	0	328
Number of students with a substantial reading deficiency	0	0	0	0	0	0	191	126	108	0	0	0	0	425

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	95	82	0	0	0	0	177

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	3	5	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	13	29	0	0	0	0	42

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	18%	43%	50%				19%	43%	54%
ELA Learning Gains	36%						36%	49%	54%
ELA Lowest 25th Percentile	29%						35%	45%	47%
Math Achievement	23%	35%	36%				36%	49%	58%
Math Learning Gains	37%						48%	50%	57%
Math Lowest 25th Percentile	48%						44%	47%	51%
Science Achievement	8%	48%	53%				17%	44%	51%
Social Studies Achievement	43%	53%	58%				59%	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	22%	47%	-25%	54%	-32%
Cohort Comparison						
07	2022					
	2019	18%	44%	-26%	52%	-34%
Cohort Comparison		-22%				
08	2022					
	2019	18%	49%	-31%	56%	-38%
Cohort Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	51%	-14%	55%	-18%
Cohort Comparison						
07	2022					
	2019	36%	47%	-11%	54%	-18%
Cohort Comparison		-37%				
08	2022					
	2019	20%	32%	-12%	46%	-26%
Cohort Comparison		-36%				

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	17%	40%	-23%	48%	-31%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	69%	-7%	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	77%	57%	20%	61%	16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	7	29	25	9	35	38	4	25			
BLK	17	36	28	20	36	50	7	41	74		
HSP	24	30		38	23						
MUL	57	46		56	27						
WHT	14	44		50	67						
FRL	18	37	30	22	36	50	7	42	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	7	26	26	12	30	31	10	24			
BLK	15	25	29	23	28	32	21	35	60		
HSP	40	85		57	46						
MUL	31	38		43	45						

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
WHT	24	23		39	38		40				
FRL	16	26	32	25	30	34	22	33	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
SWD	10	19	20	16	43	47	6	22			
BLK	18	37	33	35	47	43	18	56	74		
HSP	10			40	40						
MUL	27	36		50	64						
WHT	31	27		50	47						
FRL	17	35	34	34	46	42	17	57	73		

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)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	47
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	44
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Across grade levels, Based on the 2022 state assessment ELA proficiency is significantly low in proficiency and gains. Math data was the most consistent in all areas with growth in proficiency, gains, and bottom quartile.

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

ELA and Science continue to demonstrate the greatest need of 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?

The contributing factors was the students did not receive standards aligned instruction during their 7th grade year and 8th grade years due to teacher resignation and vacancy. Strategic progress monitoring will need to be put in place to address this need for improvement.

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

Based on the 2022 state assessment, the data component showing the most improvement was Math Achievement.

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

The contributing factors was the result of intentional planning to support differentiated learning for all students. The math teachers planned lessons that included small group instruction and student data chats. Progress monitoring was a huge component in all of the classrooms. Additionally, they effectively and frequently used standards mastery quizzes to build a culture of ownership within the classroom.

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

To accelerate learning, students will be taught prerequisite skills to strengthen their background knowledge, but not in isolation. By connecting prerequisite skills to current content based on the standards, students will deepen their understanding with scaffolding Intentionally, building knowledge and vocabulary, and developing an atmosphere of reading. We will intentionally focus our efforts in planning for standards-based and project/problem-based instruction. We will create a learning environment that foster a community of learners that value academic achievement.

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 will provide professional development opportunities that are tailored to the differentiated needs of the teachers. Topics include small-group rotations (to support differentiated instruction), progress monitoring through a variety of online platforms, and implementing project/problem based learning.

Because our staff's experience ranges from first year to 5+ years, we have built the capacity of a teacher leader team that will mentor throughout the year. This mentor relationship will ensure teachers are learning from one another.

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

Based on the data and continuous progress monitoring, additional professional development will be provided to support the administration team and teacher with implementing standards-based and project/ problem based instruction to sustain improvement.

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.	The B.E.S.T Standards (Benchmarks for Excellent Student Thinking) are the new educational standards for mathematics and language arts designed to replace the standards based on Florida Standards. This area of focus will directly impact student learning because students will be given the opportunity to demonstrate mastery at the appropriate level of rigor as identified by the standards. Standards-aligned instruction was identified as a critical need based on student work analysis, 5 Essential survey, FSA, PMA assessment results and Standards Walk-through data. Aligned observations (the observed instruction, tasks, and assessments that are aligned to grade-level standards) is the area of focus for our learning community. Data from the 2021-2022 standards-based walkthroughs, showed that although teachers have clear understanding of the standards related to their content and are able to use the learning arcs to break down standards into smaller learner objectives, the relational trust that is needed for deep student learning is lacking across all classrooms. Teacher and student relationships as it relates connecting and building a sense of belonging is an area that needs to be developed and observed in daily student interactions with teachers everyday as part of the standards - based walkthrough observation protocols. Title I funds will be used to purchase two additional Interactive Media Carts and or laptops to be used during instruction to help teachers access the district approved blended learning platforms and to enhance overall instructional delivery.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will utilize aligned tasks and common assessment data as well as the submitted SWT documents to measure specific outcomes. Administrators will follow up with teachers on their submitted documents and discuss walkthrough trend data as collected via the standards walkthrough tool to support student learning.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data collected from our standards walk-throughs will measure teacher progression toward the desired outcome. Weekly administration SWT data - next steps and support need to each teacher
Person responsible for monitoring outcome:	LaTonya Parker (parkerl@duvalschools.org)
Evidence-based Strategy: Describe the	Teachers will use the District provided curriculum including but not limited to the blended learning platforms to enhance the instructional outcomes of the students. Curriculum mapping, inquiry-based learning, grouping and rubrics will also be implemented.

evidence-based strategy being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The evidence-based strategies will assist in the differentiation of instruction for all the teachers. These strategy will ensure that all students are provided with state aligned subject area content daily. Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

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.

Conduct teacher data conferences to monitor student progress on common assessments. Before, during, and after school tutoring will be offered for students to impact students academic performance & boost confidence.

Person Responsible	LaTonya Parker (parkerl@duvalschools.org)

Professional Development will be provided to assist teachers in cross-curricular lesson plan development and unpacking the standards. The Administration team will also attend conferences and workshops to attain additional knowledge to support the goals for the school improvement.

Person Responsible	Tiffany Sutton (griffint1@duvalschools.org)

Collaborative Planning and Collaborative Learning Cycles will be used for teacher collaboration and provide the opportunity for teachers to learn differentiation strategies used in various classrooms with the Administration and Instructional Coaches.

Person Responsible	LaTonya Parker (parkerl@duvalschools.org)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Discipline data and climate and culture survey data were collected to ascertain the needs of the student engagement. Based on this data, the school identified the need to shift the school's culture to help improve academic outcomes for all stakeholders. Focusing on developing, implementing, and monitoring a PBIS (Positive Behavior Intervention and Support) Plan and team will help to reduce disciplinary incidents and help us to increase student engagement and student discourse.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school seeks to reduce disciplinary incidents and suspension rates in order to increase student engagement and academic achievement for the school across all content areas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The school will conduct monthly PBIS team meetings to monitor the progress of the goals, incentives, and disciplinary data. The team will utilize the data to monitor the goals and make necessary changes based on the data collected throughout the school year.
Person responsible for monitoring outcome:	Terrel Campbell (campbellt3@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will maximize structure; post, teach, review, monitor, and reinforce expectations, actively engage students in observable ways and use a continuum of strategies for responding to appropriate behaviors in the classroom. The school will develop a schoolwide incentive system to instill the core values of the school and improve student engagement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough to support student, family, and community needs.

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.

Meet with District Discipline Support Specialist to schedule Training for PBIS
Train teachers on effective use of the FOCUS based PBIS plan

Person Responsible   Terrel Campbell (campbellt3@duvalschools.org)

Work with School-Based PBIS team to develop PBIS Plan and Goals
Create an Economy of PBIS Points to promote behaviors aligned to the school guiding principles

Person Responsible   Lakedra Harley (gregory-pl@duvalschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

NA

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.

School culture is one of the most impactful contributors to perceptions of a successful school. The culture of a school has far-reaching impacts on every aspect of the organization. Student achievement, teacher effectiveness, parent involvement, community support are all affected by the explicit and implicit cultural attributes of the school.
We will create a teacher leadership that utilizes the strengths of your staff members for school improvement. Being intentional about teacher leadership opportunities is fundamental to creating a culture of growth and opportunity. In conjunction with teacher leadership, professional learning opportunities are a powerful way to boost school culture. To generate a culture of learning and growth for all, the teaching and learning of adults must be an integral part of the learning cycle in the school. Parent seminars, teacher training, student teacher partnerships and mentoring will be an integrated part of adult learning, which will

model the learning cycle for students. Teacher leadership will be implemented through Professional Learning Community (PLC) to focus on
various aspects of teaching and learning. When focusing on school culture, student perceptions of the school can positively and negatively influence everything from student behavior to teacher motivation. To create a student
centered school culture, we will strategically create opportunities for student leadership and seek out unique ways to engage students in non-traditional roles. Community perception is the undercurrent for school marketing, school image and student enrollment, and these all have direct impacts on school culture. From creating a career
day that celebrates community members to recruiting classroom volunteers from the community to asking for parent support, are some of the ways we will engage the school community.

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

In addition to the teachers and staff promoting a positive learning environment; the following stakeholders support the promotion of a positive learning environment.

PBIS Team: The Positive Behavior Intervention and Support team helps to drive the initiative forward, both schoolwide and at the classroom level. Their efforts are crucial to the success of PBIS in your school.

Achievers For Life: Achievers For Life is a program that provides family support, mentors, and academic assistance for students at school, as well as enhance parent engagement in their student's education.

City Year: City Year AmeriCorps members serve as student success coaches, helping students build on their strengths and cultivate social, emotional and academic skills that are important in school and life.

Gear-Up: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a competitive federal program that provides six- and seven-year grants to education/community partnerships and states to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

5000 Role Models of Excellence: The 5000 Role Models of Excellence Project is a dropout prevention, mentoring program committed to guiding minority male students

Project Rise: Project RISE will provide opportunities for more skills and experience based learning in the classroom.