

Duval County Public Schools

Mandarin Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Mandarin Middle School

5100 HOOD RD, Jacksonville, FL 32257

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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 personal 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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
Barton, John	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 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

Name	Position Title	Job Duties and Responsibilities
		Lunch Procedures Webmaster
Whigham, Derrick	Assistant Principal	Assistant Principal of Curriculum Math Department

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Each month the SAC committee meets the 3rd Thursday of each month at 6:00 pm to discuss current needs of the school. During the monthly meetings, the SAC committee encourages and collaborates with all stakeholders about student achievement and school-wide culture.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored in professional learning communities, instructional leadership meetings, as well as SAC meetings. School teams analyze assessments to create short term goals throughout the year based on progress monitoring assessments. Students' individual needs are determined and actions steps are identified in order to increase student achievement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	46%
2022-23 Economically Disadvantaged (FRL) Rate	54%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)

(subgroups below the federal threshold are identified with an asterisk)	Native American Students (AMI) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	55	78	107	240	
One or more suspensions	0	0	0	0	0	0	11	82	66	159	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	13	12	28	
Course failure in Math	0	0	0	0	0	0	4	20	15	39	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	92	106	90	288	
Level 1 on statewide Math assessment	0	0	0	0	0	0	101	88	62	251	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	65	84	127	276	
	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 that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	89	112	81	282	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	5	16	11	32
Students retained two or more times	0	0	0	0	0	0	2	6	8	16

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	35	48	55	138
One or more suspensions	0	0	0	0	0	0	0	42	81	49	172
Course failure in ELA	0	0	0	0	0	0	0	18	54	7	79
Course failure in Math	0	0	0	0	0	0	0	25	24	4	53
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	84	112	107	303
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	77	118	86	281
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	92	93	67	252
	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	52	81	59	192

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	24	40	71
Students retained two or more times	0	0	0	0	0	0	0	10	0	10

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	104	64	67	235	
One or more suspensions	0	0	0	0	0	0	42	81	49	172	
Course failure in ELA	0	0	0	0	0	0	18	54	7	79	
Course failure in Math	0	0	0	0	0	0	25	24	4	53	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	84	112	107	303	
Level 1 on statewide Math assessment	0	0	0	0	0	0	77	118	86	281	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	92	93	67	252	
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	52	81	59	192

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	24	40	71
Students retained two or more times	0	0	0	0	0	0	0	10	0	10

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	42	49	54	43	50	55		
ELA Learning Gains				53			51		
ELA Lowest 25th Percentile				42			34		
Math Achievement*	62	49	56	61	35	36	52		
Math Learning Gains				58			39		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				54			26		
Science Achievement*	62	48	49	59	48	53	57		
Social Studies Achievement*	77	66	68	78	53	58	71		
Middle School Acceleration	85	82	73	90	47	49	83		
Graduation Rate					48	49			
College and Career Acceleration					69	70			
ELP Progress	27	31	40	42	85	76	30		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	10
Percent Tested	99

2021-22 ESSA Federal Index

Graduation Rate

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL	39	Yes	1	
AMI				
ASN	76			
BLK	50			
HSP	55			
MUL	58			
PAC				
WHT	74			
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	3	
ELL	43			
AMI	45			
ASN	82			
BLK	51			
HSP	51			
MUL	68			
PAC				
WHT	65			
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			62			62	77	85			27
SWD	28			36			38	60	90		5	
ELL	30			46			23	68			5	27
AMI												
ASN	74			83			59	69	93		5	
BLK	34			47			35	63	71		5	
HSP	44			51			51	82	82		6	21
MUL	41			59			52	65	75		5	
PAC												
WHT	59			69			73	82	87		5	
FRL	40			48			49	72	81		6	10

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	54	53	42	61	58	54	59	78	90			42
SWD	29	43	33	35	52	49	28	51				
ELL	21	43	42	34	53	40	16	53	82			42
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			46
MUL	60	58	67	58	55	73	70	85	83			
PAC												
WHT	63	56	35	70	59	60	67	85	93			
FRL	42	52	42	48	55	53	45	67	87			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	51	34	52	39	26	57	71	83			30
SWD	28	37	27	26	32	25	25	41				
ELL	24	40	39	24	29	27	26	50				30
AMI												
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			25
MUL	57	42	20	52	33	33	55	79	81			
PAC												
WHT	63	56	38	62	45	29	72	84	88			
FRL	42	40	32	39	34	27	41	59	65			27

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	55%	40%	15%	47%	8%
08	2023 - Spring	41%	41%	0%	47%	-6%
06	2023 - Spring	47%	38%	9%	47%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	43%	13%	54%	2%
07	2023 - Spring	46%	40%	6%	48%	-2%
08	2023 - Spring	64%	45%	19%	55%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	35%	10%	44%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	52%	26%	50%	28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	52%	36%	48%	40%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	64%	30%	63%	31%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	63%	11%	66%	8%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

There is a loss of proficient students in ELA. There is evidence of amount of students that are close scoring in proficiency. The contributing factor is students need to be exposed to more rigorous activities that are aligned to level 4 or level task instead of at grade level.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The number of historically proficient students that decreased at least one achievement level in Algebra. In 22-23 school year, the school had 39 students that were level 3 or above that did not show proficiency on the Algebra EOC.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap compared to state average is Algebra EOC performance. A subgroup of Level 3 students that qualify for Algebra 1 in 8th grade do not show performance at the end of the year for Algebra EOC.

Which data component showed the most improvement? What new actions did your school take in this area?

Math showed the most improvement from 61% to 67%.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Increase of Level 1s from 6th grade to 7th grade in ELA classes.
2. Increase of suspensions from 6th to 7th grade school-wide.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Provide additional support for level 3s in Algebra
2. Provide additional support subgroup of Level 2s in 7th and 8th ELA.
3. Provide additional support for subgroup of Level 1s in 6th ELA
4. Provide additional support for subgroup of Level 2s in Comp Science 3.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the school climate survey, students missing less than 10 days is an area of growth in multiple subgroups. Student engagement, achievement, and positive teacher-student relationships increase when students attend school on a regular basis. A positive school culture is created through recognition and attendance rewards encourage students to be actively engaged in school.

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 attendance rewards/incentives for students by 50%
2. Decrease the number of failing grades of students that are at risk of attending school on a consistent basis.
3. Increase the score for Supportive Environment by 15 points overall on the 2023-2024 DCPS 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:

John Barton (bartonj@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Mandarin has implemented a system that rewards students based on attendance, high academic standards, and behavior. Furthermore, 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. Students are rewarded weekly for the targeted behaviors as well as attending school wide events.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By having a reward system, students are encouraged to take ownership of their attendance, behavior, and academics.

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 school-wide reward for each 9-weeks through social media, school newsletter, and school announcements.

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

Person Responsible: John Barton (bartonj@duvalschools.org)

By When: September 10, 2023

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: John Barton (bartonj@duvalschools.org)

By When: September 10, 2023

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

Person Responsible: John Barton (bartonj@duvalschools.org)

By When:

Ensure HAWK Guidelines are posted in each classroom and in the hallways. .

Person Responsible: John Barton (bartonj@duvalschools.org)

By When:

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: John Barton (bartonj@duvalschools.org)

By When:

Analyze discipline data and share with students and teachers quarterly.

Person Responsible: John Barton (bartonj@duvalschools.org)

By When:

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Mandarin Middle showed a four-percentage point loss in proficiency. More specifically, a 3 percent loss in 6th grade and 11 percent loss in 8th grade.

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:

Julie Humphreys (humphreysj@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Double block a subgroup of level 2 students by grade level to ensure they receive additional instruction and support in their ELA classes.

Implementation of strategic standards-based planning model through PLC and Common Planning.

Collaboration with VE support teachers to attend CP and PLC to address SWD needs for improvement.

Create a schedule by grade level that indicates a system when students will participate in small group instruction based on remediation and enrichment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 schedule on A days and B days.

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

By When: August 1st, 2023

Continue to establish and train lead LEA teacher (per grade level)

Person Responsible: [no one identified]

By When: October 2023

Double block subgroup of level 2s in all grade levels in ELA as well as double block a subgroup of level 1s in 6th grade with their English teacher.

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

By When: September 2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School is not identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes**Grades 3-5 Measurable Outcomes****Monitoring****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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

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?

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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****Title I Requirements****Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

School does not have Title 1 Requirements.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

School does not have Title 1 Requirements.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

School does not have Title 1 Requirements.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

School does not have Title 1 Requirements.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

School does not have Title 1 Requirements.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

School does not have Title 1 Requirements.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

School does not have Title 1 Requirements.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

School does not have Title 1 Requirements.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

School does not have Title 1 Requirements.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes