

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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	61%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information,





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"> <li>- Instructional Lead for Math/Science</li> <li>-Athletics</li> <li>-Grants</li> <li>- Band Booster Liaison</li> <li>- SAC Liaison</li> </ul>
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"> <li>- Threat Assessment Team</li> <li>- Attendance Intervention Team</li> <li>- Builds Master Schedule</li> <li>- Instruction Lead for EEES/Guidance/ELA/ Reading</li> <li>- 6th and 7th grade House Administrator</li> <li>- Curriculum Administrator</li> </ul>
Hitzeman, Brooke	Assistant Principal	<p>Grade 8 House Administrator. Safe and Civil Schools and Attendance administrator. Monitors and provides interventions based on attendance</p>

Name	Position Title	Job Duties and Responsibilities
		and behavior referrals data. Responsible for community engagement and building partnership with local business. - 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
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	Guidance Counselor	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.
Rose, Jeff	Dean	Develops and implements discipline protocols for classroom managed and office managed behaviors; investigates and processes discipline incidents and referrals;

Name	Position Title	Job Duties and Responsibilities
		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. Demographic Information

**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 allocat.00rd/F2 11.0000 Tf(13) TjEport for PBIS.**

13



**Grade Level**





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	
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%			53%			56%	43%	54%
ELA Learning Gains	52%			46%			56%	49%	54%
ELA Lowest 25th Percentile	40%			32%			47%	45%	47%
Math Achievement	60%			52%			62%	49%	58%
Math Learning Gains	61%			39%			55%	50%	57%
Math Lowest 25th Percentile	57%			28%			47%	47%	51%
Science Achievement	69%			69%			69%	44%	51%
Social Studies Achievement	83%			75%			81%	68%	72%

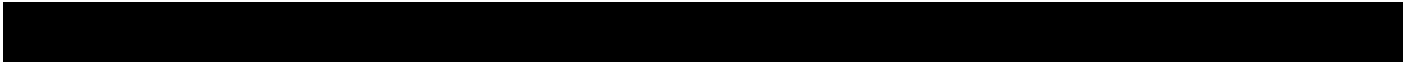
**Grade Level Data Review - State Assessments**

**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%				







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
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
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.





**#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**



**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.