Alfred I. Dupont Middle School

2019-20 Schoolwide Improvement Plan

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Alfred I. Dupont Middle School

2710 DUPONT AVE, Jacksonville, FL 32217

http://www.duvalschools.org/dupont

Demographics

Principal: Marilyn Barnwell M

Start Date for this Principal: 7/30/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2018-19 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	2018-19: C (45%) 2017-18: C (49%) 2016-17: C (42%) 2015-16: C (41%) 2014-15: C (43%)
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	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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)	**2018-19 Title I School**	**2018-19 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	81%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

School Board Approval

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SIP Authority

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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 create a learning community promoting the acquisition of skills which empower students to fully participate in a complex global marketplace.

Provide the school's vision statement.

Students will advance from DuPont Middle School to high school with the skills necessary for academic and personal success.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Barnwell, Marilyn	Principal	Implement and monitor all school-wide programs including Title I.
Bilgili, Ebru	Assistant Principal	
Mullen, Bibigul	Assistant Principal	
Shells , Jerrime	Teacher, ESE	

Early Warning Systems

Current Year

The number of students by 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	291	280	306	0	0	0	0	877
Attendance below 90 percent	0	0	0	0	0	0	8	28	31	0	0	0	0	67
One or more suspensions	0	0	0	0	0	0	74	94	97	0	0	0	0	265
Course failure in ELA or Math	0	0	0	0	0	0	6	4	11	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	243	253	222	0	0	0	0	718

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	199	197	169	0	0	0	0	565

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	106	166	223	0	0	0	0	495
Students retained two or more times	0	0	0	0	0	0	232	258	263	0	0	0	0	753

FTE units allocated to school (total number of teacher units)

57

Date this data was collected or last updated

Tuesday 7/30/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	43%	54%	32%	41%	52%
ELA Learning Gains	44%	49%	54%	46%	48%	54%
ELA Lowest 25th Percentile	44%	45%	47%	38%	43%	44%
Math Achievement	41%	49%	58%	31%	44%	56%
Math Learning Gains	47%	50%	57%	44%	49%	57%
Math Lowest 25th Percentile	40%	47%	51%	42%	46%	50%
Science Achievement	35%	44%	51%	34%	45%	50%
Social Studies Achievement	60%	68%	72%	58%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	291 (0)	280 (0)	306 (0)	877 (0)
Attendance below 90 percent	8 ()	28 ()	31 ()	67 (0)
One or more suspensions	74 (0)	94 (0)	97 (0)	265 (0)
Course failure in ELA or Math	6 (0)	4 (0)	11 (0)	21 (0)
Level 1 on statewide assessment	243 (0)	253 (0)	222 (0)	718 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
06	2019	25%	47%	-22%	54%	-29%
	2018	24%	44%	-20%	52%	-28%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	24%	44%	-20%	52%	-28%
	2018	29%	41%	-12%	51%	-22%
Same Grade Comparison		-5%				
Cohort Comparison		0%				
08	2019	34%	49%	-15%	56%	-22%
	2018	38%	51%	-13%	58%	-20%
Same Grade Comparison		-4%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	29%	51%	-22%	55%	-26%
	2018	28%	42%	-14%	52%	-24%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	40%	47%	-7%	54%	-14%
	2018	29%	50%	-21%	54%	-25%
Same Grade Comparison		11%				
Cohort Comparison		12%				
08	2019	30%	32%	-2%	46%	-16%
	2018	35%	31%	4%	45%	-10%
Same Grade Comparison		-5%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	17%	40%	-23%	48%	-31%
	2018	23%	44%	-21%	50%	-27%
Same Grade Comparison		-6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	67%	9%	67%	9%
2018	80%	63%	17%	65%	15%
Compare		-4%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	69%	-13%	71%	-15%
2018	93%	84%	9%	71%	22%
Compare		-37%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	63%	57%	6%	61%	2%
2018	75%	61%	14%	62%	13%
Compare		-12%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	61%	10%	57%	14%
2018	0%	57%	-57%	56%	-56%
Compare		71%			

Subgroup Data

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	8	36	40	16	40	37	10	33			
ELL	14	38	42	33	43	42	22	40	56		
ASN	29	45	42	53	58	60	38	67			
BLK	26	40	42	31	44	40	22	55	61		
HSP	27	42	44	47	48	41	37	54	67		
MUL	45	48		42	36	10		83	73		
WHT	41	57	45	49	53	46	53	70	71		
FRL	29	44	45	39	46	42	33	62	69		
2018 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 2016-17	C & C Accel 2016-17
SWD	14	37	35	26	42	27	23				
ELL	15	39	35	28	51	38	25	80	36		
ASN	28	45	43	40	53	45	13				
BLK	30	40	36	31	45	40	31	100	61		
HSP	30	47	44	38	53	35	46	85	65		
MUL	57	59		61	54			50	60		
WHT	40	44	14	51	47	32	47	100	74		
FRL	32	44	37	37	49	38	36	96	62		
2017 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 2015-16	C & C Accel 2015-16
SWD	12	28	26	11	29	28	8	30			
ELL	10	39	33	21	44	41	13	38			
ASN	27	48	42	42	52	44	36	36	67		
BLK	27	40	40	23	40	47	26	61	44		
HSP	28	49	33	29	45	42	37	63	44		
MUL	38	57		41	64			64			

2017 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 2015-16	C & C Accel 2015-16
WHT	48	53	38	42	44	17	48	48	57		
FRL	29	44	35	29	45	44	31	57	53		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	447
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	48
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest area of performance is Science which shows 17% proficiency. The overall score reflects the Biology proficiency rate which boosted the Science score to 35%.

Students are not performing well on the Comprehensive Science 3 assessment due to their low reading levels and difficulty retaining information from Comprehensive Science 1 and 2 which is necessary for mastery on the assessment.

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

Social Studies (Civics) showed the biggest decline from the previous year. Many students enrolled in Civics experience difficulty with reading complex texts and had a lower average lexile than the previous year's students.

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 is in reading proficiency. Our school has a large ELL population and many students are now exiting the two year developmental reading and English Language Arts sheltered program and are not be ready to grapple with the complex texts and grade level standards. Our ELL students showed 67% proficiency on the WIDA assessment and are making overall learning gains.

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

The greatest improvement was with the lowest performing quartile in reading which showed 7% growth from the previous year. We provided more intervention services through small-group pull out sessions versus previous years when we implemented small group within the classroom setting.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Out of School Suspensions rates were high (29% as measured against the whole school population). We have purchased an additional Dean of Students to help provide more intervention services and Restorative Justice opportunities to our students.

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

1. Focus on standards based instruction and assessment
2. Create and develop a culturally responsive classrooms
3. Establish school-wide norms that promote collective accountability
4. Develop teacher capacity in standards based instruction through consistent and relevant PLC
5. Engage the learning community through meaningful opportunities

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Creating Standards-Based Culturally Responsive Classrooms.
Rationale	If we equip and train teachers to produce a standards-based culturally responsive classroom, students will engage in their own meaningful learning.
State the measurable outcome the school plans to achieve	Proficiency and learning gains in math and reading will increase by 5% and teacher efficacy as measured by CAST will improve.
Person responsible for monitoring outcome	Marilyn Barnwell (barnwellm@duvalschools.org)
Evidence-based Strategy	Professional development will be provided to assist teachers in implementing a standards-based classroom. Teachers will also engage in weekly common planning/professional learning to review of relevant case studies, lesson plans, student work, and formative assessments.
Rationale for Evidence-based Strategy	Teachers will review case studies focused on school-wide transformation and identify best practices for implementation in their classroom.
Action Step	
Description	1. Provide training for the School's Leadership Team on Kotter's 8 Accelerators (provided by Dr. Christine Dahnke, Orange County Public Schools). 2. Conduct standards-based walkthroughs using the newly implemented Standards Based walkthrough protocol. 3. Dual Language teachers and administrator will attend a professional learning conference (Dual Language Institute) sponsored by the National Association for Bilingual Education in October 2019.
Person Responsible	Marilyn Barnwell (barnwellm@duvalschools.org)

#2	
Title	Improving School-wide Culture.
Rationale	If we establish school-wide norms that promote collective accountability then we will create a positive school culture.
State the measurable outcome the school plans to achieve	We will reduce out of school suspensions and referrals by 5%.
Person responsible for monitoring outcome	Marilyn Barnwell (barnwellm@duvalschools.org)
Evidence-based Strategy	We will implement a comprehensive Positive Behavior Intervention Program (PBIS) which will include input from faculty, staff, students, and parents. We will use our Title I funding to purchase an additional Dean of Students to help improve our overall school-wide culture.
Rationale for Evidence-based Strategy	Effective school-wide positive behavior plans have shown to reduce code of conduct violations.
Action Step	
Description	1. Create PBIS plan. 2. Hire 2 Dean of Students 3. Post school-wide behavior and academic expectations. 4. Conduct monthly review of discipline/academic data. 5. Engage parents through PTSA and School Advisory Council
Person Responsible	Marilyn Barnwell (barnwellm@duvalschools.org)

#3	
Title	Improve Academic Proficiency in core content areas including Reading, Math, Science, and Social Studies
Rationale	We will focus on designing learning goals to serve diverse student needs. The lack of progression in student learning gains especially for BQ students in Math and overall Science and Civics results points to a much greater gap in aligning student needs to with targeted strategies in small group instruction. Data also calls for establishing a clear system for analyzing data regularly to inform learning groups. We intend to utilize our Title I funding to provide teachers in the core content areas including Reading, Math and Science. We will also use our funding to purchase before, during,and after school tutoring. We will also use Title I to purchase a Reading Interventionist, and blended learning software and supplemental materials including but not limited to Acaletics, Math 180, and Corrective Reading. Title I will also be used for professional learning activities including the Dual Language Institute as well as to purchase technology.

State the measurable outcome the school plans to achieve	FSA ELA Lowest 25% Gains: increase by10% FSA ELA Overall Learning Gains: increase by 5% FSA Math Lowest 25% Gains: Increase by 5% FSA Math Overall Learning Gains: Increase by 5% FCAT Science: Increase by 10%
Person responsible for monitoring outcome	Marilyn Barnwell (barnwellm@duvalschools.org)
Evidence-based Strategy	Provide designated times for teachers to engage in focused professional development opportunities in content area PLC's that involves analyzing individual student data and evaluating student work to ensure that the tasks are rigorous and provides a progression of various learning levels.
Rationale for Evidence-based Strategy	If we design authentic, purposeful learning that 1. engage learners through differentiated opportunities that allow for 2. effective feedback and informed assessment then students will be able to demonstrate 1. an understanding of curricular content and competencies 2. through the application of essential knowledge, real-world experience, and self-reflection, while exploring concepts in relation to big ideas.)

Action Step	
Description	1. Teachers will be provided time in their common planning to review data from recent class/district assessments and create clear and actionable learning goals for their student learning goals 2. Teachers will be given time through bi-weekly PLC's to collaborate with peers in their grade level content area teams to identifying tasks and common assessments that strongly align with the demands of the standards. Teachers will collaborate on success criteria for the task. 3. Teacher will be given time during Early Release professional development sessions (preferably once per quarter) to collaborate with peers in all grade levels identifying

intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths.

4. Administration, Specialists, and Interventionists will identify model classrooms for differentiated, data-based core and/or center learning activities and allow time for teachers to observe best practices of peers with targeted pre- and post- briefings. Focused observation/and feedback forms will be used to ensure feedback given is consistent with school improvement goal.

Person Responsible Marilyn Barnwell (barnwellm@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

The school will continue to consider flexible meeting times and increase opportunities for parent involvement including but not limited to; Math, Science, and Literacy Night events as well as progress monitoring night. The school will continue to advertise events via School Messenger, Website, Marquee, and parent notices will be sent home with students.
Parents are encouraged to utilize the Parent Resource room to hold parent conferences and to get information on how to help their students adjust to middle school. Parents are told about the Parent Resource room at Orientation and Open House and can get directions to the room from the Main Office. Teachers are advised that the Parent Resource Room is available for parent conferences. Teachers are given this information during pre-planning.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Leadership Team will meet twice per month to review universal screening data, instructional practices, and performance assessment data. Using these measures, the team will identify students who are not
meeting academic and/or behavioral expectations and design intervention plans, professional development needs for teachers, and facilitate the problem-solving process.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

As a school we will utilize the following strategies to address the needs of our student cohorts:
1. engage learners through differentiated opportunities that allow for effective feedback.
2. We will use formative assessment data to guide instructional decisions and identify best practices that have proven effective with regard to student's ability to demonstrate an understanding of curricular content and competencies.
3. We will provide students with enrichment activities through real-world experience and self-reflection, while exploring concepts in relation to big ideas.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Based on our current data, our academic goal will focus on designing more purposeful and intentional learning goals to serve diverse student needs. Our data indicates gaps in student learning that were inconsistent with the level of teaching that occurred in our classrooms. The lack of progression in student learning gains especially for BQ student in ELA points to a much greater gap in aligning student needs with targeted strategies in small group instruction. Data also calls for establishing a clear system for analyzing data regularly to inform intentional learning groups. Through the work of our School Leadership Team and Professional Learning Communities, we will review student assessment data to determine where the learning gaps exist and provide professional development for teachers and intervention services for students. We will utilze supplemental materials such as Acaletics, Math 180, and Corrective Reading to support our student's learnng needs.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our school partners with Florida State College at Jacksonville's TRIO college readiness program as well as the University of North Florida who provides interns to support our classroom teachers. duPont also offers a Pre-Early College program which gives our students and opportunity to earn high school and college credit. Our school also partners with JAXSPORTS charities, Shiloh Metropolitan Baptist Church, and several realtors from Berkshire Hathaway to support our school-wide programs.

Part V: Budget

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

1	III.A.	Areas of Focus: Creating Standards-Based Culturally Responsive Classrooms.				$27,903.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0661 - Alfred I. Dupont Middle School	Title, I Part A		$12,903.00
			Notes: Teachers and administration will attend a summer professional development sesson with Dr. Christine Dahnke of Orange County Public Schools focus on school-wide transformation through the implementation of Kotter's 8 Accelerators.			
			0661 - Alfred I. Dupont Middle School	Title, I Part A		$15,000.00
			Notes: Dual language teacher and administrator will attend the National Association of Bilingual Education Dual Language Institute in October 2019.			

2	III.A.	Areas of Focus: Improving School-wide Culture.				$0.00
3	III.A.	**Areas of Focus: Improve Academic Proficiency in core content areas including Reading, Math, Science, and Social Studies**				**$355,184.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0661 - Alfred I. Dupont Middle School			$355,184.00
			Notes: Title I funds will support the addition of the following positions: Dean of Students 2 - Science Teacher Foreign Language Teacher Reading Interventionist Reading Teacher			
					Total:	**$383,087.00**