

Duval County Public Schools

# Westside Middle School



2019-20 Schoolwide Improvement Plan

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# Westside Middle School

4815 WESCONNETT BLVD, Jacksonville, FL 32210

[www.duvalschools.org/wms](http://www.duvalschools.org/wms)

## Demographics

**Principal: David Errico**

Start Date for this Principal: 7/1/2013

<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>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (49%) 2016-17: C (41%) 2015-16: C (41%) 2014-15: F (22%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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](http://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

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	D	C	C	C

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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.**

The mission of J.E.B. Stuart Middle School is to achieving an educational standard of excellence as our chief priority for all students. To accomplish this goal, we will provide a calm, safe, and respectful school climate. Working in collaboration, the faculty, staff, parents and community will ensure that all students achieve their academic, social, and physical potential to become productive citizens and lifelong learners.

#### **Provide the school's vision statement.**

J.E.B. Stuart Middle School will provide an engaging curriculum that will motivate students to reach their full potential in a safe, nurturing environment.

### 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
Milliner Smith, Sadie	Principal	Ms. Milliner-Smith role as principal is to serve as the instructional leader of the school. Ms. Milliner-Smith is responsible for analyzing data to provide instructional support to improve student achievement schoolwide. Ms. Milliner-Smith will work collaboratively with teachers during professional learning communities .
Wallace, Allison	Instructional Coach	Ms. Nesmith-Kirkpatrick is the Reading Coach and will collaborate and provide support to teachers during PLC and common planning. Ms. Nesmith-Kirkpatrick will disaggregate data to provide strategies to teachers that will ensure students' academic improvement.
Wade, Tandra	Teacher, K-12	Ms. Wade is the lead Math teacher and she will provide support to the math team with analyzing data to improve student achievement.
Mann, Shannon	Teacher, K-12	Ms. Mann is the lead Social Studies teacher and she will provide professional developement training and support to the Social Studies team with analyzing data to increase student improvement.
Griffin, Albert	Dean	Mr. Griffin will assist in managing the discipline process for students, restorative practices and facilitate the PBIS Team.
Smith, Deborah	Teacher, K-12	Ms. Clarke is the lead Science teacher and she will provide support to the Science team wiith analyzing data to increase student improvement.
Speers, Anastasia	Assistant Principal	Ms. Speers is an instructional leader that will support the school vision. She is responsible working with an assigned content area, providing professional development, disaggregation of data and working with district specialists to build teacher sustainability.
Byrd, Michael	Assistant Principal	Ms. Byrd is an instructional leader that will support the school vision. She is responsible working with an assigned content area, providing professional development, disaggregation of data and working with district specialists to build teacher sustainability.
Arterberry, Diedrich	Teacher, K-12	Ms. Arterberry is the lead ELA teacher and she will provide support to the ELA team with analyzing data to increase student improvement.

**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	0	252	227	0	0	0	0	479
Attendance below 90 percent	0	0	0	0	0	0	0	83	88	0	0	0	0	171
One or more suspensions	0	0	0	0	0	0	0	88	79	0	0	0	0	167
Course failure in ELA or Math	0	0	0	0	0	0	0	3	6	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	0	114	110	0	0	0	0	224

**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	170	156	0	0	0	0	326

**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	53	42	0	0	0	0	95
Students retained two or more times	0	0	0	0	0	0	0	7	9	0	0	0	0	16

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

36

**Date this data was collected or last updated**

Friday 7/26/2019

**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	87	85	0	0	0	0	172
One or more suspensions	0	0	0	0	0	0	0	47	54	0	0	0	0	101
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	170	150	0	0	0	0	320

## 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	27%	43%	54%	27%	41%	52%
ELA Learning Gains	38%	49%	54%	39%	48%	54%
ELA Lowest 25th Percentile	37%	45%	47%	31%	43%	44%
Math Achievement	37%	49%	58%	40%	44%	56%
Math Learning Gains	43%	50%	57%	51%	49%	57%
Math Lowest 25th Percentile	38%	47%	51%	43%	46%	50%
Science Achievement	34%	44%	51%	33%	45%	50%
Social Studies Achievement	47%	68%	72%	43%	65%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	252 (0)	227 (0)	479 (0)
Attendance below 90 percent	0 ( )	83 ( )	88 ( )	171 (0)
One or more suspensions	0 (0)	88 (0)	79 (0)	167 (0)
Course failure in ELA or Math	0 (0)	3 (0)	6 (0)	9 (0)
Level 1 on statewide assessment	0 (0)	114 (0)	110 (0)	224 (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	27%	47%	-20%	54%	-27%
	2018	25%	44%	-19%	52%	-27%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	27%	44%	-17%	52%	-25%
	2018	22%	41%	-19%	51%	-29%
Same Grade Comparison		5%				
Cohort Comparison		2%				
08	2019	26%	49%	-23%	56%	-30%
	2018	33%	51%	-18%	58%	-25%
Same Grade Comparison		-7%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	44%	51%	-7%	55%	-11%
	2018	39%	42%	-3%	52%	-13%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	38%	47%	-9%	54%	-16%
	2018	38%	50%	-12%	54%	-16%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
08	2019	10%	32%	-22%	46%	-36%
	2018	45%	31%	14%	45%	0%
Same Grade Comparison		-35%				
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	35%	40%	-5%	48%	-13%
	2018	30%	44%	-14%	50%	-20%
Same Grade Comparison		5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	69%	-23%	71%	-25%
2018	95%	84%	11%	71%	24%
Compare		-49%			

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	58%	57%	1%	61%	-3%
2018	64%	61%	3%	62%	2%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

**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	15	35	21	18	25	28	19	16			
ELL	21	41	50	30	35	37					
ASN	36	57		60	60						
BLK	23	34	36	34	40	34	22	42	44		
HSP	31	40	38	33	41	42	57	50	60		
MUL	27	36		38	46			50			
WHT	45	56	58	50	51	59	67	68	77		
FRL	26	36	32	35	41	35	29	43	50		

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	6	23	32	18	51	57	12				
ELL	19	34	9	42	81	83					
ASN	27			64							
BLK	22	41	41	35	52	56	24	76	56		
HSP	34	43	18	55	72	67	47				
MUL	25	45		40	50						

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
WHT	32	44	40	51	56	59	58	86	67		
FRL	26	43	42	39	55	58	30	80	59		
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	16	32	20	21	42	47	16	22			
ELL	6	38		41	55						
ASN	40	67		30	58						
BLK	20	34	29	34	48	45	31	41	60		
HSP	36	47	50	52	56	50	29	46			
MUL	20	32		32	48		20				
WHT	42	47	27	53	57	35	36	53	62		
FRL	27	39	32	37	49	43	34	37	62		

**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)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	24
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	10
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%	

**English Language Learners**

Federal Index - English Language Learners	34
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	53
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	44
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	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	59
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 data component was the ELA Achievement score of 27%, although it was a 2% increase from the prior year's achievement level. Last year we had two new teachers in the ELA department.. Seventh grade students made an increase in proficiency from the prior year.

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

The greatest decline was in social studies. However, this was because we added Level One and Two students back into the denominator. For this reason, we will focus on the decline in math scores. Math achievement decreased by 4 percentage points (41% to 37%), math gains decreased by 13 percentage points (56% to 43%), and lowest 25th percentile scores decreased by 20 percentage points (58% to 38%). Factors that contributed were having two new teachers in the department and having a lack of effective instructional delivery.

**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.**

Social studies had a gap of 25 percentage points with state and ELA had a gap of 23 percentage points with state. For social studies, the previous year only proficient students were assessed. For ELA, the gap was because of new teachers and lack of rigorous instructional delivery.

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

The area with the most improvement was ELA achievement, which improved by 2 percentage points to 27% (2018) from 25% (2017). The school provided additional tutorial support to students performing in a level 2 category.

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

1. Attendance
2. Failure of ELA or Math Course

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

1. Math Learning Gains
2. Math Lowest 25th Percentile
3. ELA Achievement
4. ELA Learning Gains
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Instructional Focus on ELA, Civics, and Math
<b>Rationale</b>	<p>To increase teachers implementing rigorous teaching strategies in their classrooms, and ensure students are authentically and actively involved in their learning will increase the percent of proficiency in the following areas:</p> <ul style="list-style-type: none"> <li>• ELA Achievement from 27% to 32%</li> <li>• Civics Achievement from 47% to 52%</li> <li>• Math Achievement from 37% to 42%</li> <li>• Students with disabilities from 22% to 27%</li> <li>• English Language Learners from 34% to 39%</li> <li>• Black/African American Students from 34% to 40%</li> <li>• Multi- Racial Students from 39% to 44%</li> <li>• Economically disadvantaged students from 36% to 41%</li> </ul>
<b>State the measurable outcome the school plans to achieve</b>	If we hire a Reading Interventionist to work with teachers to design methods of learning that are appropriate for each child, and help our students develop proficient reading skills, then JEB Stuart Middle School's ELA and Civics Achievement proficiency will increase by 5 percentage points. If we expose students to the possibility of obtaining a post-secondary degree, students would be more engaged in their learning. The students will visit college campuses (FSCJ, JU, EWC, UNF, BCC) to encourage students to become more engaged in their learning, and expose students to the collegiate opportunities.
<b>Person responsible for monitoring outcome</b>	Sadie Milliner Smith (milliner-s@duvalschools.org)
<b>Evidence-based Strategy</b>	Teachers will receive professional development to support data analysis, lesson planning, and research based instructional strategies to create assessments to improve instructional delivery and engagement.
<b>Rationale for Evidence-based Strategy</b>	Research has proven that teachers have a large impact on student achievement through rigor, relevance and relationships (Daggers, 2008). As well as instructional coaching. Students will benefit from teachers' professional development experiences to enhance their learning and academic performance.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Data will be tracked by instructional coach on a bi-weekly basis.</li> <li>2. Professional development opportunities will be offered to all teachers focusing on lesson planning, standards, and assessments.</li> <li>3. Students will receive standards based supplemental curriculum in Civics, Math and ELA (Achieve 3000, iReady, Study Island, TopScore Writing, Acaletics)</li> <li>4. An instructional coach in math will be hired to assist math teachers with their classroom practices in instruction, curriculum and assessments methods, and help our students develop proficient mathematical skills.</li> <li>5. Students with disabilities and English Language Learners will receive a supplemental language and literacy curriculum and support to improve language and literacy skills and math skills.</li> <li>6. Students will participate in educational field trips to engage students and build background knowledge. Trips may include college campus visits, businesses, and high schools.</li> </ol>



7. Provide afterschool tutoring with a snack, tutoring salaries, and tutoring supplies for students to support learning gains and proficiency.

**Person Responsible** Allison Wallace (wallacea1@duvalschools.org)

**#2**

**Title** School climate and culture improvement

**Rationale** If we provide a safe and nurturing environment students will show more ownership and pride for their learning and academic achievement. Students need more opportunities to demonstrate their ability to problem solve, and make sound decisions with minimal prompting from adults.

**State the measurable outcome the school plans to achieve** The number of students who have attended school less than 90% of the time will decrease. The number of students who failed ELA or Math will decrease.

**Person responsible for monitoring outcome** Anastasia Speers (speersa@duvalschools.org)

**Evidence-based Strategy** We are going to increase parent involvement and implement restorative justice and positive based intervention strategies.

**Rationale for Evidence-based Strategy** Parent involvement increases student achievement. Positive based intervention strategies will increase school safety and promote positive behavior by teaching students a framework for determining appropriate behavior.

**Action Step**

**Description**

1. Parent involvement will increase by the steps in the PFEP which include a parent resource room, access to school administrators, and deliberate and detailed communication.
2. Students will learn basic behavior expectations through school staff modeling and regularly recognizing good behavior.
3. School norms and expectations will be set by our PBIS team.
4. School guidance counselors will train students in grief sensitivity.
- 5.

**Person Responsible** Anastasia Speers (speersa@duvalschools.org)

<b>#3</b>	
<b>Title</b>	Improving Academic Rigor with Standards Based Instruction
<b>Rationale</b>	<p>The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support &amp; promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>To increase teachers implementing rigorous teaching strategies in their classrooms, and ensure students are authentically and actively involved in their learning will increase the percent of proficiency in the following areas:</p> <ul style="list-style-type: none"> <li>• ELA Achievement from 27% to 32%</li> <li>• Civics Achievement from 47% to 52%</li> <li>• Math Achievement from 37% to 42%</li> <li>• Students with disabilities from 22% to 27%</li> <li>• English Language Learners from 34% to 39%</li> <li>• Black/African American Students from 34% to 40%</li> <li>• Multi- Racial Students from 39% to 44%</li> <li>• Economically disadvantaged students from 36% to 41%</li> </ul>
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<p>As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."</p> <p><a href="https://www.jstor.org/stable/3699585?seq=1">https://www.jstor.org/stable/3699585?seq=1</a></p>
<b>Rationale for Evidence-based Strategy</b>	<p>Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Adding a Science Teacher to improve student proficiency funded by Title 1</li> <li>2. Adding Parent Liaison to support parents through thier child's academic progress funded by Title 1</li> <li>3. Inteactive Monitors to assist teachers with delivering instructions to students funded by</li> </ol>

Title 1

4.

5.

**Person Responsible** [no one identified]

**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).**

N/A

**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.**

JEB Stuart Middle School strives to build open communication with all stakeholders. Through the use of the school's automated messenger system, calls are made to parents regularly by the principal informing parents of critical information. Information is distributed via our website, Facebook page and twitter to ensure parents are receiving information in a timely manner. Teachers used the "Remind App" to allow parents and students to receive text messages regarding important due dates and upcoming events. JEB Stuart Middle Schools provide rich afterschool activities to parents via the PFEP to inform parents of strategies to assist their child at home. JEB Stuart Middle School has identified school personnel to reach out to local community members, businesses and institutions to form partnership. These partnerships participate in annual fundraisers, mentoring days and tutoring for our students.

**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.**

JEB Stuart Middle School is staffed with two guidance counselors, who determine students' needs and direct students and families to services, both from the school and community partnerships. JEB Stuart is an AWARE school whereby 80% of all teachers have been trained in First Aid Mental Health. Students are provided mentors through the 5000 Role Models of Excellence Program, and Ladies of Distinction Leadership Club. JEB Stuart Middle is a full service school that refer students to counseling, support and other social services needed. JEB Stuart Middle School is a Grief Sensitive School whereby we train our Student Support Group (SSG) to provide support to students that may have suffered a loss. We have implemented a Restorative Practice program to provide students with strategies to handle conflicts and differences with others.

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

Incoming sixth grade students from our feeder schools along with their families are invited to attend a Transition to Sixth Grade Night at the school during the spring. These students learned about the course requirements for sixth grade, school activities offered, tour the school and meet prospective teachers.

Eighth grade students and their families are invited to attend the Transition to High School Night during the fall. This program provide our students and their families to become aware of the requirements of highschool, promotion and graduation requirements, and the choices available to them via the district's magnet and choice highschool options. In the Fall, representatives from the high schools visit JEB Stuart Middle School to meet with students to answe any questions, and or provide support to families makeing decisions regarding their child high school.

**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.**

Through frequent data analysis of student data, teacher evaluation data, suveys (parents, students, teachers, school community), and review of budgets, the adminstrative team uses a team approach to developing goals fot the upcoming year. The Leadership Team includes a representative from the following areas: each content area including electives, after-school program, Achievers For Life (AFL), School-based DTU, PBIS, Guidance, ESE, Dean of Students, Assistant Principal and Principal. This team works together using the 8 Step Model to identify instructional strategies, barriers and reouces to support student achievement, which is then shared with internal and external stakeholders.

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

JEB Stuart Middle School gudiance counselors meets with all students to discuss their personal, social and career goals. Students who meet the district requirements are identified and placed in the Pre-Early College Program. During the month of October, our school counselors plan a College and Career week. During this week students will learn about various colleges and universities while establishg goals for post secondary education. JEB Stuart Middle School also host Military Day which provides students an opportunity to learn about the various branches of the military and coast guard.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Focus on ELA, Civics, and Math				\$269,345.82
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	360-Rentals	2072 - Westside Middle School	UniSIG	0.0	\$3,985.00	
<i>Notes: Study Island Program License 270 qty</i>						
6400	310-Professional and Technical Services	2072 - Westside Middle School	UniSIG	0.0	\$500.00	
<i>Notes: The school plans to utilize 5 subs to support coverage of their 5 ELA classroom teachers to participate in 2 (1)full day PLC's (1st day in Feb/ 2nd day April). During the PLC, teachers with the support of the Region Content AP and ELA Specialist will analyze student progress monitoring data and plan for remediation and intervention of taught standards that</i>						

			<i>have not been mastered, as well as plan for upcoming units of study for ELA and tested standards.</i>			
	5100	130-Other Certified Instructional Personnel	2072 - Westside Middle School	UniSIG	0.9	\$42,300.00
			<i>Notes: Math Interventionist</i>			
	6400	210-Retirement	2072 - Westside Middle School	UniSIG	0.0	\$3,583.00
			<i>Notes: Math Interventionist Benefits Retirement 8.47%</i>			
	6400	220-Social Security	2072 - Westside Middle School	UniSIG	0.0	\$3,236.00
			<i>Notes: Math Coach Benefits Social Security 7.65%</i>			
	6400	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG	0.0	\$7,826.00
			<i>Notes: Math Interventionist Benefits Health and Hospitalization 18.50%</i>			
	6400	232-Life Insurance	2072 - Westside Middle School	UniSIG	0.0	\$13.00
			<i>Notes: Math Interventionist Benefits Life Insurance .03%</i>			
	6400	240-Workers Compensation	2072 - Westside Middle School	UniSIG	0.0	\$398.00
			<i>Notes: Math Interventionist Benefits Workers Compensation .94%</i>			
	6400	250-Unemployment Compensation	2072 - Westside Middle School	UniSIG	0.0	\$4.00
			<i>Notes: Math Interventionist Benefits Unemployment Compensation .01%</i>			
	6400	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG	0.0	\$241.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Flex Medical .57%</i>			
	6400	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG	0.0	\$592.00
			<i>Notes: Math Interventionist Benefits Other Employee Benefits Leave 1.4%</i>			
	5100	130-Other Certified Instructional Personnel	2072 - Westside Middle School	UniSIG	0.9	\$42,300.00
			<i>Notes: Reading Interventionist</i>			
	5100	210-Retirement	2072 - Westside Middle School	UniSIG	0.0	\$3,583.00
			<i>Notes: Reading Interventionist Benefits Retirement 8.47%</i>			
	5100	220-Social Security	2072 - Westside Middle School	UniSIG	0.0	\$3,236.00
			<i>Notes: Reading Interventionist Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG	0.0	\$7,826.00
			<i>Notes: Reading Interventionist Benefits Health and Hospitalization 18.50%</i>			
	5100	232-Life Insurance	2072 - Westside Middle School	UniSIG	0.0	\$13.00

			<i>Notes: Reading Interventionist Benefits Life Insurance .03%</i>		
5100	240-Workers Compensation	2072 - Westside Middle School	UniSIG	0.0	\$398.00
			<i>Notes: Reading Interventionist Benefits Workers Compensation .94%</i>		
5100	250-Unemployment Compensation	2072 - Westside Middle School	UniSIG	0.0	\$4.00
			<i>Notes: Reading Interventionist Benefits Unemployment Compensation .01%</i>		
5100	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG	0.0	\$241.00
			<i>Notes: Reading Interventionist Benefits Other Employee Benefits Flex Medical .57%</i>		
5100	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG	0.0	\$592.00
			<i>Notes: Reading Interventionist Benefits Other Employee Benefits Leave 1.4%</i>		
5100	510-Supplies	2072 - Westside Middle School	UniSIG	0.0	\$10,000.00
			<i>Notes: Paper, ink cartridges, pens, pencils, staplers, staples, memo pads, notepads, poster boards, chart boards,</i>		
5100	644-Computer Hardware Non-Capitalized	2072 - Westside Middle School	UniSIG		\$31,180.00
			<i>Notes: Student Laptop Yoga 11e 5th generation 30 qty, additional 15 qty • The school is requesting to reallocate the above funding to support and increase in student laptops as follows: Increase the below line item by for a total student laptop purchase of\$30,680.00 this adjustment will provide 15 additional laptops to be used in the school's media center. Students will be able to use these resources for research and remediation before, after, and during school periods with media supervision.</i>		
5100	643-Capitalized Hardware and Technology-Related Infrastructure	2072 - Westside Middle School	UniSIG	0.0	\$842.00
			<i>Notes: Laptop Cart Bretford Cube Cart holds 32 devices 1 QTY</i>		
5900	120-Classroom Teachers	2072 - Westside Middle School	UniSIG	0.0	\$30,240.00
			<i>Notes: Tutoring \$24 per hour 10 teachers 126 hours each</i>		
5900	210-Retirement	2072 - Westside Middle School	UniSIG	0.0	\$2,561.00
			<i>Notes: Tutoring Benefits Retirement 8.47%</i>		
5900	220-Social Security	2072 - Westside Middle School	UniSIG	0.0	\$2,313.00
			<i>Notes: Tutoring Benefits Social Security 7.65%</i>		
5900	240-Workers Compensation	2072 - Westside Middle School	UniSIG	0.0	\$284.00
			<i>Notes: Tutoring Benefits Workers Compensation .94%</i>		
5900	250-Unemployment Compensation	2072 - Westside Middle School	UniSIG	0.0	\$3.00
			<i>Notes: Tutoring Benefits Unemployment Compensation .01%</i>		
6400	130-Other Certified Instructional Personnel	2072 - Westside Middle School	UniSIG	0.0	\$5,760.00

			<i>Notes: Professional Development Math Coach and Reading coach Lesson planning coaching</i>			
6400	210-Retirement	2072 - Westside Middle School	UniSIG	0.0	\$488.00	
			<i>Notes: Professional Development Benefits Retirement 8.47%</i>			
6400	220-Social Security	2072 - Westside Middle School	UniSIG	0.0	\$440.00	
			<i>Notes: Professional Development Benefits Social Security 7.65%</i>			
6400	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG	0.0	\$54.00	
			<i>Notes: Professional Development Benefits Workers Compensation .94%</i>			
6400	232-Life Insurance	2072 - Westside Middle School	UniSIG	0.0	\$1.00	
			<i>Notes: Professional Development Benefits Unemployment Compensation .01%</i>			
6400	330-Travel	2072 - Westside Middle School	UniSIG	0.0	\$8,000.00	
			<i>Notes: Note: This line item reflects the increase of \$4,815.82 6400 – 330 – In County/Out of County - \$8000.00: Staff Travel both In County for PD and Out of County PD to Conference Attendance • \$6,750 to support the school's request to attend the Model Schools Conference, "Act For Impact" held in Orlando, Florida this year. This will support the travel expenses for the 5 staff to attend the conference The conference dates are June 28th – July 1st, 2020. Using the District's approved travel guidelines the approximate cost of out of county travel for these attendees would be \$1,350 per attendee which includes 3 nights hotel @ \$750, \$150 of per-diem @ \$50 per day; \$150 mileage/car rental expense, along with the negotiated \$100 per day teacher stipend for conference attendance; • \$1,250 has been allocated to support staff in-county mileage reimbursement occurred by content area teachers and Supplementary AP's to attend in county professional development and other like school PLC's small session trainings.</i>			
7800	390-Other Purchased Services	2072 - Westside Middle School	UniSIG	0.0	\$1,964.00	
			<i>Notes: Educational Experiences field trip busing • The cost for bus to the field experience above (Kennedy Space Center)</i>			
5100	330-Travel	2072 - Westside Middle School	UniSIG		\$4,500.00	
			<i>Notes: Educational Experiences admission</i>			
5100	510-Supplies	2072 - Westside Middle School	UniSIG	0.0	\$20,936.00	
			<i>Notes: Acaletics Math and Science</i>			
5900	120-Classroom Teachers	2072 - Westside Middle School	UniSIG	0.0	\$5,500.00	
			<i>Notes: Eight (8) ELA, Math, Science, and Civics classroom teachers will be hired (@ \$24 per hour + benefits) to conduct a Spring Break Ramp Up Camp: High impact and engaged instruction will be provided to target students in grades 6-8 during 4 days of Spring Break via an Academic Learning Camp (March 9 thru 12, 2019.) Students will receive teacher lead instruction through fun-filled, hands on learning activities that are aligned to upcoming grade level specific to school based data and FSA tested learning standards in need of additional learning support.</i>			
5900	200-Employee Benefits	2072 - Westside Middle School	UniSIG	0.0	\$1,000.00	
			<i>Notes: Benefits Eight (8) ELA, Math, Science, and Civics classroom teachers will be hired (@ \$24 per hour + benefits) to conduct a Spring Break Ramp Up Camp: High impact and engaged instruction will be provided to target students in grades 6-8 during 4 days of Spring Break via an Academic Learning Camp (March 9 thru 12, 2019.) Students will receive</i>			

			<i>teacher lead instruction through fun-filled, hands on learning activities that are aligned to upcoming grade level specific to school based data and FSA tested learning standards in need of additional learning support.</i>			
	5900	120-Classroom Teachers	2072 - Westside Middle School	UniSIG	0.0	\$9,036.38
			<i>Notes: Summer tutoring</i>			
	5900	200-Employee Benefits	2072 - Westside Middle School	UniSIG		\$1,517.94
			<i>Notes: Summer Tutoring benefits</i>			
	6400	310-Professional and Technical Services	2072 - Westside Middle School	UniSIG		\$3,184.18
			<i>Notes: Please Note: This item has been REDUCED by (-\$4,815.82) to reflect the correct cost to align with correct object code for Professional/Tech services noted in line item 6400/330 above: PD</i>			
	7800	390-Other Purchased Services	2072 - Westside Middle School	UniSIG		\$5,000.00
			<i>Notes: • This line item will support the 12 days of bus transportation that will be needed for student busing routes during the Spring Break Ramp Up Camp March 9th – 11, 2019; and during the Rising 7th and 8th Raiders Summer Bridge Academy June 15th thru June 25th, 2020.</i>			
	5900	120-Classroom Teachers	2072 - Westside Middle School	UniSIG		\$3,135.32
			<i>Notes: Rising Raiders Summer Bridge Academy \$9,036.00: The school will host a summer learning academy, targeting students who have demonstrated an inconsistency in mastery of rising foundational grade level standards, as demonstrated by their Spring FSA score results (this would now be last administered PMA). Students attending this summer program will have an opportunity to remediate skills as well as receive introductory instruction from certified teachers into upcoming grade level standards. The school's current grade 6 students, who demonstrate inconsistency on grade 6 standards and are being promoted to grade 7, will receive tutoring to remediate grade 6 standards as well as receive introductory instruction on the foundational standards for grade 7. Please note these students will be in grade 7 in August, prior to the grants end date of 8/31/2020, and are still the identified supporting students. The original request was for June 15th - 25th. The school is asking to add an 3 additional days. The end date would be July 1.</i>			
	5900	200-Employee Benefits	2072 - Westside Middle School	UniSIG		\$535.00
			<i>Notes: Tutoring Benefits</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: School climate and culture improvement</b>				<b>\$8,052.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	2072 - Westside Middle School	UniSIG	0.0	\$8,052.00
			<i>Notes: Supplies to assist student achievement Paper, pens, pencils, chart paper, folders, binders, memo pads, notebooks,</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Improving Academic Rigor with Standards Based Instruction</b>				<b>\$49,302.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	2072 - Westside Middle School	UniSIG	0.9	\$35,000.00
			<i>Notes: The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA,</i>			



			<i>Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support &amp; promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth</i>			
7300	210-Retirement	2072 - Westside Middle School	UniSIG	0.0	\$2,965.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
7300	220-Social Security	2072 - Westside Middle School	UniSIG	0.0	\$3,578.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
7300	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG	0.0	\$6,475.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
7300	232-Life Insurance	2072 - Westside Middle School	UniSIG	0.0	\$11.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%</i>			
7300	240-Workers Compensation	2072 - Westside Middle School	UniSIG	0.0	\$329.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
7300	250-Unemployment Compensation	2072 - Westside Middle School	UniSIG	0.0	\$4.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
7300	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG	0.0	\$200.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
7300	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG	0.0	\$490.00	
			<i>Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
7300	330-Travel	2072 - Westside Middle School	UniSIG	0.0	\$250.00	
			<i>Notes: In county travel Supplemental Assistant Principal</i>			
<b>Total:</b>					<b>\$342,995.50</b>	