

Duval County Public Schools

Alfred I. Dupont Middle School



2021-22 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: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2020-21 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%)
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	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Alfred I. Dupont Middle School

2710 DUPONT AVE, Jacksonville, FL 32217

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Barnwell, Marilyn	Principal	
Mullen, Bibigul	Assistant Principal	
Bilgili, Ebru	Assistant Principal	Implement and monitor all school-wide programs including Title I.
Cinnoti, Jacquelyn	Assistant Principal	Pride School Improvement Efforts
Sanchez, Catherine	School Counselor	

Demographic Information

Principal start date

Tuesday 7/27/2021, Marilyn Barnwell M

Number of teachers with a 2019 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.*

0

Number of teachers with a 2019 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.*

1

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

806

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

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

4

Demographic Data**Early Warning Systems****2021-22****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	221	246	234	0	0	0	0	701
Attendance below 90 percent	0	0	0	0	0	0	98	20	20	0	0	0	0	138
One or more suspensions	0	0	0	0	0	0	13	36	44	0	0	0	0	93
Course failure in ELA	0	0	0	0	0	0	8	10	10	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	9	18	17	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	202	99	91	0	0	0	0	392
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	178	174	169	0	0	0	0	521
Number of students with a substantial reading deficiency	0	0	0	0	0	0	202	99	91	0	0	0	0	392

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	185	114	116	0	0	0	0	415

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	10	19	14	0	0	0	0	43
Students retained two or more times	0	0	0	0	0	0	5	12	6	0	0	0	0	23

Date this data was collected or last updated

Friday 8/20/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	

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	0	0	0	0	0	0	0	

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				30%	43%	54%	33%	42%	53%
ELA Learning Gains				44%	49%	54%	44%	47%	54%
ELA Lowest 25th Percentile				44%	45%	47%	37%	44%	47%
Math Achievement				41%	49%	58%	39%	46%	58%
Math Learning Gains				47%	50%	57%	49%	50%	57%
Math Lowest 25th Percentile				40%	47%	51%	39%	47%	51%
Science Achievement				35%	44%	51%	38%	45%	52%
Social Studies Achievement				60%	68%	72%	94%	82%	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	2021					
	2019	25%	47%	-22%	54%	-29%
Cohort Comparison						
07	2021					
	2019	24%	44%	-20%	52%	-28%
Cohort Comparison		-25%				
08	2021					
	2019	34%	49%	-15%	56%	-22%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	29%	51%	-22%	55%	-26%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	40%	47%	-7%	54%	-14%
Cohort Comparison		-29%				
08	2021					
	2019	30%	32%	-2%	46%	-16%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	17%	40%	-23%	48%	-31%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	67%	9%	67%	9%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	69%	-13%	71%	-15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	63%	57%	6%	61%	2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	61%	10%	57%	14%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The district provides a comprehensive data platform -SAS- that provides detailed information on student performance data throughout the school year- the "Progress Monitoring Assessment" (PMA #1, 2,3) is administered to track student learning and provides ongoing data on student performance on content standards. Another data platform is "Performance Matters" that provides this data within subgroups to teachers to consider as they plan for instruction.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	31	24	14	22	26	14	31			
ELL	16	37	37	24	33	35	10	43	60		
ASN	27	41		27	27						
BLK	20	34	16	15	22	29	17	39	52		
HSP	23	37	32	28	32	28	22	53	75		
MUL	36	26		27	30						
WHT	49	51	42	45	35	46	48	73	80		
FRL	26	37	29	26	31	35	21	48	60		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	345
Total Components for the Federal Index	10
Percent Tested	90%
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	33
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	31
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	27
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	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	30
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	52
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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?

8th grade science data is a concern because only 8 % of students received a passing score. Additionally learning gains for both ELA and Math across all grade levels has dropped.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading Achievement 26%

Math Achievement 25%

Science Achievement w/o Biology 8%

Science Achievement w Biology 24%

Civics Achievement 48%

Acceleration including Biology, Geometry, and Algebra I 64%

Reading Gains 38%

Reading Lowest Performing Quartile 27%

Math Gains 28%

Math Lowest Performing Quartile 32%

We have seen substantial drop in all areas - student proficiency and as well a gains.

We will be working on a comprehensive action plan for each of the areas of focus - through "Living Learning Communities".

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The high rate of teacher and student absenteeism has caused lost instructional times.

There was also misalignment of tasks and activities/tasks that would have provided students with equivalent experiences. Opportunities for independent thinking and engagement with the standard at grade level also provided a challenge.

Literacy efforts will also be reframed and reevaluated to include a better understanding of student in literacy classes through the use of Achieve 3000 and the use of "Corrective Reading" with fidelity to ensure foundational literacy skills are practiced.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our school showed improvement in the area of literacy for the lowest performing quartile.

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

Data was used to identify students that need additional support and through the 4 Step Protocol, students that need remediation on ELA, Math and Science are pulled during the day during elective classes for additional prescriptive standards- based instruction throughout the week. Support facilitators pull students in ELA on Monday and Wednesdays and Math on Tuesdays and Thursdays. Students academic achievement was also supported in all Core classes with a targeted small group instruction that provided individualized learning goals and opportunities for success in grade- level standards.

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

Teachers will be working on culturally responsive instructional strategies specifically relating to opportunities for meaningful discourse in all content area- calling on strategies, student conversation, thinking strategies including intentional "think time" embedded in questioning for understanding and not recall.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The school will be focusing in culturally responsive teaching and learning strategies using the work of Mohammed Khalfa and Sharroky Hollie. The strategies will focus on relational trust, student engagement and inclusive classroom strategies- student conversations and access to opportunities for practice of student independency to critical thinking and access to high - order questions.

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

With support with 5 Essentials teams, the LLC teams will be monitoring every student individually and collectively, creating quarterly plans to address student needs and create action plan for next steps with specific outcomes. These plans will be implemented and monitored with the support the admin team. Teacher collaboration and common planning will be an avenue to "progress monitor" and intervene in a timely manner.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

Aligned observations (the observed instruction, tasks, and assessments that are aligned to grade-level standards) is the area of focus for our learning community. Data from the 2020-2021 standards-based walkthroughs, showed that although teachers have clear understanding of the standards related to their content and are able to use the learning arcs to break down standards into smaller learner objectives, the relational trust that is needed for deep student learning is lacking across all classrooms. Teacher and student relationships as it relates connecting and building a sense of belonging is an area that needs to be developed and observed in daily student interactions with teachers everyday as part of the standards - based walkthrough observation protocols. Title I funds will be used to purchase two additional Interactive Media Carts to be used during instruction to help teachers access the district approved blended learning platforms and to enhance overall instructional delivery.

Measurable Outcome:

Teachers will submit their culturally responsive instructional practices as it relates to the four culturally responsive instructional framework after each common planning session. The framework consists of 4 quadrants - awareness, learning partnership, information processing and community building. These 4 components will be built into the lesson planning process. Teacher's will be placed in "LLC" or Living Learning Communities providing a constant "observational" data on how students are engaged and understand the success criteria. We will utilize aligned tasks and common assessment data as well as the submitted SWT documents to measure specific outcomes. Administrators will follow up with teachers on their submitted documents and discuss walkthrough trend data as collected via the standards walkthrough tool. Data from weekly leadership meetings related to instructional practices as well as information obtained from "LLC" will help guide next steps and instructional support plans for each LLC collectively and each teacher individually.

Monitoring:

Weekly administration SWT data - next steps and support need to each teacher.
Instructional Coach observation log
Bi- weekly LLC meeting with teams - with clear outcomes and next steps
Bi- weekly meeting with 5 Essential teams- with clear outcomes and next steps

Person responsible for monitoring outcome:

Marilyn Barnwell (barnwellm@duvalschools.org)

Evidence-based Strategy:

The standards walkthrough tool will be used in all classroom observations to capture the alignment of tasks and assessments to the standards for all content areas. Additionally school admin team will visit classrooms using culturally responsive tools related to the 5 Essential Components - Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction.

Rationale for Evidence-based Strategy:

The standards walkthrough tool ensures that both calibration and consistent implementation and monitoring of standards-based instructional practices are evident. Utilization of the tool will show if lessons reach the demands, depth, and scope of standard and it provides evidence that students are exposed to and are able to master on grade-level requirements.

Action Steps to Implement

Retrain teachers on using the standards based analysis template and corresponding framework. Title I funds will be used to provide additional core subject area teachers (Science, Reading, and Foreign Language) for providing students with more individualized support and small group instruction. Title I funds will be used to purchase additional classroom supplies and materials for teacher/student use

in improving student achievement.

Title I funds will be utilized to fund 2 foreign language teachers who will provide comprehension strategies emphasized through the study of world language.

Title I funds will be used to purchase additional classroom supplies including, but not limited to; paper, pencils, calculators, and flash drives to improve daily instruction and to promote collaboration among teachers.

Title I funds will be used to purchase two additional Interactive Media Carts to be used during instruction to help teachers access the district approved blended learning platforms and to enhance overall instructional delivery.

Person Responsible Marilyn Barnwell (barnwellm@duvalschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	<p>If we establish school-wide norms that promote collective accountability then we will create a positive school culture. Improve school culture through both individual and collective accountability – sharing of data and best practices through dialogue, presentation and learning communities. The school 5 Essentials Team working on "Supportive Environment" will work to create an environment that is intellectually and socially safe for learning by helping with :</p> <ul style="list-style-type: none"> • Make space for student voice and agency. • Build classroom culture and learning around communal (sociocultural) talk and task structures. • Use classroom rituals and routines to support a culture of learning. • Use principles of restorative justice to manage conflicts and redirect negative behavior. <p>Title I funds will be used to provide before, during, and afterschool tutoring for students to help improve their academic performance which will help promote students' social and emotional well-being.</p>
	<p>Title I funds will be used to provide our faculty summer training and stipend in the area of culturally responsive school leadership. We will purchase the online modules from Muhammed Khalifa's Culturally Responsive School Leadership Modules and provide sessions for teachers during the summer.</p>
	<p>Title I funds will be used to provide students with a science field experience to the Behind the Seeds tour at EPCOT. We will provide students with this enrichment activity through real-world experience and self-reflection, while exploring concepts in relation to big ideas. (Science Standards covered: SC7.L.15, SC7.L.15.2, SC.7.L.15.3, SC.7.L.17).</p>
Measurable Outcome:	<p>School-wide suspension data will be monitored with a specific focus on students with disabilities and minority students. School Counselor contact logs will be monitored to identify the range of services needed/provided to students. Monitor restorative practice logs.</p>
Monitoring:	<p>5 Essentials- "Supportive Environment" team will be monitoring the use four tenets of Culturally Responsive Teaching to ensure that practices are inclusive and so not exclude students additional support to be successful.</p>
Person responsible for monitoring outcome:	<p>Marilyn Barnwell (barnwellm@duvalschools.org)</p>
Evidence-based Strategy:	<p>We will implement a comprehensive Positive Behavior Intervention Program (PBIS) which will include input from faculty, staff, students, and parents. We will host a total of 8 Parent and Family Engagement activities to support our goal of creating a more supportive environment for all stakeholders.</p>
Rationale for Evidence-based Strategy:	<p>Effective school-wide positive behavior plans have shown to reduce code of conduct violations.</p>

Action Steps to Implement

1. Develop Restorative Justice Program that is Inclusive and focuses on student strengths - not on deficits
2. Create PBIS plan focuses on fostering student identity and embracing differences
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
6. Title I funds will be used to provide culturally responsive school leadership training.
7. Title I funds will be used to provide additional tutoring for students.
8. Title I funds will be utilized to send students to EPCOT's Behind the Seeds tour in order to provide real world experiences tied to the Florida science standards.

Person Responsible Marilyn Barnwell (barnwellm@duvalschools.org)

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	<p>Improve teaching practices and academic discourse for equitable student outcomes through culturally responsive classroom practices embedded with an immediate and meaningful feedback cycle that aligns with rigorous standards- based instructional practices.</p> <p>The process of providing systemic and ongoing feedback will help deepen standards-aligned instructional knowledge, skill and foster teacher efficacy. Creating a system that allows for consistent observations with actionable feedback to teachers will improve equitable classroom practices school wide.</p>
Measurable Outcome:	<p>Outcomes will be measured using data from the standards walkthrough tool and observation data using the Danielson framework (Domains 1 and 3).</p>
Monitoring:	<p>Weekly administration SWT data - next steps and support need to each teacher. Instructional Coach observation log Bi- weekly LLC meeting with teams - with clear outcomes and next steps Bi- weekly meeting with 5 Essential teams - with clear outcomes and next steps Effective Leaders TEAM Collaborative Teachers TEAM Ambitious Instruction TEAM</p>
Person responsible for monitoring outcome:	Marilyn Barnwell (barnwellm@duvalschools.org)
Evidence-based Strategy:	<p>Provide coaching and modeling for teachers through coaching cycle with opportunities for reflection and shift instructional practices to meet the needs of diverse students through aligned standards based instruction.</p> <p>Create and utilize model classrooms and case study processes to help shift teacher perceptions on student learning and access to learning experiences.</p> <p>Use equity focused tools to engage all student with meaningful and deep learning.</p>
Rationale for Evidence-based Strategy:	<p>As leadership team to improve knowledge, skill and efficacy in observing and conferring about equitable classroom practices school wide with teachers using a standards- based aligned instructional tools.</p> <p>The work of Mohammed Khalifa on "Culturally Responsive Leadership " will help guide the learning and implementation of all instructional leadership practices.</p>

Action Steps to Implement

1. Develop teacher leadership profile through reflection and feedback
2. Action Learning Project in collaboration with UNF

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Through the standards-based walkthroughs, informal/formal observations, and implementation and monitoring of new PBIS protocols, we will analyze trends and initiate action steps for improvement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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. All notices will be sent in several different languages spoken by our families.

Different faith partners will also be involved in ensuring they use their platforms to share information about the school and school events.

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

Primary stakeholders related to our school consist of parents teachers, students, and volunteers. 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.

The "Involved Families" 5 Essentials team will be initiating several culturally responsive family engagement activities. Soliciting family and student input through surveys will help guide the school on understanding what is needed in the school community and beyond. The school will also send out all communication using various languages and modalities of communication.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00