

Duval County Public Schools

Westside Middle School



2020-21 Schoolwide Improvement Plan

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Westside Middle School

4815 WESCONNETT BLVD, Jacksonville, FL 32210

www.duvalschools.org/wms

Demographics

Principal: David Errico

Start Date for this Principal: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (49%) 2016-17: C (41%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* 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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Westside Middle School

4815 WESCONNETT BLVD, Jacksonville, FL 32210

www.duvalschools.org/wms

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	86%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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SIP Authority

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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.

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

Name	Title	Job Duties and Responsibilities
Hudson, Robert	Principal	Mr. Hudson role as principal is to serve as the instructional leader of the school. Mr. Hudson is responsible for analyzing data to provide instructional support to improve student achievement school wide. Mr. Hudson will work collaboratively with teachers during professional learning communities .
Wade, Tandra	Instructional Coach	Ms. Wade is the Math Coach and will collaborate and provide support to teachers during PLC and common planning. Ms. Wade will disaggregate data to provide strategies to teachers that will ensure students' academic improvement.
Byrd, Michael	Assistant Principal	Ms. Byrd is an instructional leader that will support the school vision. She is responsible working with the Math department, providing professional development, disaggregation of data and working with district specialists to build teacher sustainability.
Wallace, Allison	Instructional Coach	Ms. Wallace is the Reading Coach and will collaborate and provide support to teachers during PLC and common planning. Ms. Wallace will disaggregate data to provide strategies to teachers that will ensure students' academic improvement.
Hodges, Billie J	Dean	Student Discipline and support, PBIS Lead

Demographic Information

Principal start date

Wednesday 7/1/2020, David Errico

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.*

2

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.*

10

Total number of teacher positions allocated to the school

33

Demographic Data

2020-21 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
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	260	241	245	0	0	0	0	746	
Attendance below 90 percent	0	0	0	0	0	0	59	60	0	0	0	0	0	119	
One or more suspensions	0	0	0	0	0	0	86	59	0	0	0	0	0	145	
Course failure in ELA	0	0	0	0	0	0	101	22	24	0	0	0	0	147	
Course failure in Math	0	0	0	0	0	0	91	33	89	0	0	0	0	213	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	84	84	89	0	0	0	0	257	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	77	73	81	0	0	0	0	231	

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	154	135	115	0	0	0	0	404	

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	

Date this data was collected or last updated

Tuesday 5/19/2020

Prior Year - 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	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	

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		
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	

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	
	(0)	(0)	(0)	0 (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.

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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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						
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%	2
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%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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%	0
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%	0

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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 FSA 2019 ELA Achievement score of 27%, although it was a 2% increase from the prior year's achievement level. During the 2018-19 school year, we had two new ELA teachers. During 2019-20 we had to adjust the ELA 8th and 7th grade classes due to a teacher vacancy. The 19-20 trends between the first and second PMA showed an increase in 8th grade and a decrease in 7th and 6th grades. The average score for all three grades on the PMA 2 was 37.6%.

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

According to the 2019 FSA data, 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. The 2019-20 trends between the first and second PMA in math showed a decrease in both 8th and 7th grade with an increase in 6th grade scores. The average score for all three grades on the PMA 2 was 32%.

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.

According to FSA 2019 data, 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?

According to FSA 2019 data, 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?

1. Attendance
2. Failure of ELA / Math Course
3. Retainees

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 Learning Gains
4. ELA Lowest 25th Percentile
5. Civics

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Standards based planning and instruction will be new way of work for the school with the number of new teachers and a brand new leadership team. Areas of focus will be:
 -Calibrating leadership team with the standards based walk-through tool.
 -Supporting and proving teachers with appropriate resources and training in standards based planning.

By the end of the first semester using the standards based walk through tool, 75% of core classes will be implementing instruction, tasks, and materials directly aligned with appropriate standard.

Measurable Outcome: Data Info:
 In ELA, Math, Civics, and Science, the school will see student gains increase by at least 5%. While increasing student gains, the school will work to have more proficient students simultaneously.
 ELA Achievement - 27%
 Math Achievement - 37%
 Social Studies Achievement - 47%
 Science Achievement - 34%
 ELA Gains - 38%
 ELA L25 Gains - 37%
 Math Gains - 43%
 Math L25 Gains - 38%

Person responsible for monitoring outcome: Robert Hudson (hudsonr1@duvalschools.org)

Evidence-based Strategy: If instruction and tasks are aligned to the standards to meet the needs of all students based on data, then all students will be prepared to be successful on the state exams at the end of the school year. Based on standards walk-through tool, our team can measure classrooms that have aligned standards and experiences in core classes.

Rationale for Evidence-based Strategy: Identified Resources/Criteria:
 -Time and resources to differentiate instruction
 -Understanding standard-aligned materials resources
 -Collecting data and analyzing to change instructional practices
 -Need for involvement of parents with student academic goals
 -Need for technology in electives to enhance standard-aligned tasks

Action Steps to Implement

1. Professional Learning Communities data chats around standards mastery.

Person Responsible Allison Wallace (wallacea1@duvalschools.org)

2. Use standards walk-through tool weekly to make sure standard based instruction, tasks, and assessments are meeting expectations.

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

3. Core classes identify standards and develop common assessments.

Person Responsible Michael Byrd (byrdm2@duvalschools.org)

4. Teachers and students recognize, collect, and analyze which standards have and have not been mastered

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

5. Use PLC periods for curriculum writing/planning, standards analysis, and common assessment development

Person Responsible Allison Wallace (wallacea1@duvalschools.org)

6. Breakdown standards to help students in small group instruction

Person Responsible Tandra Wade (wadet@duvalschools.org)

7. Provide timely, effective feedback to PLCs and individual teachers.

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

8. Will purchase and use Penda Learning program for science to support students face to face and in the virtual setting. This program uses Florida science standards directly aligned to the FSA and can help teachers track individual students and classes.

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Instructional practice for math includes math learning gains and math lowest 25th percentile. During the 19-20 school year, the data between the first and second PMA decreased for 8th and 7th grade and increased for 6th grade and the average for all grade levels is 32%. This area was identified from the needs assessment because of past decreases, overall pass rate, and the need for improved instruction.

Measurable Outcome: The goal is to increase school wide math learning gains by 5 percentage points from 43 to 48 percent and the lowest 25th percentile by 7 percentage points from 38 to 45 percent.

Person responsible for monitoring outcome: Michael Byrd (byrdm2@duvalschools.org)

Evidence-based Strategy:

1. We will have an added math coach that will assist with professional development and will do push-ins for teacher support
2. The math interventionist will do pull-outs and push-ins for small groups for student support
3. Continued focus on standards-based instruction
4. Provide after school tutoring to support learning gains

Rationale for Evidence-based Strategy: The math interventionist was chosen to help provide student support in developing proficient mathematical skills. The math coach was chosen to help provide teacher support through professional development. Professional development will support data analysis, lesson planning and research-based instructional strategies to create assessments, improve instructional delivery and engagement.

Action Steps to Implement

Data will be tracked by instructional coach and interventionist on a biweekly basis.

Person Responsible Tandra Wade (wadet@duvalschools.org)

Teacher/student data chats will be conducted biweekly.

Person Responsible Tandra Wade (wadet@duvalschools.org)

Monitor students through MTSS meetings to provide targeted support and attendance support.

Person Responsible Michael Byrd (byrdm2@duvalschools.org)

Math interventionist will be conducting push-ins and pull-outs for small group instruction to support math proficiency skills

Person Responsible Michael Byrd (byrdm2@duvalschools.org)

Math coach will be conducting teacher support through leading PLCs, analyzing data, leading professional development, and conducting coaching cycles for teacher growth.

Person Responsible Tandra Wade (wadet@duvalschools.org)

Provide resources and salary for after school math tutors

Person Responsible Michael Byrd (byrdm2@duvalschools.org)

Purchase Acaletics program for addition standards review and content materials.

Person Responsible Michael Byrd (byrdm2@duvalschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: This area includes ELA learning gains and lowest 25th percentile. The 19-20 scores between the first and second PMA assessments increased for 8th grade and decreased for 6th and 7th grade with the school average score at 37%. This area was identified from the needs assessment because of past decreases, overall pass rate, and the need for improved instruction.

Measurable Outcome: The goal is to increase learning gains by 5 percentage points from 38 to 43 percent and to increase lowest 25th percentile by 5 percentage points from 37 to 42 percent.

Person responsible for monitoring outcome: Allison Wallace (wallacea1@duvalschools.org)

Evidence-based Strategy:

1. We will have a reading coach that will assist with professional development and will do push-ins for teacher support
2. The reading interventionist will work with students to support them in reading
3. Continued focus on standards-based instruction
4. Teachers will receive professional development to support data analysis, lesson planning, and research based instructional strategies to create assessments, improve instructional delivery and engagement.

Rationale for Evidence-based Strategy: The reading interventionist was chosen to help provide student support in developing proficient reading skills. The reading coach was chosen to help provide teacher support through professional development. Professional development will support data analysis, lesson planning and research-based instructional strategies to create assessments, improve instructional delivery and engagement.

Action Steps to Implement

Data will be tracked by instructional coach on a biweekly basis

Person Responsible Allison Wallace (wallacea1@duvalschools.org)

Professional development opportunities will be offered to all teachers focusing on lesson planning, standards, and assessments

Person Responsible Allison Wallace (wallacea1@duvalschools.org)

Reading interventionist will be hired to support students developing grade level reading skills

Person Responsible Allison Wallace (wallacea1@duvalschools.org)

Reading coach will assist and support teachers with instruction, curriculum, assessment and professional development

Person Responsible Allison Wallace (wallacea1@duvalschools.org)

Students with disabilities and ESOL students will receive supplement reading and language curriculum to support language improvements and literacy skills

Person Responsible Allison Wallace (wallacea1@duvalschools.org)

Purchase resources and salary for after school ELA tutoring

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

MTSS meetings will monitor early warning signs with a particular focus on behavior and attendance in order to provide targeted support for students

Person Responsible Michael Byrd (byrdm2@duvalschools.org)

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Civics data from the 2019 FSA showed civics dropping from a 81 percent to a 47 percent.
Description and Rationale: The PMA data during the 2019-20 school year showed only a 5% growth between PMA 1 and 2 in proficiency.

Measurable Outcome: The goal for civics is to increase 5 percentage points from 47 to 52 percent.

Person responsible for monitoring outcome: Robert Hudson (hudsonr1@duvalschools.org)

Evidence-based Strategy: 1. Continued focus on standards-based instruction
 2. Teachers will receive professional development to support data analysis, lesson planning, and research based instructional strategies to create assessments, improve instructional delivery and engagement.

Rationale for Evidence-based Strategy: Professional development will support data analysis, lesson planning and research-based instructional strategies to create assessments, improve instructional delivery and engagement. Research has proven that teachers have a large impact on student achievement through rigor, relevance and relationships. (Daggers, 2008) Students will benefit from teachers' professional development experiences to enhance their learning and academic performance.

Action Steps to Implement

Data will be monitored on a biweekly basis by department lead

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

Teachers will receive professional development opportunities to increase instructional proficiency

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

Teachers will participate in PLCs to align lesson planning to standards and assessments

Person Responsible Allison Wallace (wallacea1@duvalschools.org)

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

Area of Focus Description and Rationale:	Having a strong PBIS plan will allow for the school to take a proactive approach to reducing the amount of student misconduct. Within the PBIS plan, teachers will gain knowledge and strategies to provide positive incentives for students to make the right choices while at school. The choice to pay for a second Dean's position out of Title I will support the climate and culture of the school and help to fully implement a PBIS plan.
Measurable Outcome:	Reduction in the top 5 referrals from previous year. Reduction in the number of students with multiple EWS from previous year.
Person responsible for monitoring outcome:	Billie J Hodges (hodgesb@duvalschools.org)
Evidence-based Strategy:	If Positive Behavior Interventions and supports (PBIS) are implemented with fidelity, the number of disciplinary incidents on campus will be reduced.
Rationale for Evidence-based Strategy:	Identified Resources/Criteria: -Attendance/Tardy/Dress Code/Cell Phone Policy -Consistent consequences for students -Being proactive vs. reactive -Faculty buy-in for PBIS -Meaningful incentives for students -Correct parent contact information -Engagement of students

Action Steps to Implement

1. Holding all stakeholders accountable to the attendance/tardy/dress code/ and cell phone policy.

Person Responsible Billie J Hodges (hodgesb@duvalschools.org)

2. Adding additional incentives (per quarter) for perfect attendance, no tardies, learning gains/growth, top performing teacher, teacher and student of the month.

Person Responsible Michael Byrd (byrdm2@duvalschools.org)

6. Daily discipline log available for teachers to view

Person Responsible Billie J Hodges (hodgesb@duvalschools.org)

7. Identify top five school-wide infractions and be consistent with consequences

Person Responsible Billie J Hodges (hodgesb@duvalschools.org)

8. Plan and implement safety and security plan for transitions. Teachers, support staff, and administrators all have roles and responsibilities in the morning, during transitions, and at the end of the school day.

Person Responsible Robert Hudson (hudsonr1@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All of our schoolwide improvement priorities were addressed in the Areas of Focus.

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 ensuring all stakeholders are involved.

JEB Stuart Middle School is dedicated to providing a positive school culture with clear and consistent expectations for the students, families, faculty and other stakeholders. In order to ensure this culture will be created the following steps will be taken.

- Creation of faculty, student and parent handbooks with distribution in multiple formats for easy access
- Student small group and larger grade level meetings to review expectations with administrations
- Adding grade level planning time in addition to content area PLCs
- Teacher recognition once a month for exceptional outcomes such as attendance, instructional focus and overall professionalism
- Student recognition once a month for content excellence, attendance, and displaying leadership skills
- Student leadership program called Rising Raiders Leaders as recognition for overall model students
- Weekly parent newsletter will be sent out on Friday including our students of the week for community recognition
- Beautification of campus - Paint, landscaping, newer furniture in classrooms and offices.

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, social media and automated phone calls to ensure parents are receiving information in a timely manner. Teachers communicate with parents directly regarding academic progress, important due dates, behavior and upcoming events. JEB Stuart Middle School 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 partnerships. These partnerships participate in annual fundraisers, mentoring days and tutoring for our students.

Parent Family and Engagement Plan (PFEP) Link

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

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				\$51,368.51
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	2072 - Westside Middle School	UniSIG	0.5	\$37,434.00
			<i>Notes: *Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -Support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. No, this is a new candidate for the 20-21 SY; This position was approved in the 19-20 UniSIG grant; The position is shared and split funded with Jefferson Davis Middle.</i>			
	7300	330-Travel	2072 - Westside Middle School	UniSIG		\$200.00
			<i>Notes: Supplemental Assistant Principal travel to transport between split funded schools.</i>			
	7300	210-Retirement	2072 - Westside Middle School	UniSIG		\$3,743.40
			<i>Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%</i>			
	7300	220-Social Security	2072 - Westside Middle School	UniSIG		\$2,863.70
			<i>Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%</i>			
	7300	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG		\$6,565.90
			<i>Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%</i>			
	7300	232-Life Insurance	2072 - Westside Middle School	UniSIG		\$7.49
			<i>Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%</i>			
	7300	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$351.88
			<i>Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%</i>			
	7300	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG		\$202.14
			<i>Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$153,864.96
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	120-Classroom Teachers	2072 - Westside Middle School	UniSIG	1.0	\$47,556.07
			<i>Notes: *The Math Interventionist will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students from small group instruction. This position's qualifications are: Education - Bachelor's degree from University of Tampa. Experience: Twenty years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Math 5-9, MGI 5-9, Math 6-12, ESE K-12; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identified students will receive assistance in reaching proficient common core skills. If approved, Mr. Marquart, who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i>			
	5100	640-Furniture, Fixtures and Equipment	2072 - Westside Middle School	UniSIG		\$29,791.75
			<i>Notes: There are 5 Science teachers, and 4 Math teachers for a total of 9 monitors and carts needed. The units will be housed in 5 science rooms and 4 math rooms. The 9 monitors and carts will be used for grade levels 6-8 to support the science teachers. Due to the CDC guidelines of social distancing, these line items are needed to show labs and hands on demonstrations while students remain 6ft. apart. These items will be used during core instruction to help keep all students engaged in daily standard-based instruction. Please see the quote attached.</i>			
	5100	510-Supplies	2072 - Westside Middle School	UniSIG		\$59,068.82
			<i>Notes: The school has requested this line item due for the use of progress monitoring data to support an increase in support in the area of 6th - 8th grade mathematics and science. The attached quote reflects (91) 8th grade Algebra ACALETIC's Student/Teacher Supplementary materials packs @ a total cost of \$5,128.12 (854) 8th Grade ACALETICS Math Student/Teacher Supplementary material packets @ \$54 (+ s/h estimated @ 10%) = \$51,667.00 (260) 8th grade Science ACALETICS's Student Supplementary materials @ \$2,273.70</i>			
	5100	210-Retirement	2072 - Westside Middle School	UniSIG		\$4,755.61
			<i>Notes: Math Interventionist Benefits Retirement at 10.00%</i>			
	5100	220-Social Security	2072 - Westside Middle School	UniSIG		\$3,638.04
			<i>Notes: Math Interventionist Benefits Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG		\$8,341.33
			<i>Notes: Math Interventionist Benefits Group Health at 17.54%</i>			
	5100	232-Life Insurance	2072 - Westside Middle School	UniSIG		\$9.51
			<i>Notes: Math Interventionist Benefits Life Insurance at .02%</i>			
	5100	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$447.03
			<i>Notes: Math Interventionist Benefits Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG		\$256.80
			<i>Notes: Math Interventionist Benefits Benefits Flex Medical at .54%</i>			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$122,605.53
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	120-Classroom Teachers	2072 - Westside Middle School	UniSIG	1.0	\$43,146.00
			Notes: *Reading Interventionist will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students from small group instruction. This position's qualifications are: Education-Bachelor's degree from Georgia Southern. Experience: 14 years continuous teaching experience at the secondary level; 3 years continuous reading interventionist at the secondary level. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Teaching certificate English 6-12, ESOL and Reading K-12 Endorsed; Florida teaching certificate in Reading OR Reading endorsement at the secondary level. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).			
	5100	510-Supplies	2072 - Westside Middle School	UniSIG		\$1,928.44
			Notes: Supplies at 5% will be used to support reading, writing, and math. We will purchase Over sized flip chart paper , USB Monitor Remotes, White board erasers, and other progress monitor resources and materials needed to support teachers and tutors in their efforts to enhance and support differentiated small group guided reading instruction; classroom libraries to use during small group and student independent reading time; and other instructional supplies necessary to support supplement intervention grouping. Please see the attached store order room order.			
	5100	210-Retirement	2072 - Westside Middle School	UniSIG		\$4,314.60
			Notes: Reading Interventionist Benefits Retirement at 10.00%			
	5100	220-Social Security	2072 - Westside Middle School	UniSIG		\$3,300.67
			Notes: Reading Interventionist Benefits Social Security at 7.65%			
	5100	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG		\$7,567.91
			Notes: Reading Interventionist Benefits Group Health at 17.54%			
	5100	232-Life Insurance	2072 - Westside Middle School	UniSIG		\$8.63
			Notes: Reading Interventionist Benefits Life Insurance at .02%			
	5100	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$405.57
			Notes: Reading Interventionist Benefits Workers Compensation at .94%			
	5100	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG		\$232.99
			Notes: Reading Interventionist Benefits Benefits Flex Medical at .54%			
	5100	510-Supplies	2072 - Westside Middle School	UniSIG		\$3,142.45
			Notes: Supplies, paper, toner, pens, pencils, memo pads will be used by all grade levels. These supplies are needed for core instruction and small group instruction.			
	5100	120-Classroom Teachers	2072 - Westside Middle School	UniSIG	1.0	\$42,840.00
			Notes: Supplemental ELA Teacher: The Supplemental Teacher is needed to support the reading teachers by adding a supplemental teacher to the team. Aside from what the district is providing aligning with the FTE, the school would like to provide smaller classroom sizes in reading to support small group intervention and direct instruction			
	5100	210-Retirement	2072 - Westside Middle School	UniSIG		\$4,284.00

			Notes: Supplemental ELA Teacher Benefits Retirement 10%			
	5100	220-Social Security	2072 - Westside Middle School	UniSIG		\$3,277.26
			Notes: Supplemental ELA Teacher Benefits Social Security 7.65%			
	5100	231-Health and Hospitalization	2072 - Westside Middle School	UniSIG		\$7,514.40
			Notes: Supplemental ELA Teacher- Benefits Group Health at 17.54%			
	5100	232-Life Insurance	2072 - Westside Middle School	UniSIG		\$8.57
			Notes: Supplemental ELA Teacher Benefits Life Insurance at .02%			
	5100	240-Workers Compensation	2072 - Westside Middle School	UniSIG		\$402.70
			Notes: Supplemental ELA Teacher Benefits Workers Compensation at .94%			
	5100	290-Other Employee Benefits	2072 - Westside Middle School	UniSIG		\$231.34
			Notes: Supplemental ELA Teacher- Benefits Benefits Flex Medical at .54%			
4	III.A.	Areas of Focus: Instructional Practice: Social Studies				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
					Total:	\$327,839.00