Alfred I. Dupont Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/28/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2021-22 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	2021-22: D (38%) 2018-19: C (45%) 2017-18: C (49%)
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	CSI
* 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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Barnwell, Marilyn	Principal	Provides leadership in all aspects of the school- instructional leadership, operations, professional learning, teacher development and all school improvement efforts.
Mullen, Bibigul	Teacher, K-12	Support ELL students
Shells , Jerrime	Assistant Principal	Assistant Principal PRIDE Academy
Cinnoti, Jacquelyn	Assistant Principal	Assistant Principal Assessment Coordinator
Sanchez, Catherine	School Counselor	School Counselor

Demographic Information

Principal start date
Thursday 7/28/2022, Marilyn Barnwell M

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

764

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	278	258	227	0	0	0	0	763
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 7/28/2022

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	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

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	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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	25%	43%	50%				30%	43%	54%
ELA Learning Gains	39%						44%	49%	54%
ELA Lowest 25th Percentile	27%						44%	45%	47%
Math Achievement	25%	35%	36%				41%	49%	58%
Math Learning Gains	38%						47%	50%	57%
Math Lowest 25th Percentile	42%						40%	47%	51%
Science Achievement	32%	48%	53%				35%	44%	51%
Social Studies Achievement	53%	53%	58%				60%	68%	72%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	25%	47%	-22%	54%	-29%
Cohort Comparison						
07	2022					
	2019	24%	44%	-20%	52%	-28%
Cohort Comparison		-25%				
08	2022					
	2019	34%	49%	-15%	56%	-22%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	29%	51%	-22%	55%	-26%
Cohort Comparison						
07	2022					
	2019	40%	47%	-7%	54%	-14%
Cohort Comparison		-29%				
08	2022					
	2019	30%	32%	-2%	46%	-16%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	17%	40%	-23%	48%	-31%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	67%	9%	67%	9%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	69%	-13%	71%	-15%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	57%	6%	61%	2%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	61%	10%	57%	14%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	29	21	15	33	31	19	28			
ELL	18	35	23	21	33	45	18	41	55		
ASN	22	44		24	38						
BLK	18	37	38	17	35	36	31	57	55		
HSP	24	35	24	25	35	42	21	46	56		
MUL	45	45		30	47						
WHT	44	48	27	42	51	73	48	47	80		
FRL	25	37	25	25	36	42	31	52	57		

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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	32
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	32
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
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	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	51
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our school increased by 32% overall. We showed marked improvement in Biology (+14%), Math Learning Gains (+10%), Math Lowest Performing Quartile Learning Gains (+10%), Civics (+5%) and Science
(+8%). ELA Proficiency (25%)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our greatest area in need of improvement is in Algebra.
Math Proficiency is at 25 % and LPQ gains stands at 42%
Acceleration courses that included -Biology and Algebra (63%)
Overall increased by 32 points!

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

Contributing factors included - student gap in math prerequisite skills and more opportunities for students to independently practice math concepts.
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 increased progress monitoring
in literacy classes through the use of Achieve 3000 and the use of a new reading program "Language Live! " with fidelity to ensure foundational literacy skills are practiced.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

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.
The PMA (Progressing Monitoring Assessment) showed improvements in all areas - ELA ,Math and Science.
Additionally -Acaletics and Achieve 3000 were used to supports students in TIER 2 within all classrooms.

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

Overall increased by 32 points.
The standards coach supported to all math classes and coached teachers in implementing the standards. The Mission Impossible tasks created by the school district targeted the most tested math standards and allowed students to practice answering these question while scaffolding for support .
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 strategies designed to improve student discourse in all content area- calling on differentiated strategies, providing opportunities for 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.

Through collaborative learning and planning sessions, teachers will focus on building 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.
Professional development for teachers on Differentiated Instruction via Harvard's graduate school has been requested via the UniSIG grant.

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

Through our new Academic Advising Initiative, teachers 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 from the admin team. Teacher collaboration and common planning will be an avenue to "progress monitor" and intervene in a timely manner.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	1. With the new B.E.S.T standards, leadership will focus supporting teachers with understanding and implementation of the new standards. 2. Teachers will also be supported through collaborative learning and community planning in utilizing the resources and Curriculum Guides to align instructional practices to the rigorous B.E.S.T standards. School-based administrators, District Specialist, Regional Assistant Principals, and the school's instructional coach will be responsible for the training of teachers. Regional Assistant Principals will be monitored via feedback sessions with school-based administrators and through weekly report out sessions with the Region Superintendent. 3. Leadership team will continue with 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 2021-2022 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. 4. School-wide we will focus on two key areas to improve student performance: Differentiated Instruction and Student Discourse. 5. Interventionists from Booming Learning Centers will provide push-in/pull-out support in math and will be in the school a minimum of three times per week. They will provide support to 6th, 7th, and 8th grade students as well as Algebra I and Geometry.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Instructional staff will participate in weekly Collaborative Learning or Collaborative Planning sessions where we will focus on school-wide performance data, lesson planning, and creating common lessons and assessments. 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 lesson plans and discuss evidence of effectiveness for differentiated instructional strategies and student discourse. Data from weekly leadership meetings related to instructional practices as well as data obtained from coaches walkthroughs will help guide next steps and instructional support plans for teachers collectively and individually.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly administration SWT data - next steps and support need to each teacher. Instructional Coach observation log. Bi- weekly meetings with teams - with clear outcomes and next steps. Monthly meeting with 5 Essential teams- with clear outcomes and next steps.
Person responsible for	Marilyn Barnwell (barnwellm@duvalschools.org)

monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The B.E.S.T 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. 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. Create and utilize model classrooms and case study processes to help shift teacher perceptions on student learning and access to learning experiences. Use equity focused tools to engage all student with meaningful and deep learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The B.E.S.T standards walkthrough tool ensures that both calibration and consistent implementation and monitoring of standards-based instructional practices are evident. Teachers use of district resources to support TIER 2 students is also 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. Look-fors in our math classrooms will include problem solving with cognitively demanding tasks, working in teams to formulate and solve problems, communicating mathematically through written and spoken channels, and critiquing or assessing the work of others.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train teachers on using the B.E.S.T standards effectively and understand the learning demands of the standards. Title I funds will be used to provide additional core and elective subject area teachers (Science, Reading, and World Language) for providing students with more individualized support and small group instruction. 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. UniSIG funds will be utilized to hire a Reading Interventionist and part-time Math Interventionist. We will also use UniSIG funds to provide tutoring services and professional development for teachers and administrators. Regional Assistant Principal support will also be provided. UniSIG will be used to acquire additional support through Booming Learning Center which will provide interventionist to support student learning. Title I funds will be utilized to purchase, additional Science and Reading teachers and a Foreign Language teacher. Title I funds will also be used to purchase Part-time tutors and substitutes. Title I funds will also be used to purchase supplemental materials including classroom and school supplies, and instructional technology equipment (interactive monitors), and media carts.

**Person
Responsible**   Marilyn Barnwell (barnwellm@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: • Make space for student voice and agency. • Build classroom culture and learning around accountable 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. Title I funds will be used to provide before and afterschool tutoring for students to help improve their academic performance which will help promote students' social and emotional well-being. Title I funds will be used to provide our faculty summer training and stipend in the area of culturally responsive school leadership. UniSIG funds will be used to support PBIS initiatives. The school PBIS team is focused on incentives and way to recognize student success. Club days on Early Release Days will provide both choice an voice to students and provide diverse experiences for students to build community with teachers and staff. Provide students with attainable short term goals and implement duPont dollars incentives for students in all math classes to purchase items from the "DRAGON" shop to encourage and celebrate academic progress.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	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. Our goal is to reduce the number of Code of Conduct violations by 10%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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.
Person responsible for monitoring outcome:	Marilyn Barnwell (barnwellm@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Effective school-wide positive behavior plans have shown to reduce code of conduct violations.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 through academic advising by teachers.
5. Engage parents through PTSA and School Advisory Council
6. Title I funds & UniSIG funds will be used to provide school leadership training for teachers and administrators.
7. Title I funds will be used to provide additional tutoring for students.
8. UniSIG funds will be used to support PBIS activities.
9: UniSIG funds will be used to provide additional tutoring through Booming Learning Center.
10. Title I funds will be used for student field trips to Kennedy Space Center and St. Augustine, Florida.

Person Responsible	Marilyn Barnwell (barnwellm@duvalschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 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 school culture and environment.

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.