Alfred I. Dupont Middle School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Alfred I. Dupont Middle School

2710 DUPONT AVE, Jacksonville, FL 32217

http://www.duvalschools.org/dupont

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to create a learning community that empowers students to succeed in a complex global marketplace.

Provide the school's vision statement.

Alfred I. duPont Middle School graduates will be set up for post-secondary success and be lifelong advocates for the international community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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.
Cinotti, Jacquelyn	Assistant Principal	Assistant Principal of Curriculum
Shells , Jerrime	Assistant Principal	Assistant Principal, PRIDE Academy
Harrell, Leonora	Assistant Principal	Assistant Prinicpal, Testing Coordinator
Sanchez, Catherine	School Counselor	School Counselor
Mullen, Bibigul	Teacher, Adult	ESOL
Myers, Teresa	Teacher, Adult	Teacher, PRIDE

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school's 5 essentials teams (administrators, faculty, staff), business and community partners, and families will be involved in the SIP development. These various teams do the following:
1) The school uses the 5 Essential Data from teachers, parents and student to help drive our school improvement plan goals
2) Through our monthly SAC/Title 1 meetings, teachers, parents, and community stakeholders meet to address our SIP goals and how we are reaching these goals
3) All teams will be implementing parent/student surveys throughout the school year to gain stakeholder input.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

When meeting with the 5 essentials teams, time will be set aside to review SIP. The PRIDE academy will incorporate the SIP in the monthly newsletter. Quarterly ESOL nights to inform families of the components of the SIP.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	53	83	58	194
One or more suspensions	0	0	0	0	0	0	53	47	43	143
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	13	9	22
Course failure in Math	0	0	0	0	0	0	7	30	20	57
Level 1 on statewide ELA assessment	0	0	0	0	0	0	142	134	134	410
Level 1 on statewide Math assessment	0	0	0	0	0	0	126	107	112	345
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	98	132	107	337

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	20	21
Students retained two or more times	0	0	0	0	0	0	5	13	11	29

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	42	49	25	43	50	26		
ELA Learning Gains				39			38		
ELA Lowest 25th Percentile				27			27		
Math Achievement*	36	49	56	25	35	36	25		
Math Learning Gains				38			28		
Math Lowest 25th Percentile				42			32		
Science Achievement*	43	48	49	32	48	53	24		
Social Studies Achievement*	66	66	68	53	53	58	48		
Middle School Acceleration	81	82	73	63	47	49	64		
Graduation Rate					48	49			
College and Career Acceleration					69	70			
ELP Progress	34	31	40	34	85	76	33		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	4	
ELL	35	Yes	4	
AMI				
ASN	35	Yes	2	
BLK	50			
HSP	41			
MUL	44			
PAC				
WHT	72			

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2022-23 ESSA SUBGROUP DATA SUMMARY				
FRL	48			

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
2021-22 ESSA SUBGROUP DATA SUMMARY				
SWD	24	Yes	3	3
ELL	32	Yes	3	
AMI				
ASN	32	Yes	1	
BLK	36	Yes	2	
HSP	34	Yes	1	
MUL	42			
PAC				
WHT	51			
FRL	37	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
All Students	30			36			43	66	81			34
SWD	21			31			42	62			4	
ELL	15			22			27	42	70		6	34
AMI												
ASN	33			36							2	
BLK	31			33			41	72	78		6	45
HSP	21			30			36	52	72		6	32
MUL	44			44							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	48			59			68	85	100		5	
FRL	31			35			45	68	74		6	34

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	25	39	27	25	38	42	32	53	63			34
SWD	15	29	21	15	33	31	19	28				
ELL	18	35	23	21	33	45	18	41	55			34
AMI												
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			30
MUL	45	45		30	47							
PAC												
WHT	44	48	27	42	51	73	48	47	80			50
FRL	25	37	25	25	36	42	31	52	57			39

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	26	38	27	25	28	32	24	48	64			33
SWD	13	31	24	14	22	26	14	31				
ELL	16	37	37	24	33	35	10	43	60			33
AMI												
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			31
MUL	36	26		27	30							
PAC												
WHT	49	51	42	45	35	46	48	73	80			
FRL	26	37	29	26	31	35	21	48	60			41

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	24%	40%	-16%	47%	-23%
08	2023 - Spring	28%	41%	-13%	47%	-19%
06	2023 - Spring	21%	38%	-17%	47%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	31%	43%	-12%	54%	-23%
07	2023 - Spring	24%	40%	-16%	48%	-24%
08	2023 - Spring	39%	45%	-6%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	24%	35%	-11%	44%	-20%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	52%	31%	50%	33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	52%	-5%	48%	-1%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	64%	20%	63%	21%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	63%	-5%	66%	-8%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Literacy was the lowest. New curriculum, new teachers/ vacancies, and low English language proficiency were contributing factors.

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

Literacy showed the greatest decline. New curriculum, new teachers/ vacancies, and low English language proficiency were contributing factors.

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.

Literacy had the greatest gap when compared to the state average.

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

Math/Science/Acceleration showed the most improvement. Pull - outs, turtoring 3 times a week, focus calendars (district specialist), progress monitoring,

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Literacy and Attendence

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

Literacy, math, school climate and culture, attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To promote character education, we will focus on the Alfred I. duPont Middle School graduate profile – DRAGONS (Determined, Responsible, Accountable, Generous, Optimistic, Never give up, Set up for Success) – which encourages collective accountability and will help establish a positive school culture. When students are celebrated and rewarded for exemplifying the characteristics of the DRAGONS, school discipline data and attendance will improve, which will lead to improved academic performance.

Data comparison from SY2122 to SY 2223 showed the following trends:

Total Number of Referrals down from 1895 to 1428 (24.6% decrease)
Total Number of Suspensions down from 1004 to 353 (64.7% decrease)
Percentage of Students with OSS/ISS down from 32.5% to 22.9% (9.6% decrease)
Percentage of Students with more than 10% of the year absent up from 8.1% to 24.8% (16.7% increase)

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Schoolwide promotion of the graduate profile (DRAGONS) will reduce the number of Code of Conduct violations by 20% and reduce the excessive absentee percentage by 10% by the end of the year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

School-wide discipline and attendance data will be monitored by the PBIS team, administrators, dean, and counselors. Faculty and staff will utilize the school communication log to document the range of services needed/provided to students. Administrators will monitor restorative practice and discipline logs.

Person responsible for monitoring outcome:

Marilyn Barnwell (barnwellm@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. The 5 Essentials teams (Supportive Environment, Ambitious Instruction, Collaborative Teachers, Involved Families, and Effective Leaders) will develop strategies to support the overall school climate and culture. All content areas will implement data tracking charts and provide incentives for students via UniSig funds. An additional Assistant Principal will be purchased using UniSig funds to help support all schoolwide culture and climate related activities including but not limited to safety, discipline, PBIS, professional development, and monitoring instructional
activities. Three Positive Behavior Intervention and Support team members will travel to the PBIS National Conference to learn about intervention methods, current topics, and other aspects of PBIS.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Effective school-wide positive behavior plans have shown to reduce code of conduct violations. Our safety and discipline data from 2223 school year improved showing that the schoolwide PBIS initiatives had a positive impact on student behavior, social/ emotional well being, and improved learning outcomes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PBIS/Discipline Strategies:
1. Develop Restorative Justice Program that is Inclusive and focuses on student strengths and opportunity gaps.
2. Create PBIS plan focusing on fostering student identity and embracing differences
4. Conduct monthly review of discipline/academic data through academic advising by teachers.
8. UniSIG funds will be used to support PBIS activities.
10. UniSig funds will be used to provide PBIS incentives for students.
11. UniSig funds will be used to send students to St. Augustine, Florida to learn the history of the oldest city in America.

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

By When: By July 30, 2024

Parent/Community Involvement Strategies:
3. Post DRAGONS graduate profile
5. Engage parents through PTSA , Title I Parent Involvement Activities, and SAC.

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

By When: By July 30, 2024

Professional Development Strategies:
Title I and UniSIG funds will be used to provide professional development opportunities including attendance at the National PBIS Conference.

Person Responsible: Leonora Harrell (harrelll@duvalschools.org)

By When: By July 30, 2024

EWS Tutoring Strategies:
7. Title I funds will be used to provide tutoring for students.
9: UniSIG funds will be used to provide tutoring through Booming
Learning Center.

Person Responsible: Jerrime Shells (shellsj@duvalschools.org)

By When: By July 30, 2024

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our subgroup data shows that our students are performing below district and state average in all high accountability areas. The need to personalize learning for our students within Tier 1 core instruction must be implemented during the daily instructional framework for all content areas.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Implementation of differentiated instructional (DI) strategies will reach 75% at the end of semester I and 90% at the end of the year in all core content areas.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Benchmark walkthrough tool (BWT) data will be reviewed weekly and addressed during common planning sessions. The results of the data will be used to make instructional decisions and will inform the crafting of common assessments and assignments for student learning.

Person responsible for monitoring outcome:

Marilyn Barnwell (barnwellm@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School administration team along with district specialists and region leaders will visit classrooms using BWT and proposed duPont Feedback Form which will capture evidence of DI implementation. Informal and formal observation data will be used an evidence based intervention.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The BWT, proposed duPont Feedback Form, and informal/formal observations ensure consistent monitoring of the implementation of DI strategies is evident in all core content areas. The data collected will be used to plan professional development for leadership and faculty.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional Development:
1) Administrators and district specialists will facilitate weekly grade level planning and provide support on how to develop differentiated lessons.

2) Provide coaching cycles to assist teachers in the implementation of differentiated strategies.

3) District specialists will model implementation of instructional frameworks, differentiated instruction, and utilization of student tasks aligned to benchmarks during planning.

4) Administrators will walk classrooms in all grade levels weekly to monitor the delivery of DI and objectives identified from common planning.

5) Leadership team will meet weekly to review trends and adjust PD opportunities as needed.

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

By When: June 30, 2024.

Supplemental Assistant Principal - Will provide additional administrative instructional support to content area teachers and work in coordination with the Middle School Region of Change Executive Directors to: 1) provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; 2) serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; 3) ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; 4) support the effective use of benchmarks, learning, and expectations; 5) provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process; and 6) support and promote a positive learning culture through job-embedded coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery.

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

By When: AP will work at the school from July 1, 2023 - June 30, 2024

Professional Development:
1) UniSig funds will be used to send at least 3 faculty members to the National Association of Professional Development Schools Conference to attend sessions that will help them learn how to address challenges we face meeting the needs of all of our students.
2) At least 3 staff members will attend the BSI summer institute to attend sessions provided to assist us in learning how to raise the academic performance of our students.
3) Will provide professional development using Title I funds for administrators and teachers through Harvard Graduate School of Education Courses. These course include but are not limited to, Teachers Mentoring Teachers Practices for Powerful Professional Communities and Leading Teacher Teams: Promoting Growth Through Effective Collaboration

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

By When: By July 30, 2024

Tutoring:
1) UniSig funding will be used to purchase intervention/tutoring services from Booming Learning Center to support our struggling math students.
2) UniSig funds will be used to purchase classroom supplies to support small group and differentiated instruction.

Person Responsible: Jacquelyn Cinotti (cinottij@duvalschools.org)

By When: By July 30, 2024

Instructional Resources/Materials:
1) Title I funds will be used to purchased Edmentum.
2) UniSig funds will be used to purchase classroom supplies to support small group and differentiated instruction.

Person Responsible: Jerrime Shells (shellsj@duvalschools.org)

By When: By July 30, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
>Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The methods for dissemination of the SIP, UniSIG budget and SWP to stakeholders, students, families, and school staff and leadership, local businesses, and organization are through SAC meetings, school website, and social media.

https://www.floridacims.org/districts/duval/schools/0661

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

duPont Middle School will host at least 8 Parent and Family Engagement activities to build positive relationships with parents, families, and other community stakeholders. Through these activities duPont will fulfill the mission of
creating a learning community that empowers students to succeed in a complex global marketplace.

https://dcps.duvalschools.org/Page/30115

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

An area of focus at Alfred I. duPont Middle is to increase the implementation of differentiated instruction strategies in all core content areas. UniSIG funds will be used to send at least 3 faculty members to the National Association of Professional Development Schools Conference and the BSI Summer Institute. Providing teachers with these opportunities will assist our teachers in learning how to understand student needs and increase academic performance. Funds will also be used to allow students to take field trips that provide an enriched experience.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This school is implementing the supplemental Title I, Part A grant project. The activities in the Title I Schoolwide and Parent and Family Engagement plan were derived based on a Comprehensive Needs Assessment Process involving internal and external stakeholders. The Title I Schoolwide and Parent and Family Engagement Budgets include activities reflecting the use of funds and a rationale for each activity. Email title1@duvalschools.org for the school's Title I Schoolwide budget or Parent and Family Engagement plan and budget.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$12,408.87
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	334	0661 - Alfred I. Dupont Middle School	UniSIG		$2,000.00
			Notes: St. Augustine Historic District Field Trip Admission: 150 students in Gr6-8 @$12/ each			
	7800	3900	0661 - Alfred I. Dupont Middle School	UniSIG		$4,000.00
			Notes: St. Augustine Historic District Field Trip Transportation: 3 @$500 each (Please note that we spent over $2,000 last year on charter buses due to lack of availbility of regular school buses. A buffer has been added in the event that occurs again this year.)			
	5100	510	0661 - Alfred I. Dupont Middle School	UniSIG		$1,408.87
			Notes: PBIS School Store Supplies Includes the following items: Stickers			
	6400	330	0661 - Alfred I. Dupont Middle School	UniSIG		$5,000.00
			Notes: PBIS National Conference: October 26-27, 2024, Chicago, IL, 3 x $375 (registration), 3 x $600 (hotel), 3 x $500 (travel) and 3 x $175 (per diem)			
2	III.B.	Area of Focus: Instructional Practice: Differentiation				$277,225.94
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	0661 - Alfred I. Dupont Middle School	UniSIG		$3,075.00
			Notes: BSI Conference: June 2023, Orlando, FL, 3 participants x $650 (hotel), 3 participants x $175 (travel), 3 participants x $200 (per diem)			
	6400	130	0661 - Alfred I. Dupont Middle School	UniSIG	0.75	$59,650.00
			Notes: Supplemental Assistant Principal Salary - 3 positions to be shared by the UniSIG MIddle Schools (Dupont, Gilbert, Arlington and Lake Shore)			
	6400	200	0661 - Alfred I. Dupont Middle School	UniSIG	0.75	$23,973.33
			Notes: Supplemental Assistant Principal Benefits UniSIG MIddle Schools (Dupont, Gilbert, Arlington and Lake Shore)			
	6400	200	0661 - Alfred I. Dupont Middle School	UniSIG	1.0	$71,703.00
			Notes: Supplemental Assistant Principal Salary (PN 50877)			
	6400	200	0661 - Alfred I. Dupont Middle School	UniSIG	1.0	$28,824.61
			Notes: Supplemental Assistant Principal Benefits (PN 50877)			
	5100	510	0661 - Alfred I. Dupont Middle School	UniSIG		$4,000.00
			Notes: Office Supplies Includes the following items: Copy paper, Pencils, Pens, Binder clips, Tape, Post it notes, Dry erase markers, Correction tape, Laptop bags			

	6400	310	0661 - Alfred I. Dupont Middle School	UniSIG		$78,000.00
			Notes: Booming Learning Center Tutoring Contract - math, geometry, and algebra tutoring during the school day, 112 students Gr. 6-8, 7 tutors, 3 days/week, 6 hours/day			
	6400	330	0661 - Alfred I. Dupont Middle School	UniSIG		$8,000.00
			Notes: National Association for Professional Development Schools Conference: March 24-26, 2024, Anaheim, CA, 4 participants x $600 (registration), 4 participants x $650 (hotel), 4 participants x $500 (travel), 4 participants x $200 (per diem)			
					Total:	**$289,634.81**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No