

Duval County Public Schools

Matthew W. Gilbert Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	21
VII. Budget to Support Areas of Focus	22

Matthew W. Gilbert Middle School

1424 FRANKLIN ST, Jacksonville, FL 32206

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

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 provide a positive, safe, healthy, nurturing, and respectful environment in which all students can become productive members of society. We believe academic and behavioral student success can be achieved by using a proactive approach for creating and maintaining a safe and healthy learning environment.

Provide the school's vision statement.

Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for the core values of P.R.I.D.E. - prepared, resilient, independence, data-driven, and excellence. We aim to encourage each student to be independent and develop a sense of responsibility for themselves and respect for others in the environment. Students will have success for today and be prepared for tomorrow.

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
Parker, LaTonya	Principal	Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walkthrough. Community involvement meetings with all stakeholders is scheduled monthly along with bi-weekly leadership team meetings. Lead teachers and staff, set goals and ensure students meet their learning objectives.
Sutton, Tiffany	Assistant Principal	Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walkthrough. Lead teachers and staff, set goals and ensure students meet their learning objectives.
Campbell, Terrel	Assistant Principal	Instructional and operational leadership. This includes progress monitoring, teacher evaluations and instructional walkthrough. Lead teachers and staff, set goals and ensure students meet their learning objectives.
Smith, Tarra	Reading Coach	Lead professional development workshops, model strategies, or techniques for teachers, and conduct collaborative lessons. The reading instructional coach will have a strong influence on the overall reading program in the school. The Reading Coach will serve as an advocates for the literacy program.
Harley, Lakedra	Dean	The Dean of Students serves as a member of the leadership team and assists with the daily operation of the school, specifically in the areas of attendance, behavioral, and disciplinary prevention and intervention services with an emphasis on Restorative Justice and Positive Behavioral Interventions.
Green, Mary	School Counselor	The School Counselor serves as a member of the leadership team and uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school. Creates yearly, data-driven goals that advance student outcomes in areas of academic, social/emotional, and college/career development.
Murray McKinney, Calethia	Teacher, K-12	The Teacher Leader will promote the integration of instructional programs at the building level; facilitate team problem solving and the monitoring of the academic success of all students on the assigned team; and collaborate with the principal and other teachers on the building leadership team.

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.

All stakeholders are invited to School Advisory Council meeting to review the school data to discuss and develop the School Improvement Plan. During the discussion, focus groups were formed to allow stakeholders to collaborate and exchange ideas to support the development of the plan. The leadership team analyzed and edited the stakeholders feedback (strategies and goals) before incorporating it into the final plan. This collaborative approach enhanced ownership and commitment, resulting in better execution and outcomes for the school community.

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))

All stakeholders will meet during the monthly School Advisory Council meeting to review the school data and the School Improvement Plan strategies and goals to revise, as necessary, to ensure continuous improvement.

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	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* 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	122	55	51	228
One or more suspensions	0	0	0	0	0	0	63	88	98	249
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	13	12	33
Course failure in Math	0	0	0	0	0	0	8	6	11	25
Level 1 on statewide ELA assessment	0	0	0	0	0	0	166	195	177	538
Level 1 on statewide Math assessment	0	0	0	0	0	0	148	190	169	507
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	166	195	177	538

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	162	198	172	532

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	0	0	
Students retained two or more times	0	0	0	0	0	0	0	2	0	2

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	38	38	37	113
One or more suspensions	0	0	0	0	0	0	40	14	36	90
Course failure in ELA	0	0	0	0	0	0	110	88	141	339
Course failure in Math	0	0	0	0	0	0	5	83	140	228
Level 1 on statewide ELA assessment	0	0	0	0	0	0	112	88	142	342
Level 1 on statewide Math assessment	0	0	0	0	0	0	93	83	142	318
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	112	88	142	342

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	91	130	221

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	0
Students retained two or more times	0	0	0	0	0	0	3	8	2	13

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	38	38	37	113
One or more suspensions	0	0	0	0	0	0	40	14	36	90
Course failure in ELA	0	0	0	0	0	0	110	88	141	339
Course failure in Math	0	0	0	0	0	0	5	83	140	228
Level 1 on statewide ELA assessment	0	0	0	0	0	0	112	88	142	342
Level 1 on statewide Math assessment	0	0	0	0	0	0	93	83	142	318
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	112	88	142	342

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	91	130	221

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	0
Students retained two or more times	0	0	0	0	0	0	3	8	2	13

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*	16	42	49	18	43	50	16		
ELA Learning Gains				36			26		
ELA Lowest 25th Percentile				29			32		
Math Achievement*	20	49	56	23	35	36	25		
Math Learning Gains				37			29		
Math Lowest 25th Percentile				48			32		
Science Achievement*	8	48	49	8	48	53	23		
Social Studies Achievement*	48	66	68	43	53	58	34		
Middle School Acceleration	65	82	73	74	47	49	60		
Graduation Rate					48	49			
College and Career Acceleration					69	70			
ELP Progress		31	40		85	76			

** 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	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	9
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	12	Yes	4	4
ELL				
AMI				
ASN				
BLK	32	Yes	3	
HSP	34	Yes	4	
MUL	23	Yes	1	1
PAC				
WHT	27	Yes	1	1
FRL	31	Yes	3	1

2021-22 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	22	Yes	3	3
ELL				
AMI				
ASN				
BLK	34	Yes	2	
HSP	29	Yes	3	2
MUL	47			
PAC				
WHT	44			
FRL	35	Yes	2	

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)

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
All Students	16			20			8	48	65			
SWD	9			10			3	26			4	
ELL												
AMI												
ASN												
BLK	15			19			8	48	70		5	
HSP	29			38							2	
MUL	30			16							2	
PAC												
WHT	21			33							2	
FRL	15			19			7	47	68		5	

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	18	36	29	23	37	48	8	43	74			
SWD	7	29	25	9	35	38	4	25				
ELL												
AMI												
ASN												
BLK	17	36	28	20	36	50	7	41	74			
HSP	24	30		38	23							
MUL	57	46		56	27							
PAC												
WHT	14	44		50	67							
FRL	18	37	30	22	36	50	7	42	76			

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	16	26	32	25	29	32	23	34	60			
SWD	7	26	26	12	30	31	10	24				
ELL												
AMI												
ASN												
BLK	15	25	29	23	28	32	21	35	60			
HSP	40	85		57	46							
MUL	31	38		43	45							
PAC												
WHT	24	23		39	38		40					
FRL	16	26	32	25	30	34	22	33	57			

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	15%	40%	-25%	47%	-32%
08	2023 - Spring	17%	41%	-24%	47%	-30%
06	2023 - Spring	11%	38%	-27%	47%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	13%	43%	-30%	54%	-41%
07	2023 - Spring	20%	40%	-20%	48%	-28%
08	2023 - Spring	19%	45%	-26%	55%	-36%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	6%	35%	-29%	44%	-38%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	52%	26%	50%	28%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	63%	-17%	66%	-20%

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.

ELA and Science continued to demonstrate the greatest need of improvement. The contributing factors are teacher retention, novice teachers, and the students' lack of exposure to standards based assessment opportunity.

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

Science showed the greatest decline. The contributing factors are teacher retention, novice teachers, and the students' lack of exposure to standards based assessment opportunity.

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.

Science continued to demonstrate the greatest gap when compared to the state. The contributing factors are teacher retention, novice teachers, and the students' lack of exposure to standards based assessment opportunity.

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

The data component showing the most improvement was Math, specifically the Algebra 1 component. Students participated in Booming Learning for face to face math tutoring during school. The tutors collaborated with the Math teachers to align the area of focus to support student success as well as the tutors participated in the Math Collaborative Planning Cycle (CPC) and Collaborative Learning Cycle (CLC). The contributing factors was the result of intentional planning to support differentiated learning for all students. Additionally, The math teachers planned lessons that included small group instruction and student data chats. Progress monitoring was a huge component in all of the classrooms.

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

We will continue to implement additional strategies and safety nets to support students with disabilities.

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

1. Science Improvement
2. ELA Improvement
3. Students with Disabilities
4. Student Attendance
5. Student Discipline and Culture

Area of Focus

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

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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.

This area of focus will directly impact student learning because students will be given the opportunity to demonstrate mastery at the appropriate grade level of rigor as identified by the benchmark. Lack of student assessment and engagement was identified as a need based on student work analysis, 5 Essential survey, FAST, PMA assessment results and Benchmark Walk-through data.

Measurable Outcome:

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

90% of our current core content teachers will show progression at mid-year and 100% at the end of the year delivering instruction using the benchmarks with aligned activities to enhance student engagement.

Monitoring:

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

Data collected from weekly benchmark walk-throughs and from the school leadership team monitoring the delivery of instruction will measure teacher progression towards the desired outcome.

Person responsible for monitoring outcome:

LaTonya Parker (parkerl@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.)

Teachers will use the District provided curriculum including but not limited to the benchmarks and blended learning platforms to enhance the instructional outcomes of the students. Students will demonstrate proficiency on district monitoring assessments.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The evidence-based strategies will assist in the differentiation of instruction for all the teachers. These strategy will ensure that all students are provided with state aligned subject area content daily. Students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, learning styles, personal interests and more, and teachers must be aware of these varieties as they plan in accordance with the curricula. By considering varied learning needs, teachers can develop lessons and provide instruction so that all students in the classroom can learn effectively.

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 1 - Strong 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.

Leadership Team will attend the BSI Conference Summer 2024

Person Responsible: LaTonya Parker (parkerl@duvalschools.org)

By When: June 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 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: LaTonya Parker (parkerl@duvalschools.org)

By When: Ongoing

#2. Positive Culture and Environment specifically relating to Other

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.

Discipline data and climate and culture survey data were collected to ascertain the needs of the student engagement. Based on this data, the school identified the need to shift the school's culture to help improve academic outcomes for all stakeholders. The focus will be on developing, implementing, and monitoring a PBIS (Positive Behavior Intervention and Support) Plan. The team will help to reduce disciplinary incidents and implement positive student incentives and activities.

Measurable Outcome:

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

The school seeks to reduce disciplinary incidents and suspension rates in order to increase student engagement and academic achievement for the school across all content areas.

Monitoring:

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

The school will conduct monthly PBIS team meetings to monitor the progress of the goals, incentives, and disciplinary data. The team will utilize the data to monitor the goals and make necessary changes based on the data collected throughout the school year.

Person responsible for monitoring outcome:

Terrel Campbell (campbellt3@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.)

A safe, culturally responsive environment is predicated on developing positive and engaging relationships between adults and children. While schools may not be able to entirely overcome adverse neighborhood influences, the adults in the school building can promote structures and relationships that mediate adverse influences. Teachers will maximize structure; post, teach, review, monitor, and reinforce expectations, actively engage students in observable ways and use a continuum of strategies for responding to appropriate behaviors in the classroom. The school will develop a schoolwide incentive system to instill the core values of the school and improve student engagement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School-wide PBIS is a multi-tiered framework to make schools more effective places. This evidence based intervention will provide three tiered levels of support with universal primary prevention; targeted prevention, and intensive and individualized prevention. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough to support student, family, and community needs.

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.

Meet with District Discipline Support Specialist to schedule Training for PBIS Train teachers on effective use of the FOCUS based PBIS plan. Purchase items for PBIS store and interventions to support students and families.

Person Responsible: Terrel Campbell (campbellt3@duvalschools.org)

By When: Ongoing

Meet with District Discipline Support Specialist to schedule Training for PBIS Train teachers on effective use of the FOCUS based PBIS plan.

Person Responsible: Lakedra Harley (gregory-pl@duvalschools.org)

By When: Ongoing

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.

<https://dcps.duvalschools.org/domain/9831>

During the monthly School Advisory Council meetings, the SIP will be presented and discussed for all stakeholders to review. The document will be posted on the school's website and a copy will be available in the Parent/Community Involvement room in the supported languages. Notification will be sent via phone when the document is available for review.

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))

School culture is one of the most impactful contributors to perceptions of a successful school. The culture of

a school has far-reaching impacts on every aspect of the organization. Student achievement, teacher effectiveness, parent involvement, community support are all affected by the explicit and implicit cultural attributes of the school.

Effective partnerships are strengths-based and power is shared among all stakeholders. To cultivate these strong relationships will include a welcoming attitude that encourages involvement and a focus on the specific needs of families and the community. Parent seminars, teacher training, student teacher partnerships and mentoring will be an integrated part of the learning environment. Parents will receive notification via phone, email, and/or text as well as communication from teachers regarding their child's progress throughout the school year.

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)

To generate a culture of learning and growth for all, the teaching and learning of adults must be an integral part of the learning cycle in the school. We will create teacher leadership that utilizes the strengths of the staff members to support the academic program. Being intentional about teacher

leadership opportunities is fundamental to creating a culture of growth and opportunity. Teachers will teach skills for academic success, including organization, time management, and grade-level content. Tutorials will be embed in the learning process and strong student-teacher relationships will be established.

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))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

NA

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

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: Instructional Practice: Instructional Coaching/Professional Learning				\$312,015.68
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	1461 - Matthew W. Gilbert Middle School	UniSIG	0.0	\$3,075.00
<i>Notes: BSI Conference: June 2023, Orlando, FL, 3 participants x \$650 (hotel), 3 participants x \$175 (travel), 3 participants x \$200 (per diem)</i>						
	6400	130	1461 - Matthew W. Gilbert Middle School	UniSIG	0.75	\$59,650.00
<i>Notes: Supplemental Assistant Principal Salary - 3 positions to be shared by the UniSIG Middle Schools (Dupont, Gilbert, Arlington and Lake Shore)</i>						
	6400	200	1461 - Matthew W. Gilbert Middle School	UniSIG	0.75	\$23,973.34
<i>Notes: Supplemental Assistant Principal Benefits</i>						
	6400	130	1461 - Matthew W. Gilbert Middle School	UniSIG	1.0	\$73,917.00
<i>Notes: Supplemental Assistant Principal Salary (Terrel Campbell PN43078)</i>						
	6400	200	1461 - Matthew W. Gilbert Middle School	UniSIG	1.0	\$28,709.36
<i>Notes: Supplemental Assistant Principal Benefits</i>						
	5100	310	1461 - Matthew W. Gilbert Middle School	UniSIG		\$76,875.00
<i>Notes: Booming Learning Tutoring Contract: Tuesday/Wednesday/Friday, 9:30am - 4:15p, 6 tutors x 6.25 hrs/day x \$25/hour</i>						
	5100	510	1461 - Matthew W. Gilbert Middle School	UniSIG		\$507.99
<i>Notes: Office Supplies: pencils, pens, paper, chart paper, staplers, pencil sharpeners, markers, folders, calculators, notebooks, binders</i>						
	5100	519	1461 - Matthew W. Gilbert Middle School	UniSIG		\$507.99
<i>Notes: Technology Supplies: toner ink (\$200/each), student headsets (\$20/each), USB drives (\$5/each), computer cleaner (\$10/each)</i>						
	6400	330	1461 - Matthew W. Gilbert Middle School	UniSIG		\$6,700.00
<i>Notes: ASCD Annual Conferenc: March 22-25, 2024, Washington DC, Registration \$700 X 2 Participants; Flight \$600 x 2 persons; Hotel \$250/night X 5 nights x 2 participants; Per Diem/Car Service \$800x 2</i>						
	6400	330	1461 - Matthew W. Gilbert Middle School	UniSIG		\$15,000.00
<i>Notes: Beyond School National Conference: February 6-9, 2024, New Orleans, LA, Registration \$650 X 4 Participants; Car Rental \$1200; Hotel \$500/night X 5 nights x 4 participants; Per Diem 300 x 4</i>						
	6300	330	1461 - Matthew W. Gilbert Middle School	UniSIG		\$11,200.00

			<i>Notes: AVID Summer Institute: June 19-21, 2024, Tampa, FL, Registration \$950 X 4 Participants; Hotel \$350/night X3 nights x 4 participants; Per Diem/Mileage 800x 4</i>			
	6400	120	1461 - Matthew W. Gilbert Middle School	UniSIG		\$10,000.00
			<i>Notes: Before, After & Saturday Tutoring Stipend: Gr6-8; 6 Teachers; ELA, Math, Science; 3 days a week Tues/Wed/Thurs; 20 weeks; 1hr/day</i>			
	6400	200	1461 - Matthew W. Gilbert Middle School	UniSIG		\$1,900.00
			<i>Notes: Before, After & Saturday Tutoring Benefits</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
					Total:	\$312,015.68

Budget Approval

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

No