# Matthew W. Gilbert Middle School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# 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 | |
| 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 | |
| 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](https://www.floridacims.org).

**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 Algerbra 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 spport 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 profiency 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. Ths 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 stuents 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 |
| | | *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 | 1461 - Matthew W. Gilbert 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 | 1461 - Matthew W. Gilbert Middle School | UniSIG | 0.75 | $23,973.34 |
| | | *Notes: Supplemental Assistant Principal Benefits* | | | | |
| | 6400 | 130 | 1461 - Matthew W. Gilbert Middle School | UniSIG | 1.0 | $73,917.00 |
| | | *Notes: Supplemental Assistant Principal Salary (Terrel Campbell PN43078)* | | | | |
| | 6400 | 200 | 1461 - Matthew W. Gilbert Middle School | UniSIG | 1.0 | $28,709.36 |
| | | *Notes: Supplemental Assistant Principal Benefits* | | | | |
| | 5100 | 310 | 1461 - Matthew W. Gilbert Middle School | UniSIG | | $76,875.00 |
| | | *Notes: Booming Learning Tutoring Contract: Tuesday/Wednesday/Friday, 9:30am - 4:15p, 6 tutors x 6.25 hrs/day x $25/hour* | | | | |
| | 5100 | 510 | 1461 - Matthew W. Gilbert Middle School | UniSIG | | $507.99 |
| | | *Notes: Office Supplies: pencils, pens, paper, chart paper, staplers, pencil sharpeners, markers, folders, calculators, notebooks, binders* | | | | |
| | 5100 | 519 | 1461 - Matthew W. Gilbert Middle School | UniSIG | | $507.99 |
| | | *Notes: Technology Supplies: toner ink ($200/each), student headsets ($20/each), USB drives ($5/eacher), computer cleaner ($10/each)* | | | | |
| | 6400 | 330 | 1461 - Matthew W. Gilbert Middle School | UniSIG | | $6,700.00 |
| | | *Notes: ASCD Annual Conferenct: 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* | | | | |
| | 6400 | 330 | 1461 - Matthew W. Gilbert Middle School | UniSIG | | $15,000.00 |
| | | *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* | | | | |
| | 6300 | 330 | 1461 - Matthew W. Gilbert Middle School | UniSIG | | $11,200.00 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | *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* | | | |
| | 6400 | 120 | 1461 - Matthew W. Gilbert Middle School | UniSIG | | $10,000.00 |
| | | | *Notes: Before, After & Saturday Tutoring Stipend: Gr6-8; 6 Teachers; ELA,Math, Science; 3 days a week Tues/Wed/Thurs; 20 weeks; 1hr/day* | | | |
| | 6400 | 200 | 1461 - Matthew W. Gilbert Middle School | UniSIG | | $1,900.00 |
| | | | *Notes: Before, After & Saturday Tutoring Benefits* | | | |
| 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