

Duval County Public Schools

# Matthew W. Gilbert Middle School



2015-16 School Improvement Plan

## Matthew W. Gilbert Middle School

1424 FRANKLIN ST, Jacksonville, FL 32206

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

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| Middle             | Yes                           | 84%   |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | No                    | 93%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | F*             | D              | D              | D              |

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

| DA Category | Region            | RED                         |
|-------------|-------------------|-----------------------------|
| Focus       | 2                 | <a href="#">Wayne Green</a> |
| Former F    | Turnaround Status |                             |
| No          |                   |                             |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Matthew Gilbert is committed to improving student learning, achievement and career development through high quality instruction in a culture that fosters leadership, diversity and collaboration in every classroom, for every student, every day.

##### Provide the school's vision statement

It is the vision of Matthew Gilbert Middle School that each student will become leaders among their peers and the community, continuing the legacy of excellence for which the school was founded, and maintain pride for themselves and their education.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The faculty and staff are updated about the culture and community from which our students come from through quarterly Professional Development sessions. During these sessions, facts and statistics are shared with the faculty where we collaborate to complete problem solving activities, learn more about strategies to build relationships and discuss ways to respond to students. Guidance and community service providers are used as intervention contacts for behavior and social concerns. These entities serve as the connecting factor between the students, families and teachers.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Prior to the start of the school day, students are assigned to waiting areas. At this time, the older population (8th grade and Bridge to Success Acceleration program) are in separate locations from 6th and 7th grade. Each location before school is supervised by a school based administrator to ensure safety and proper behavior.

During school, Matthew Gilbert operates on a staggered bell schedule. Each grade transitions off of a separate bell. There are three bells, 6th grade, 7th grade and 8th grade bells to signal movement for students. By the time the second bell rings, 6th graders are in class and 7th grade students are transitioning. Once the third bell rings, 7th graders are in class and 8th grade students are moving to their next class. Students transition from each period by grade level with teacher supervision. This reduces the amounts of tardy concerns and increases the instructional time that students have. This process also decreases behavior concerns and conflicts across grade levels.

After school, students are dismissed in waves to reduce the amount of mass transition and traffic. Students are dismissed via the intercom to specific locations to make dismissal a smooth and orderly process.

Through the Student Government Association, student voices are heard, while student leaders have the opportunity to meet with the Administrative Leadership team to problem solve and facilitate the shared decision making process.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school disciplinary team consists of the Dean of Student Services, the ISSP/ Restorative Justice facilitator, guidance and student leaders. In an effort to minimize distractions, the Dean and Restorative Justice facilitator conduct class room observations of students who have been targeted as past or potential behavioral concerns. During this time, the two also seek out causes for misbehavior in class that may contribute to the negative behavior. Teachers may be provided with behavior interventions from the Pre- Referral Intervention Manual of Strategies.

Upon the start of school, all students must attend the grade level behavioral assembly that explains in detail the expectations and guidelines for all students, as defined by Duval County and Matthew Gilbert.

Students who have altercations that may lead to physical altercations or on-going disruptions are referred to the restorative justice facilitator to discuss the concerns, and to develop internal solutions to defuse the problem.

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students needing social- emotional support are referred to the guidance department. With consent from parents/guardians, students receive a full service referral that will assist in the support from an outside counselor for services that are identified for specific student needs.

Following the conclusion of the Early Warning Indicator meetings, students are assigned to a mentor or follow up specialist. That individual is responsible for following up with the student to track their progress on the identified intervention that is needed. The services students receive have been successful in the past and the school looks to improve the process to increase student support.

### **Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

### **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Early Warning Indicator meetings are held bi-weekly to discuss students and interventions for attendance, behavior and academic performance. At this time teachers meet with City Year, Communities in Schools and any other school based partners to articulate the in depth need of specific students and which interventions to put in place.

Attendance: students who are targeted for truancy are referred to the guidance office and the attendance intervention team, conferences are set up to include parents to discuss interventions.

Failing Grades: Grades are monitored through out the quarter via progress reports and data chats. Teachers must keep accurate documentation of parent contact/notification prior to failing any student. Lesson plans and grades must reflect all interventions and remediation to support students understanding.

Bottom Quartile: Students scoring at Level 1 on the statewide assessment and/or are two or more years behind in reading according to Achieve 3000 Lexile levels and/or two years behind in math according to iReady are added to a focus list for academic support. Students are scheduled into Intensive classes to increase ability and performance. City Year provides tier 2 support to the targeted group, while teachers conduct small group instruction, after school tutoring and Saturday School instructional support. Specific students are also targeted by a reading interventionist. Students are also enrolled in the Team Up after school program and receive remediation support from teachers specifically selected by administration.

### **Provide the following data related to the school's early warning system**

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

| Indicator                       | Grade Level |    |    | Total |
|---------------------------------|-------------|----|----|-------|
|                                 | 6           | 7  | 8  |       |
| Attendance below 90 percent     | 2           | 2  | 2  | 6     |
| One or more suspensions         | 15          | 12 | 22 | 49    |
| Course failure in ELA or Math   | 8           | 9  | 10 | 27    |
| Level 1 on statewide assessment | 0           | 0  | 0  |       |

**The number of students identified by the system as exhibiting two or more early warning indicators:**

| Indicator                                  | Grade Level |   |   | Total |
|--|-------------|---|---|-------|
|  | 6           | 7 | 8 |       |
| Students exhibiting two or more indicators | 2           | 3 | 2 | 7     |

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Identifying students at risk by using an early warning system will be our first step in addressing improvement of academic performance. Studying the indicators made readily available by the early warning system will assist the EWI team to target students in need with appropriate interventions. The next step is to identify and provide effective and appropriate dropout-prevention strategies. When students exhibit two or more early warning indicators, the student will be referred to be reviewed by the the Early Warning Indicator team, in which strategies will be implemented to ensure the needs of the students are met. The Early Warning Indicator team will implement the following strategies.

Teachers meet to discuss the academic concerns in content area classes. As concerns are discussed, follow up mentors are assigned to the student to observe and monitor the academic progress of the students. Students are placed on the guidance response list for follow up conferences regarding grades and needed credits. If progress is not evident, parents are involved in the process to ensure that students are consistently meeting academic expectations.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/24331>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Matthew W. Gilbert cultivates partnerships with the local community for the purpose of securing and utilizing resources to support student achievement vary in a number of ways. The United Way Achievers for Life Program provides monthly interactive family nights that include guest speakers, wholesome meals, and collaborative team building activities to support our students as well as their families. They also provide financial resources for the principal to utilize according to the school's needs based assessment surveys.

The Jaguar Foundation is another partnership that provides support for school and student achievement. This organization provides City Year tutors that assist in the classroom by providing direct instruction, cooperative learning groups, technology integration facilitation and overall academic support. Financial and tangible resources are provided to the school in support of the academic, social and emotional growth for every child enrolled at MWG Middle School.

We continually seek out new partnerships within the local community by communicating with local businesses/ stakeholders through our School Advisory Council and Parent Teacher Association. Our goal is to continually establish structured opportunities to engage stakeholders, encourage open dialogue, educate stakeholders in the use of data and leverage community resources.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

| Name               | Title               |
|--------------------|---------------------|
| Goodwin, Jamelle   | Principal           |
| Rashauna, Braswell | Assistant Principal |
| Beatty, Katharine  | Dean                |
| Sibley, Temia      | Instructional Media |
| Halsey, Labrina    | Instructional Coach |
| Sutton, Tiffany    | Instructional Coach |

#### Duties

##### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The Instructional Leadership Team will meet weekly to address the needs of identified students and teachers. As the needs assessment is completed and compiled based upon observational and testing data support plans and professional development plans are created. The Principal and Assistant Principal conduct classroom walk through observations, informal and formal observations, with the instructional coaches. The documented look for indicators are: student work tasks and product, the level of questioning and discussion, how students demonstrate acquired knowledge, and student engagement.

If adequate progress isn't evident, the process will continue with increased intensity. The Instructional Leadership Team will share information related to issues and progress of students during Early Warning Indicator (EWI) Meetings. The EWI facilitator will collaborate with faculty members to update the progress of identified students and provide additional strategies to assist students in achieving academic/behavioral goals. The team will collaborate with feeder schools to explore strategies that may be beneficial to future students.

##### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students***

**and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The Academic Leadership Team collaborates with faculty members to analyze student data, develop hypotheses to identify possible causes of deficiencies and generate interventions to meet the collective needs of students. These needs were determined by utilizing the following data sources to develop school improvement goals: 2014 State Assessment, Curriculum Guide Assessments, DAR, SRA, Achieve 3000 Level Set, End of Course data, iReady data and focus walk observation data. Title I Funding will be used to assist with the expenses of purchasing positions in areas that have not been funded by allocated budget, to augment instruction through additional curriculum and technology. Field trips providing students with cultural enrichment are also funded by federal and state allocations. Title I funds also aid in providing professional development to teachers and purchasing supplemental materials for teachers.

**School Advisory Council (SAC)**

**Membership:**

| Name             | Stakeholder Group  |
|------------------|--------------------|
| Sabrina Zinamon  | Parent             |
| Janelle Goodwin  | Principal          |
| Darien Bolden    | Business/Community |
| Tia Keitt        | Business/Community |
| Kavon Bronston   | Student            |
| Kenneth Manuel   | Business/Community |
| Sheila Taliferro | Teacher            |
| Beverly Clark    | Business/Community |
| Crystal Dixon    | Teacher            |
| Malcolm Jones    | Student            |

**Duties**

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC team will have the opportunity to review the School Improvement Plan during the start of the 2015-2016 school year. During the mid year stake holder meeting the SIP will be reviewed and analyzed to determine the effectiveness and the instructional alignment.

*Development of this school improvement plan*

The revision of the School Improvement Plan will consist of input from the SAC members. As faculty and staff complete designated portions, SAC will have the opportunity to review the document and suggest changes prior to the final plan being submitted. The School Advisory Council will be presented with the plan during the initial school meeting in September. All questions and concerns will be addressed at this time.

*Preparation of the school's annual budget and plan*

The school budget is reviewed with the Advisory council, while allocations are explained for positions based upon FTE.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

Funding for the SAC sponsored events will assist with food/refreshments, speakers and resources that be may taken home to use as home learning tools. Incentives will also be provided to parents and students, which will be used to enhance the learning experience away from campus.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

| Name               | Title               |
|--------------------|---------------------|
| Halsey, Labrina    | Instructional Coach |
| Beatty, Katharine  | Dean                |
| Campbell, Terrel   | Instructional Coach |
| Rashauna, Braswell | Teacher, ESE        |

**Duties**

**Describe how the LLT promotes literacy within the school**

Through facilitated Professional Development sessions, faculty receives school wide strategies to implement in classroom instruction.

All classes are expected to include the use of informational text that are grade level specific, to increase literacy of all students.

The major initiatives of the Literacy Leadership Team are:

- 25 Book Reading Challenge: the Amazing Race
- Quarterly Cross Curricular Projects
- Quarterly Writing Contests
- Parent Literacy Night
- Journalism Team (School Newspaper)
- Book Worms- School Book Club

The school will participate in quarter incentives to increase student participation in literacy.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The Course Master Schedule reflects collaborative planning times for teachers of like contents to plan together on A days and Grade levels on B days. Teachers use this time to review lesson plans, student work samples and plan next steps for effective instruction. Once per week, the content instructional coach facilitates sessions to ensure that adequate professional development is taking place. Grade level chairs also initiate grade level meetings to spearhead horizontal alignment across contents and strategic

student support. Early release professional development promotes teacher collaboration around the district's four pillars--rigor, engagement, student confidence and student illustration of understanding.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Recruit from the "Teach For America" pool of applicants
2. Recruitment from the selected list of Highly Qualified Transformation School Candidates
3. New teachers will participate in the Mentoring and Induction for Novice Teachers program, which assists and supports teachers during their first year.
4. Retain teachers by providing on-going professional development, varying duties and committee chair responsibilities.
5. Teachers who sign a contract to come to a Transformation School, who have qualifying data, receive incentive pay. Teachers also receive incentive pay every year based upon student performance data.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Our mentors are effective, experienced, master teachers who have been CET trained. Mentors coach, support and develop novice teachers through check-ins, observations, and feedback. They are strategically paired with their mentees according to content, expertise, demonstrated use of instructional practices, and willingness to assist and guide fellow colleagues. Mentoring activities include planned weekly PLC and departmental meetings, one-on-one meetings, observations, conferences, and monthly MINT meetings with the PDF.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school only uses the materials and curriculum approved by the district, while administrators and coaches monitor the use of programs and instruction to ensure that alignment with the curriculum guide is current. Each teacher's progress, pacing, and alignment are discussed at weekly admin/coaches meetings.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

All math and reading teachers level set students using iReady (math) and Acheive 3000 (reading) at the beginning of the school year. All other teachers administered a baseline assessment through Performance Matters. Baseline data is used to set CityYear focus groups and the reading interventionist group and RTI grouping. The baseline data is also used to set growth goals for students as well as indicates the specific standards and students that need additional support. Moving forward, teachers will administer common core aligned interim assessments to monitor progress. Lexile levels will be continually tracked through Achieve3000 progress. Math progress will be monitored again in December and May to pinpoint specific growth. Monthly iReady assessments also monitor proficiency of grade level content.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 12,000

Communities In Schools (TEAM UP)

- This program is designed to provide academic enrichment by certified teachers in the areas of Math, Reading and Science. These activities also promote social, emotional and physical well-being of students.

**Strategy Rationale**

Targeted students consist of the lower 35% of students within the school. Students receive instruction from a group of selected teachers that meet the requirements of administration. Students receive academic support in Reading, Math and Science. The Science focus group consist of 8th grade students targeted for passing the state assessment.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Goodwin, Jamelle, wilcoxj1@duvalschools.org

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The academic component is an extension of the school day and provides academic safety nets for our lowest 35% of students. Progress of academic enrichment is monitored through Professional Learning Communities and data tracking provided by City Year Corp Members.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

As students transition to Middle School, 6th grade students will be paired with 8th grade students, in a mentor/ mentee relationship. Students will have focus topics to develop and monitor including but not limited to organization, social development, academic, etc. Students will meet after school during Team Up to discuss the area of focus for the week. This component will help to foster leadership in the 8th grade students, and build relationships and confidence in 6th grade students.

In the 4th quarter, 8th grade students are provided an opportunity to visit near by high schools to tour the building and see the programs offered first hand. During the 1st semester, the students are encouraged to participate in the annual 8th grade Parent night. Local high schools attend and bring presentations and showcase displays involving their programs. Students must also partake in an online assessment that develops a high school focus track.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

In alignment with DOE mandates, 8th grade students participate in an online career planning program focusing on potential career needs. The career education teacher works in concert with the guidance department to plan a career week for all students to participate in during the 4th nine weeks of the school year.

At the end of the year students participate in the career fair, local businesses and programs visit the campus and student tour the set up display booths using guided notes and questionnaires. Students are provided with questions and create questions that help to assess the careers and requirements to be successful within the career.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Matthew Gilbert offers career and technical courses in computer and business applications with a focus on soft skills needed for business productivity in future education and the real world.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

Students enrolled in the Informational Technology Course have aligned instruction with Language Arts classes. the ITC teacher plans frequently with the ELA/Reading department to incorporate projects that align with the curriculum. Students participate in multidisciplinary activities and projects.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If engagement strategies are effectively implemented, including use of technology, resources, and discussion techniques, the levels of authentic student engagement will increase in all classrooms.
  
- G2.** With application of instructional strategies and facilitation through the instructor, students will be able to take ownership of their learning.
  
- G3.** If tasks in all content areas are fully aligned with the Florida Standards, then effective opportunities for students to demonstrate understanding and meet the grade levels standards will increase.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** If engagement strategies are effectively implemented, including use of technology, resources, and discussion techniques, the levels of authentic student engagement will increase in all classrooms. 1a

G071967

**Targets Supported** 1b

| Indicator                    | Annual Target |
|------------------------------|---------------|
| 4-Year Grad Rate (At-Risk)   | 57.0          |
| AMO Math - All Students      | 62.0          |
| AMO Reading - All Students   | 55.0          |
| FCAT 2.0 Science Proficiency | 35.0          |

**Resources Available to Support the Goal** 2

- Providing professional development that focuses on strategies and knowledge building around academic engagement. Also, making sure to train teachers on how to use technology for engagement purposes.

**Targeted Barriers to Achieving the Goal** 3

- Teachers do not effectively understand the levels of engagement (passive/compliant, active and authentic).

**Plan to Monitor Progress Toward G1.** 8

Student Assessment Data increases to show mastery of objectives.

**Person Responsible**

Temia Sibley

**Schedule**

Quarterly, from 10/24/2015 to 3/30/2016

**Evidence of Completion**

Progress Monitoring Assessments, Student Climate Survey

**Plan to Monitor Progress Toward G1.** 8

Student Discipline data showing a decrease for classroom disruption

**Person Responsible**

Katharine Beatty

**Schedule**

Quarterly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Quarterly Assessments

**G2.** With application of instructional strategies and facilitation through the instructor, students will be able to take ownership of their learning. 1a

G071968

**Targets Supported** 1b

| Indicator                           | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 90.0          |
| AMO Reading - All Students          |               |
| AMO Math - All Students             |               |
| FCAT 2.0 Science Proficiency        | 35.0          |

**Resources Available to Support the Goal** 2

- Administrators, coaches, and district specialists will model and provide support in implementing the Gradual Release of Responsibility Model with fidelity.
- Coaches and administrators will provide support and monitor teachers in effectively providing feedback and commentary for student work daily.

**Targeted Barriers to Achieving the Goal** 3

- During the evaluation process, teachers are not providing effective feedback and commentary for student work.

**Plan to Monitor Progress Toward G2.** 8

Student work samples and student achievement data will continue to increase.

**Person Responsible**

Jamelle Goodwin

**Schedule**

Weekly, from 9/22/2015 to 9/22/2015

**Evidence of Completion**

Increase performance data based upon the interim assessments and student work samples.

**G3.** If tasks in all content areas are fully aligned with the Florida Standards, then effective opportunities for students to demonstrate understanding and meet the grade levels standards will increase. 1a

G071969

**Targets Supported** 1b

| Indicator                           | Annual Target |
|-------------------------------------|---------------|
| 4-Year Grad Rate (Standard Diploma) | 80.0          |

**Resources Available to Support the Goal** 2

- There are multiple resources available to help teachers to understand the new Florida Standards such as C palms, Single Sign On, their content specific curriculum guides and item specifications. Teachers will receive additional support from Assistant Principals, District Specialists, and school based coaches
- Through Professional Development: PLC, Common planning, and Early Release teachers will receive time to collaborate with their content area, grade level, and cross-curricula peers to unpack the new standards.

**Targeted Barriers to Achieving the Goal** 3

- All planned activities/assignments are not effectively aligned with the standards, in order for students to accurately demonstrate understanding, and perform at the needed level of complexity.

**Plan to Monitor Progress Toward G3.** 8

Student CGA data, Achieve 3000 reports and the content area data sources provided by DCPS

**Person Responsible**

Temia Sibley

**Schedule**

Quarterly, from 10/12/2015 to 4/29/2016

**Evidence of Completion**

Students informal and formal assessment data (Achieve 3000, i-Ready, District assessments) will display an increase in performance in all tested subject areas.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If engagement strategies are effectively implemented, including use of technology, resources, and discussion techniques, the levels of authentic student engagement will increase in all classrooms. **1**

 G071967

**G1.B2** Teachers do not effectively understand the levels of engagement (passive/compliant, active and authentic). **2**

 B187664

**G1.B2.S3** Include and model engagement strategies during the Professional development sessions with teachers, where the teachers become the students, gaining a true understanding of the purpose and implementation of the strategies. **4**

 S199175

### Strategy Rationale

Teachers can demonstrate an effective understanding of engagement and process the strategies together. Teachers often request examples of showing them how to implement the strategy, instead of telling them what strategy needs to be used.

### Action Step 1 **5**

Ongoing implementation of engagement strategies for authentic engagement during the extended Professional development training monthly.

#### Person Responsible

Katharine Beatty

#### Schedule

Monthly, from 9/23/2015 to 1/22/2016

#### Evidence of Completion

Instructional Coaches, teacher leaders, department chairs

### Action Step 2 5

Professional Develop for novice teachers to be held during the monthly MINT meetings

**Person Responsible**

Labrina Halsey

**Schedule**

Weekly, from 9/15/2015 to 1/22/2016

**Evidence of Completion**

Focus walk quick peek observation tool.

### Action Step 3 5

Record teachers who are highly effective with class room engagement strategies and the use of resources to display during PD opportunities.

**Person Responsible**

Temia Sibley

**Schedule**

On 12/11/2015

**Evidence of Completion**

### Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Coaching observations, and collaborative focus walks by departments to observe the implementation and next steps.

**Person Responsible**

Tiffany Sutton

**Schedule**

Weekly, from 9/30/2015 to 6/3/2016

**Evidence of Completion**

Tracking sheets developed by the leadership team will be disaggregated to display the levels of engagement within various class rooms.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

Administrative Focus Walks and Class room observations will be conducted to determine how effective the professional develop and teacher support has impacted engagement in all classrooms.

**Person Responsible**

Jamelle Goodwin

**Schedule**

Biweekly, from 10/1/2015 to 1/18/2016

***Evidence of Completion***

Matthew Gilbert will track progress through a school tracking tool via google docs.

**G2.** With application of instructional strategies and facilitation through the instructor, students will be able to take ownership of their learning. **1**

 G071968

**G2.B2** During the evaluation process, teachers are not providing effective feedback and commentary for student work. **2**

 B187667

**G2.B2.S3** Teachers will regularly use exemplars and rubrics that allow students to measure their work against an exemplar response. Students will also be given opportunities to reflect on the similarities and differences between exemplar work and their own then identify next steps to improve work. **4**

 S199180

### **Strategy Rationale**

Providing the opportunity for students to reflect on their work in comparison to an exemplar is often self motivating while simultaneously setting a high academic expectation; students will be able to take ownership of correcting work and will be able to articulate where they stand and why.

### **Action Step 1 **5****

Coaches will provide professional development during PLCs that model and explain how and why to use exemplars and rubrics to promote student ownership.

#### **Person Responsible**

Jamelle Goodwin

#### **Schedule**

Weekly, from 9/22/2015 to 12/14/2015

#### **Evidence of Completion**

Teachers will be using rubrics and exemplars daily to promote accountability and student ownership. Students will be able to articulate where they stand in regards to an exemplar and what their next steps are.

**Plan to Monitor Fidelity of Implementation of G2.B2.S3 6**

Informal walk throughs by coaches and admin. Routine check ins at weekly PLC meetings regarding use of rubrics and exemplars.

**Person Responsible**

Jamelle Goodwin

**Schedule**

Weekly, from 9/22/2015 to 12/14/2015

***Evidence of Completion***

Exemplars and rubrics will be included in lesson plans and evident during observations. Students will be able to explain where they stand in regards to an exemplar response.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Teachers will be given opportunity to reflect on effectiveness of rubrics and exemplars. Coaches will update and report to admin the effectiveness of rubrics and exemplars.

**Person Responsible**

Jamelle Goodwin

**Schedule**

Weekly, from 9/22/2015 to 12/14/2015

***Evidence of Completion***

Teacher reflections and student work samples and achievement data.

**G3.** If tasks in all content areas are fully aligned with the Florida Standards, then effective opportunities for students to demonstrate understanding and meet the grade levels standards will increase. 1

G071969

**G3.B1** All planned activities/assignments are not effectively aligned with the standards, in order for students to accurately demonstrate understanding, and perform at the needed level of complexity. 2

B187668

**G3.B1.S2** Through the use of the Equip protocol, teachers will be able to review the completed student work to determine if more areas of development are needed for students to demonstrate understanding.

4

S199182

### Strategy Rationale

#### Action Step 1 5

Using the Equip Protocol document, teachers will review student work samples in PLC weekly to determine if the planned activity meets the requirements of the standard for how students will be assessed.

#### Person Responsible

Labrina Halsey

#### Schedule

Weekly, from 10/5/2015 to 6/10/2016

#### Evidence of Completion

Work samples will be collected by the academic coach and submitted to the administrator responsible for that content.

#### Action Step 2 5

Teachers will assess the levels of student work completed to determine if the work meets the expectations, next steps would be to plan for remediation for students who are not meeting the standard.

#### Person Responsible

Tiffany Sutton

#### Schedule

Weekly, from 10/5/2015 to 6/10/2016

#### Evidence of Completion

Academic coaches will document on the common planning logs, the remediation that needs to happen on each grade level, within their supported content areas. Teachers will then be responsible for developing or adjusting lesson plans to meet the targeted needs of students.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2 6**

The admin team will review the student work samples submitted to coaches during the weekly meetings.

**Person Responsible**

Katharine Beatty

**Schedule**

Biweekly, from 10/5/2015 to 3/31/2016

**Evidence of Completion**

Documentation from the common planning agenda and minutes will provide insight for student's ability levels based on the standards addressed.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

During the classroom observations administrators will review lesson plans and student activities to determine the effectiveness of teachers aligning tasks with the standards item specifications.

**Person Responsible**

Jamelle Goodwin

**Schedule**

Weekly, from 10/12/2015 to 5/27/2016

**Evidence of Completion**

Students will be able to articulate the task they are working on during class room observations, and student work samples will reflect a strong alignment with the assessment rubric and standard.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source      | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date |
|-------------|---|-------------------|-------------------------------|---|--------------------|
| G1.B2.S3.A1 | Ongoing implementation of engagement strategies for authentic engagement during the extended Professional development training monthly.                 | Beatty, Katharine | 9/23/2015                     | Instructional Coaches, teacher leaders, department chairs   | 1/22/2016 monthly  |
| G2.B2.S3.A1 | Coaches will provide professional development during PLCs that model and explain how and why to use exemplars and rubrics to promote student ownership. | Goodwin, Jamelle  | 9/22/2015                     | Teachers will be using rubrics and exemplars daily to promote accountability and student ownership. Students will be able to articulate where they stand in regards to an exemplar and what their next steps are. | 12/14/2015 weekly  |

| Source       | Task, Action Step or Monitoring Activity  | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|--------------|---|-------------------|-------------------------------|--|---------------------|
| G3.B1.S2.A1  | Using the Equip Protocol document, teachers will review student work samples in PLC weekly to determine if the planned activity meets the requirements of the standard for how students will be assessed. | Halsey, Labrina   | 10/5/2015                     | Work samples will be collected by the academic coach and submitted to the administrator responsible for that content.  | 6/10/2016 weekly    |
| G1.B2.S3.A2  | Professional Develop for novice teachers to be held during the monthly MINT meetings  | Halsey, Labrina   | 9/15/2015                     | Focus walk quick peek observation tool.  | 1/22/2016 weekly    |
| G3.B1.S2.A2  | Teachers will assess the levels of student work completed to determine if the work meets the expectations, next steps would be to plan for remediation for students who are not meeting the standard.     | Sutton, Tiffany   | 10/5/2015                     | Academic coaches will document on the common planning logs, the remediation that needs to happen on each grade level, within their supported content areas. Teachers will then be responsible for developing or adjusting lesson plans to meet the targeted needs of students. | 6/10/2016 weekly    |
| G1.B2.S3.A3  | Record teachers who are highly effective with class room engagement strategies and the use of resources to display during PD opportunities.   | Sibley, Temia     | 9/15/2015                     |  | 12/11/2015 one-time |
| G1.MA1       | Student Assessment Data increases to show mastery of objectives.  | Sibley, Temia     | 10/24/2015                    | Progress Monitoring Assessments, Student Climate Survey  | 3/30/2016 quarterly |
| G1.MA2       | Student Discipline data showing a decrease for classroom disruption   | Beatty, Katharine | 9/21/2015                     | Quarterly Assessments  | 6/3/2016 quarterly  |
| G1.B2.S3.MA1 | Administrative Focus Walks and Class room observations will be conducted to determine how effective the professional develop and teacher support has impacted engagement in all classrooms.               | Goodwin, Jamelle  | 10/1/2015                     | Matthew Gilbert will track progress through a school tracking tool via google docs.  | 1/18/2016 biweekly  |
| G1.B2.S3.MA1 | Coaching observations, and collaborative focus walks by departments to observe the implementation and next steps.   | Sutton, Tiffany   | 9/30/2015                     | Tracking sheets developed by the leadership team will be disaggregated to display the levels of engagement within various class rooms.   | 6/3/2016 weekly     |
| G2.MA1       | Student work samples and student achievement data will continue to increase.  | Goodwin, Jamelle  | 9/22/2015                     | Increase performance data based upon the interim assessments and student work samples.   | 9/22/2015 weekly    |
| G2.B2.S3.MA1 | Teachers will be given opportunity to reflect on effectiveness of rubrics and exemplars. Coaches will update and report to admin the effectiveness of rubrics and exemplars.                              | Goodwin, Jamelle  | 9/22/2015                     | Teacher reflections and student work samples and achievement data.   | 12/14/2015 weekly   |
| G2.B2.S3.MA1 | Informal walk throughs by coaches and admin. Routine check ins at weekly PLC meetings regarding use of rubrics and exemplars.   | Goodwin, Jamelle  | 9/22/2015                     | Exemplars and rubrics will be included in lesson plans and evident during observations. Students will be able to explain where they stand in regards to an exemplar response.  | 12/14/2015 weekly   |
| G3.MA1       | Student CGA data, Achieve 3000 reports and the content area data sources provided by DCPS   | Sibley, Temia     | 10/12/2015                    | Students informal and formal assessment data (Achieve 3000, i-Ready, District assessments) will display an increase in performance in all tested subject areas.  | 4/29/2016 quarterly |
| G3.B1.S2.MA1 | During the classroom observations administrators will review lesson plans and student activities to determine the effectiveness of teachers aligning tasks with the standards item specifications.        | Goodwin, Jamelle  | 10/12/2015                    | Students will be able to articulate the task they are working on during class room observations, and student work samples will reflect a strong alignment with the assessment rubric and standard.   | 5/27/2016 weekly    |
| G3.B1.S2.MA1 | The admin team will review the student work samples submitted to coaches during the weekly meetings.  | Beatty, Katharine | 10/5/2015                     | Documentation from the common planning agenda and minutes will   | 3/31/2016 biweekly  |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|--------|--|-----|-------------------------------|--|--------------------|
|        |  |     |                               | provide insight for student's ability levels based on the standards addressed. |                    |

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If engagement strategies are effectively implemented, including use of technology, resources, and discussion techniques, the levels of authentic student engagement will increase in all classrooms.

**G1.B2** Teachers do not effectively understand the levels of engagement (passive/compliant, active and authentic).

**G1.B2.S3** Include and model engagement strategies during the Professional development sessions with teachers, where the teachers become the students, gaining a true understanding of the purpose and implementation of the strategies.

### PD Opportunity 1

Ongoing implementation of engagement strategies for authentic engagement during the extended Professional development training monthly.

#### Facilitator

Instructional Coaches and Teacher Leaders, department chairs

#### Participants

All Faculty and academic support staff

#### Schedule

Monthly, from 9/23/2015 to 1/22/2016

### PD Opportunity 2

Professional Develop for novice teachers to be held during the monthly MINT meetings

#### Facilitator

Professional development facilitator

#### Participants

Novice teachers.

#### Schedule

Weekly, from 9/15/2015 to 1/22/2016

### **PD Opportunity 3**

Record teachers who are highly effective with class room engagement strategies and the use of resources to display during PD opportunities.

#### **Facilitator**

Instructional coaches

#### **Participants**

All teachers and instructional support staff

#### **Schedule**

On 12/11/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*