

Duval County Public Schools

Matthew W. Gilbert Middle School



2016-17 Schoolwide Improvement Plan

Matthew W. Gilbert Middle School

1424 FRANKLIN ST, Jacksonville, FL 32206

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	D	D

**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 is pending approval by the Duval County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Matthew W. Gilbert Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 accountability, independence and collaboration in every classroom, for every student, every day.

b. Provide the school's vision statement.

It is the vision of Matthew Gilbert Middle School that each student will become exceed greatness through the core values of Excellence, Ownership, Endurance and a Collaborative Culture.

2. School Environment

a. 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.

With the involvement of City Year, students are requested to complete a survey that allows the Corps Members to learn more about their strengths and areas of development as individuals. This information is collectively shared with the Discipline Team, and then disbursed to teachers through the Small Learning Communities, known as grade level meetings.

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

As students enter the building, transitioning to the morning holding location they are greeted with a well welcome from City Year Corps Members. This promotes a positive culture that encourages students to attend school, looking at it as a welcoming environment. 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 this time engagement activities are implemented to get students pumped up for learning. Activities may include, Meditation Mondays where students have calming time to meditate, Talented Tuesdays to display various talents of students both academic and social, Worlds' Greatest Wednesday, etc.

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.

c. 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.

With the addition of the HERO Program and the Non-Violence Project (NVP), the school disciplinary team consists of two Deans of Student Services, the ISSP/ Restorative Justice facilitator, the NVP facilitator, guidance and student leaders. In an effort to minimize distractions, the Deans 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.

For Positive Behavior interventions, students are rewarded weekly, monthly, and quarterly for displaying positive behavior and leadership skills. Students are also rewarded HERO points for positive behavior, which is a district used reward tracking system.

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.

d. 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.

Students needing deeper support 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.

Each guidance counselor has a student support list, which is used to track the progress of the targeted students. Each counselor has selected a group based upon data that references behavior, academic progress and student success rate.

3. Early Warning Systems

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

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

Early Warning Indicators for students are discussed bi-weekly during the Small Learning Community meetings to discuss students and interventions for attendance, behavior and academic performance. At this time teachers consult with each other and City Year, and the grade level administrator 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. City Year plays an intricate role in communicating with parents regarding the target attendance list, as students are absent or tardy consistently.

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. During SLC, grade level teams also discuss any concerns for students who are in danger of failing multiple content area courses. From there, parent conferences are also scheduled to create a plan of intervention with parental support.

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.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	10	15	5	0	0	0	0	30
One or more suspensions	0	0	0	0	0	0	5	5	5	0	0	0	0	15
Course failure in ELA or Math	0	0	0	0	0	0	2	11	13	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	56	72	88	0	0	0	0	216

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	2	3	2	0	0	0	7

c. 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 SLC Grade level 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 guidance department and administrative 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Our Parental Involvement target for the 2013-2014 school year is to increase the percentage of parents involved in all school related events and activities.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Goodwin, Jamelle	Principal
Fulginiti, Katharine	Dean
Sutton, Tiffany	Instructional Coach
Lyles, Tyrus	Assistant Principal
Giles, Javaro	Assistant Principal
Council, Latoya	Assistant Principal
Miles, Labrina	Dean

b. Duties

1. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sabrina Zinamon	Parent
Jamelle Goodwin	Principal
Darien Bolden	Business/Community
Kenneth Manuel	Business/Community
Sheila Taliferro	Teacher
Beverly Clark	Business/Community
Shiela Taliferro	Teacher
Katharine Beatty	Education Support Employee

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lyles, Tyrus	Assistant Principal
Fulginiti, Katharine	Assistant Principal
Council, Latoya	Assistant Principal
Sutton, Tiffany	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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
- Parent Literacy Night

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

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 the culture and climate of the school is embedded with positive interactions, then students will respond appropriately
- G2.** If teachers are consistently implementing curriculum with integrity that embeds rigor, then the percentage of students who are proficient in Math, ELA, & Science will increase as well as their ability to think critically.
- G3.** If all teachers are consistently implementing engaging instructional strategies that promote student independence then we will increase the percentage of student gains.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If the culture and climate of the school is embedded with positive interactions, then students will respond appropriately **1a**

G084256

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

Targeted Barriers to Achieving the Goal **3**

- The lack of parental involvement.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- This academic year an additional Dean of Students has been added to assist with the growing number of discipline problems.
- The Parent Involvement Center is now up and running.
- Novice Teachers are receiving additional support from the district and school level.
- An additional ESE teacher has been added this academic school year.

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 Fulginiti

Schedule

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

Evidence of Completion

Quarterly Assessments

G2. If teachers are consistently implementing curriculum with integrity that embeds rigor, then the percentage of students who are proficient in Math, ELA, & Science will increase as well as their ability to think critically. 1a

G084257

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
FCAT 2.0 Science Proficiency	40.0
FSA Mathematics Achievement	35.0

Targeted Barriers to Achieving the Goal 3

- The problem sets, curriculum tasks, and assessments in the curriculum may not be fully aligned to FSA test item Specs or require the same level of critical thinking/problem solving skills needed on the FSA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel: Administrators, coaches, and district specialists available to coach and facilitate PD
- Double Blocking Math and ELA: 90 minutes of core classes every day
- Personnel: 1 additional Dean and 2 additional administrators available this year to provide behavior and academic support to teachers and students

Plan to Monitor Progress Toward G2. 8

The level of rigor in student work samples will match or exceed the level of rigor in the test item specs.

Person Responsible

Jamelle Goodwin

Schedule

Weekly, from 9/12/2016 to 6/9/2017

Evidence of Completion

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

G3. If all teachers are consistently implementing engaging instructional strategies that promote student independence then we will increase the percentage of student gains. 1a

G084258

Targets Supported 1b

Indicator	Annual Target
Math Gains District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- All planned activities/assignments are not highly engaging with respect to the curriculum standards in an effort to allow for meaningful independent practice opportunities on course content.

Resources Available to Help Reduce or Eliminate the Barriers 2

- There are multiple resources available to help teachers to understand the new curriculum, Eureka lesson planning protocol, math coach, district specialist, Eureka representatives, virtual and face to face professional development, and common planning sessions.
- Professional Development support will consist of the following: PLC's, Common planning, and Early Release time dedicated to teacher collaboration with their content area, grade level, and cross-curricula peers to unpack the new curriculum (Eureka).

Plan to Monitor Progress Toward G3. 8

I-Ready data, Mid-Year Scrimmage, Module Assessments (Eureka), and Achieve 3000 reports

Person Responsible

Tiffany Sutton

Schedule

Quarterly, from 9/6/2016 to 4/28/2017

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 the culture and climate of the school is embedded with positive interactions, then students will respond appropriately **1**

 G084256

G1.B2 The lack of parental involvement. **2**

 B223881

G1.B2.S1 Implementing professional development sessions that demonstrate how to use technology for engagement, including but not limited to clicker systems and interactive smart boards. **4**

 S236234

Strategy Rationale

Teachers need effective training on how to use the available technology within the school for instructional purposes.

Action Step 1 **5**

Teachers research and share resources for one particular standard and discuss it during common planning.

Person Responsible

Jamelle Goodwin

Schedule

On 6/2/2017

Evidence of Completion

Student interest per standard

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators participate and bring new ideas and resources during each common planning.

Person Responsible

Jamelle Goodwin

Schedule

On 6/2/2017

Evidence of Completion

Use of technology for specific standards.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student assessment data for small group and Achieve 3000

Person Responsible

Jamelle Goodwin

Schedule

On 6/2/2017

Evidence of Completion

Scrimmage data, Achieve 3000, small group information, RTI

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

S236236

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 Fulginiti

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 Miles

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. If teachers are consistently implementing curriculum with integrity that embeds rigor, then the percentage of students who are proficient in Math, ELA, & Science will increase as well as their ability to think critically. 1

G084257

G2.B2 The problem sets, curriculum tasks, and assessments in the curriculum may not be fully aligned to FSA test item Specs or require the same level of critical thinking/problem solving skills needed on the FSA.

2

B223885

G2.B2.S3 Teachers will regularly use exemplars and rubrics that allow students to measure their work against an exemplar response aligned to item specifications. 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

S236241

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 and administrators will provide professional development during PLCs and ERMs that model rigor as well as explain how and why to use exemplars and rubrics to promote critical thinking while ensuring alignment of standards.

Person Responsible

Jamelle Goodwin

Schedule

Weekly, from 9/12/2016 to 6/9/2017

Evidence of Completion

Teachers will be using rubrics and exemplars daily to promote accountability and higher order thinking. 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 that align with item specifications 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 9/12/2016 to 6/9/2017

Evidence of Completion

Teacher reflections and student work samples and achievement data.

G3. If all teachers are consistently implementing engaging instructional strategies that promote student independence then we will increase the percentage of student gains. 1

G084258

G3.B1 All planned activities/assignments are not highly engaging with respect to the curriculum standards in an effort to allow for meaningful independent practice opportunities on course content. 2

B223887

G3.B1.S1 Teachers will be provided support through the following: Administrative feedback, Math coaching cycles, District Specialist support, Eureka lesson planning protocol, virtual and face to face professional development, and common planning sessions. 4

S236243

Strategy Rationale

To provide a variety of support layers for teachers and students to ensure students are successful.

Action Step 1 5

Documents will be collected and reflected upon based on walkthroughs, informals, and formal observations, along with common planning agendas and artifacts.

Person Responsible

Tyrus Lyles

Schedule

On 4/28/2017

Evidence of Completion

CAST observation portal and email correspondence.