

Duval County Public Schools

# Matthew W. Gilbert Middle School



2017-18 Schoolwide Improvement Plan

## Matthew W. Gilbert Middle School

1424 FRANKLIN ST, Jacksonville, FL 32206

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	F*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	33
Technical Assistance Items	35
<b>Appendix 3: Budget to Support Goals</b>	<b>35</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Matthew W. Gilbert Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

We are committed to increasing academic excellence through high quality instruction in a culture that fosters accountability, ownership, and collaboration in every classroom, for every student, every day.

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

Matthew W. Gilbert Middle School students will exceed their academic goals, work collaboratively with one another, and grow as young leaders who take ownership of their growth and bettering their community.

#### 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 attend monthly Professional Development sessions that include relationship building, restorative practices, and/or culturally relevant pedagogy. During these sessions, facts and statistics are also 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.

Quarterly parent/community nights are held to invite parents and families to school to meet teachers and discuss academic progress and upcoming events.

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.**

The school disciplinary team consist of one Dean of Student Services, the ISSP/ Restorative Justice facilitator, a PBIS Team, guidance, and social worker ("Motivational Coach") and student leaders who serve on a student justice board. In an effort to minimize distractions, the Dean conducts 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 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.

Matthew Gilbert follows the Duval County School Code of Conduct.

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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	15	10	13	0	0	0	0	38
Course failure in ELA or Math	0	0	0	0	0	0	10	11	13	0	0	0	0	34
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	10	23	20	0	0	0	0	53

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

##### 1. PFEP 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 that support student achievement in a variety 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.

Recently we have acquired the commitment of Saint Paul Missionary Baptist Church as a faith based

partner that seeks to contribute opportunities for personal as well as career development.

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

## C. Effective Leadership

### 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
Council, Latoya	Assistant Principal
Miles, Labrina	Dean
Jennings, Dante	Assistant Principal
Rashauna, Braswell	Teacher, ESE

#### 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 is comprised of the Principal, two Assistant Principals of Curriculum, a Principal Intern, a Professional Development Facilitator, an ESE Support Facilitator, and a Math Coach. The team is responsible for content development through planning, observations with frequent feedback and support, monitoring of learning culture in the classroom, and school-wide implementation of engagement strategies. To stay abreast to the school's learning culture, The Leadership Team commits to spend 75% of the day in classrooms, collecting evidence through walk through, informal, and formal observations. The documented indicators to look for are standards-aligned work tasks, high-impact questioning, authentic student engagement, and opportunities for student discourse as demonstration of understanding. The instructional leadership team serves by maintaining a strong presence in weekly common planning and professional learning community meetings. The leadership team will practice shared decision making through weekly leadership meetings that address identified needs assessment as identified through the observational and testing data collection analysis. As a result, high leverage support and strategic professional development plans are developed.

If adequate progress isn't evident, the process will continue with increased intensity. Coaching cycles will be integrated into the professional development of teachers so that target areas can be prioritized and transformed. The Instructional Leadership Team will share information related to issues and progress of students during biweekly 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 in an effort to identify content-related deficiencies. Through focused collaboration, interventions are generated that can meet the needs of students. After compiling these objectives, new goals are set for the year. These needs were determined by utilizing the following data sources to develop school improvement goals: 2017 State Assessments, DAR, SRA, Achieve 3000 Level Set, End of Course results, iReady placements, focus walk observation documentation, and culture & climate survey results from teachers and parents.

The Shared Decision Making Committee will problem-solve around the coordinating and supplementing of federal, state and local funds, services, and programs. The Principal is transparent in the usage of resources that will provide the highest impact. These meetings are held once each month. In addition, Title I Funding will be used to assist with the expenses of purchasing positions in areas that have not been funded by allocated budget. This will support the augmentation of instruction through additional curriculum supplements and technology integration. Title I funds also aid in providing professional development to teachers as needed. Field trips providing students with cultural enrichment are also funded by federal and state allocations.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Sabrina Zinamon	Business/Community
Janelle Goodwin	Principal
Kenneth Manuel	Business/Community
Sheila Taliferro	Teacher
Katharine Beatty	Education Support Employee
Cindy Price	Education Support Employee
Lamont Parker	Education Support Employee
Leonora Harrell	Teacher
Tiani Smith	Student
Taquina Williams	Student
LaToya Raines	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2017-2018 school year. During the mid year stake holder's 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 School Advisory Council, while allocations are explained for positions based upon FTE documentation.

**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
Miles, Labrina	Dean
Council, Latoya	Assistant Principal
Rashauna, Braswell	Teacher, ESE
	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 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 (After School Program)

- 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, Janelle, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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



Before the beginning of the school year, rising 6th grade students are invited to attend a 6th grade bridge orientation that allows students to meet the staff, learn about Gilbert policies and procedures, and become accustomed to their new schedule and daily routine. They also learn about after school enrichment opportunities.

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.**

7th grade and 8th grade students have the opportunity to take the PSAT to test post-secondary readiness. Their results outline the specific strengths and weaknesses of each student.

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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 all stakeholders continue the develop of a culture and climate focused on academic excellence, then students will embrace academic achievement as an expectation.
  
- G2.** If teachers take ownership of planning to the depth of the standards, then students will be engaged as problem solvers and independent thinkers.

## 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 all stakeholders continue the develop of a culture and climate focused on academic excellence, then students will embrace academic achievement as an expectation. 1a

G098313

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	20.0
FCAT 2.0 Science Proficiency	25.0
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	35.0

**Targeted Barriers to Achieving the Goal** 3

- Stakeholders not holding students to high academic standards and expectations
- Low Expectations of student ability by instructors.

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

- Human Capital will be a targeted resource this school year. Matthew Gilbert will partner with various stakeholders to ensure that instructional resources will be accessible for students.
- Community Partnerships with Jacksonville Public Libraries, Boys and Girls Club and Communities in Schools, programs will have Reading and Math resources accessible for students attending the after school programs.
- 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**

Latoya Council

**Schedule**

Quarterly, from 10/27/2017 to 6/1/2018

**Evidence of Completion**

School Wide Comprehensive Data file

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

Student Discipline data showing a decrease for classroom disruption

**Person Responsible**

Labrina Miles

**Schedule**

Quarterly, from 8/14/2017 to 6/8/2018

**Evidence of Completion**

Quarterly Assessments of Discipline Data

**G2.** If teachers take ownership of planning to the depth of the standards, then students will be engaged as problem solvers and independent thinkers. 1a

G098314

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	17.0
FCAT 2.0 Science Proficiency	25.0
ELA/Reading Gains	35.0
FSA Mathematics Achievement	30.0
Math Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
Math Lowest 25% Gains	50.0
Civics EOC Pass	75.0

**Targeted Barriers to Achieving the Goal** 3

- The deficit mindsets of educators (faculty/staff) that promote excuses and lack of buy-in, which prevents proper planning and ownership of the standards taught.
- Novice teachers lack of knowledge of resources that can increase students' learning deficits through differentiated instruction.

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

- Personnel: Administrators, academic coaches, and district specialists available to coach and facilitate PD that meets the unique needs of the teachers and ultimately, positively impacts student achievement
- Scheduling: Each day, teachers have an uninterrupted, ninety minute planning period to plan with content teachers where they receive the support of administration and academic coaches, in hopes of providing teachers the opportunity and resources to properly plan based on standards and empower them with the skill set to complete this task on their own
- Personnel: Matthew Gilbert Middle School has two additional instructional administrators as well as a math and reading coach this academic year to ensure that teachers receive adequate support

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

The mid-year scrimmage data derived from the district will serve as the data point to determine how successful the strategies put in place have been. Additionally, the interim I-Ready and Achieve 3000 scores will serve as a progress monitoring tool

**Person Responsible**

Jamelle Goodwin

**Schedule**

Quarterly, from 8/14/2017 to 6/29/2018

**Evidence of Completion**

Increased student achievement scores on the above assessment in comparison with the previous year's scores and the 2017 baseline assessment

## 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 all stakeholders continue the develop of a culture and climate focused on academic excellence, then students will embrace academic achievement as an expectation. 1

G098313

**G1.B1** Stakeholders not holding students to high academic standards and expectations 2

B264498

**G1.B1.S2** Ensure clarity of the 2017-2018 school vision and mission to all stakeholders. Align the mission and vision with all professional development as the driving theme. 4

S280191

### **Strategy Rationale**

the 2017-2018 school theme is tailored around the achievement of academic excellence. In order for students to reach the academic excellence, the opportunities have to be provided, and high standards of achievement must be expected.

### **Action Step 1** 5

Align the school theme as the purpose in every professional development that is facilitated through out the school year, including common planning, small learning communities (SLC), PLC, Early Release sessions, etc.

#### **Person Responsible**

Katharine Fulginiti

#### **Schedule**

Weekly, from 8/7/2017 to 5/31/2018

#### **Evidence of Completion**

There will be an increase in rigor demonstrated in lesson plans, teachers RTI plans will show a scaffold to build student ability, student confidence level will increase and students will not shy away from challenging content.

## Action Step 2 5

Continue with the quarterly school wide grade level data chats to increase student awareness and accountability for academic performance.

### **Person Responsible**

Katharine Fulginiti

### **Schedule**

Quarterly, from 8/17/2017 to 4/6/2018

### **Evidence of Completion**

Student awareness for how they perform will increase, there will be a more structured focus as students are taking assessments (progress monitoring, mid year, state and teacher developed)

## Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will conduct weekly focus walks by content to monitor the development of lessons and opportunities to demonstrate understanding. Focus walk schedules will be developed by the team and include look fors in each content. The team will debrief the following week regarding next steps.

### **Person Responsible**

Jamelle Goodwin

### **Schedule**

Weekly, from 8/21/2017 to 5/31/2018

### **Evidence of Completion**

instruction will display opportunities for students to have meaningful discourse and demonstrate their understanding, teachers will shift to a facilitation role providing an increased opportunity for students to lead.



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Monitor the increase of student data during each assessment period (Achieve 3000, iReady, progress monitoring), and update through the School Wide Comprehensive data file

**Person Responsible**

Katharine Fulginiti

**Schedule**

Monthly, from 8/31/2017 to 5/31/2018

***Evidence of Completion***

Student data will increase based upon the targeted goal provided by the program.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

implement the use of the school grade calculator to monitor the school growth in alignment with the school goal.

**Person Responsible**

Jamelle Goodwin

**Schedule**

Every 2 Months, from 8/31/2017 to 5/31/2018


***Evidence of Completion***

Data within the grade calculator will show progression towards the school anticipated goal.

**G1.B3** Low Expectations of student ability by instructors. **2**

 B264500

**G1.B3.S2** Collaborate with district support staff and IMPACT team to determine student and teacher professional development needs as it relates to the instruction and standards. **4**

 S280196

**Strategy Rationale**

Teachers have a misconception that student demographic or previous assessment data will hinder a student's ability to think at a higher capacity. Therefore, instruction is often taught at a lower level, causing the students to respond to minimal learning expectations.

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

Collaborate with district IMPACT team to determine teacher development trends and needs.

**Person Responsible**

Jamelle Goodwin

**Schedule**

On 9/25/2017

**Evidence of Completion**

Agenda and data to support percentage of novice teachers

**Action Step 2** **5**

Set action plan, including measurables and calendar, for leadership teams and IMPACT team to support identified teachers.

**Person Responsible**

Jamelle Goodwin

**Schedule**

On 10/20/2017

**Evidence of Completion**

School based professional development plan with needs and targeted dates

### Action Step 3 5

Monitor support from IMPACT team through bi-weekly progress monitoring meetings

**Person Responsible**

Jamelle Goodwin

**Schedule**

Biweekly, from 10/30/2017 to 3/9/2018

**Evidence of Completion**

Communication data (emails) and Agenda that display the progress of the support and implementation of resources

### Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Review collection of deliverables from each action step to determine each step was done to fidelity

**Person Responsible**

Christina Hiers

**Schedule**

Biweekly, from 10/30/2017 to 5/25/2018

**Evidence of Completion**

Region Office Leader to review collected deliverables following each meeting

### Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Monthly meetings will be held with principal, district support staff and IMPACT team members to ensure support is having a positive impact on students.

**Person Responsible**

Jamelle Goodwin

**Schedule**

Monthly, from 10/30/2017 to 5/31/2018

**Evidence of Completion**

Indicators progress toward a positive trend

**G2.** If teachers take ownership of planning to the depth of the standards, then students will be engaged as problem solvers and independent thinkers. 1

G098314

**G2.B2** The deficit mindsets of educators (faculty/staff) that promote excuses and lack of buy-in, which prevents proper planning and ownership of the standards taught. 2

B264502

**G2.B2.S1** The Leadership Team will meet over the summer to create a vision and plan to combat the deficit mindsets of educators by implementing ongoing training with guest speakers that will uncover an array of topics and ultimately, positively shift their mindsets. 4

S280198

### Strategy Rationale

Shifting the mindset and culture of faculty and staff members can be difficult and take extensive work by the Leadership Team. It cannot be done in silo; therefore, it is imperative that the Leadership Team derives a strategic plan that will alter the mindsets of the stakeholders.

### Action Step 1 5

Prior to pre-planning, the leadership team will create a strategic plan to create a school wide culture that is centered on the core values of ownership, collaboration, accountability, academic excellence and the belief that all students can and will succeed.

#### Person Responsible

Jamelle Goodwin

#### Schedule

#### Evidence of Completion

Meeting Agenda, Pre-Planning Agenda with activities that align to the above core values

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The ESE Lead Educator will follow up with Principal Goodwin a week prior to the planning meeting

#### Person Responsible

Braswell Rashauna

#### Schedule

Quarterly, from 6/26/2017 to 6/8/2018

#### Evidence of Completion

An email and calendar invite reminder will be sent to Principal Goodwin from the ESE Lead Educator

## Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

After each training/guest speaker symposium, the leadership team will administer an anonymous survey that will measure the effectiveness of the training in empowering the stakeholders and shifting their deficit mindsets

### **Person Responsible**

Jamelle Goodwin


### **Schedule**

On 6/8/2018

### **Evidence of Completion**

The survey results will serve as evidence of the effectiveness

## G2.B2.S3 4

 S280200

### **Strategy Rationale**

Action Step(s) Missing for Goal #2, Barrier #2, Strategy #3  
Complete one or more action steps for this Strategy or de-select it

## 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 8/14/2017 to 6/8/2018

### **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 8/14/2017 to 6/8/2018

***Evidence of Completion***

Teacher reflections and student work samples and achievement data.

**G2.B4** Novice teachers lack of knowledge of resources that can increase students' learning deficits through differentiated instruction. **2**

 B264504

**G2.B4.S1** The leadership team will collaborate with district support staff to identify student needs that will ensure all students are “ready to learn.” After determining those specific needs, the leadership team will purchase resources utilizing the funds from the UNISIG grant **4**

 S280203

### **Strategy Rationale**

In order to positively impact student achievement, teachers must be equipped with the adequate resources and skill set to meet the unique needs of students. The UNISIG grant will provide Matthew Gilbert Middle School with the funds needed to purchase those resources and provided training to teachers to ensure that they are meeting the needs of each student.

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

The leadership team and district support staff will commence a problem solving process to determine the instructional needs of the school.

#### **Person Responsible**

Jamelle Goodwin

#### **Schedule**

Daily, from 10/2/2017 to 10/23/2017

#### **Evidence of Completion**

At the end of the meeting, the leadership team and district support staff will compose a comprehensive list of the instructional needs, the rationale, and proposed solutions.

### **Action Step 2** **5**

The principal will purchase appropriate materials/resources for the novice teachers based on the needs assessment conducted by the leadership team and the district support staff.

#### **Person Responsible**

Jamelle Goodwin

#### **Schedule**

On 10/30/2017

#### **Evidence of Completion**

The purchase order and purchased resources/materials.



### Action Step 3 5

The leadership team will collaborate with the district support staff to provide ongoing professional development to the novice teacher in how to effectively use the resources to promote student achievement

**Person Responsible**

Jamelle Goodwin

**Schedule**

On 6/1/2018

***Evidence of Completion***

Meeting Agenda & Professional Development Calendar

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Review needs assessment, product order, PD and monitoring tools to ensure complete alignment

**Person Responsible**

Jamelle Goodwin

**Schedule**

On 6/8/2018

***Evidence of Completion***

Progress monitoring tools and agenda

### Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

The leadership team will host monthly meetings with the district support staff to ensure learning experiences from purchased products is having a positive impact on student achievement via the observational data

**Person Responsible**

Jamelle Goodwin

**Schedule**

Monthly, from 10/30/2017 to 6/8/2018

***Evidence of Completion***

Agenda, Meeting notes, observational data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G2.B2.S1.A1 A377804	Prior to pre-planning, the leadership team will create a strategic plan to create a school wide...	Goodwin, Jamelle	8/1/2017	Meeting Agenda, Pre-Planning Agenda with activities that align to the above core values	No End Date quarterly
G1.B3.S2.A1 A377798	Collaborate with district IMPACT team to determine teacher development trends and needs.	Goodwin, Jamelle	9/25/2017	Agenda and data to support percentage of novice teachers	9/25/2017 one-time
G1.B3.S2.A2 A377799	Set action plan, including measurables and calendar, for leadership teams and IMPACT team to...	Goodwin, Jamelle	10/16/2017	School based professional development plan with needs and targeted dates	10/20/2017 one-time
G2.B4.S1.A1 A377805	The leadership team and district support staff will commence a problem solving process to determine...	Goodwin, Jamelle	10/2/2017	At the end of the meeting, the leadership team and district support staff will compose a comprehensive list of the instructional needs, the rationale, and proposed solutions.	10/23/2017 daily
G2.B4.S1.A2 A377806	The principal will purchase appropriate materials/resources for the novice teachers based on the...	Goodwin, Jamelle	10/23/2017	The purchase order and purchased resources/materials.	10/30/2017 one-time
G1.B3.S2.A3 A377800	Monitor support from IMPACT team through bi-weekly progress monitoring meetings	Goodwin, Jamelle	10/30/2017	Communication data (emails) and Agenda that display the progress of the support and implementation of resources	3/9/2018 biweekly
G1.B1.S2.A2 A377792	Continue with the quarterly school wide grade level data chats to increase student awareness and...	Fulginiti, Katharine	8/17/2017	Student awareness for how they perform will increase, there will be a more structured focus as students are taking assessments (progress monitoring, mid year, state and teacher developed)	4/6/2018 quarterly
G1.B3.S2.MA1 M408947	Review collection of deliverables from each action step to determine each step was done to fidelity	Hiers, Christina	10/30/2017	Region Office Leader to review collected deliverables following each meeting	5/25/2018 biweekly
G1.B1.S2.MA1 M408937	Monitor the increase of student data during each assessment period (Achieve 3000, iReady, progress...	Fulginiti, Katharine	8/31/2017	Student data will increase based upon the targeted goal provided by the program.	5/31/2018 monthly
G1.B1.S2.MA2 M408938	implement the use of the school grade calculator to monitor the school growth in alignment with the...	Goodwin, Jamelle	8/31/2017	Data within the grade calculator will show progression towards the school anticipated goal.	5/31/2018 every-2-months
G1.B1.S2.MA1 M408939	Administration will conduct weekly focus walks by content to monitor the development of lessons and...	Goodwin, Jamelle	8/21/2017	instruction will display opportunities for students to have meaningful discourse and demonstrate their understanding, teachers will shift to a facilitation role providing an increased opportunity for students to lead.	5/31/2018 weekly
G1.B1.S2.A1 A377791	Align the school theme as the purpose in every professional development that is facilitated through...	Fulginiti, Katharine	8/7/2017	There will be an increase in rigor demonstrated in lesson plans, teachers RTI plans will show a scaffold to build student ability, student confidence level will increase and students will not shy away from challenging content.	5/31/2018 weekly
G1.B3.S2.MA1 M408946	Monthly meetings will be held with principal, district support staff and IMPACT team members to...	Goodwin, Jamelle	10/30/2017	Indicators progress toward a positive trend	5/31/2018 monthly
G1.MA1 M408948	Student Assessment Data increases to show mastery of objectives.	Council, Latoya	10/27/2017	School Wide Comprehensive Data file	6/1/2018 quarterly
G2.B4.S1.A3 A377807	The leadership team will collaborate with the district support staff to provide ongoing...	Goodwin, Jamelle	10/30/2017	Meeting Agenda & Professional Development Calendar	6/1/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA2 M408949	Student Discipline data showing a decrease for classroom disruption	Miles, Labrina	8/14/2017	Quarterly Assessments of Discipline Data	6/8/2018 quarterly
G2.B2.S1.MA1 M408952	After each training/guest speaker symposium, the leadership team will administer an anonymous...	Goodwin, Jamelle	8/14/2017	The survey results will serve as evidence of the effectiveness	6/8/2018 one-time
G2.B2.S1.MA1 M408953	The ESE Lead Educator will follow up with Principal Goodwin a week prior to the planning meeting	Rashauna, Braswell	6/26/2017	An email and calendar invite reminder will be sent to Principal Goodwin from the ESE Lead Educator	6/8/2018 quarterly
G2.B4.S1.MA1 M408956	The leadership team will host monthly meetings with the district support staff to ensure learning...	Goodwin, Jamelle	10/30/2017	Agenda, Meeting notes, observational data	6/8/2018 monthly
G2.B4.S1.MA1 M408957	Review needs assessment, product order, PD and monitoring tools to ensure complete alignment	Goodwin, Jamelle	10/9/2017	Progress monitoring tools and agenda	6/8/2018 one-time
G2.B2.S3.MA1 M408954	Teachers will be given opportunity to reflect on effectiveness of rubrics and exemplars. Coaches...	Goodwin, Jamelle	8/14/2017	Teacher reflections and student work samples and achievement data.	6/8/2018 weekly
G2.B2.S3.MA1 M408955	Informal walk throughs by coaches and admin. Routine check ins at weekly PLC meetings regarding use...	Goodwin, Jamelle	8/14/2017	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.	6/8/2018 weekly
G2.MA1 M408958	The mid-year scrimmage data derived from the district will serve as the data point to determine how...	Goodwin, Jamelle	8/14/2017	Increased student achievement scores on the above assessment in comparison with the previous year's scores and the 2017 baseline assessment	6/29/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** If all stakeholders continue the develop of a culture and climate focused on academic excellence, then students will embrace academic achievement as an expectation.

**G1.B1** Stakeholders not holding students to high academic standards and expectations

**G1.B1.S2** Ensure clarity of the 2017-2018 school vision and mission to all stakeholders. Align the mission and vision with all professional development as the driving theme.

### **PD Opportunity 1**

Align the school theme as the purpose in every professional development that is facilitated through out the school year, including common planning, small learning communities (SLC), PLC, Early Release sessions, etc.

#### **Facilitator**

content area administrators, district specialists, teacher leaders

#### **Participants**

All teachers and support staff

#### **Schedule**

Weekly, from 8/7/2017 to 5/31/2018

**G2.** If teachers take ownership of planning to the depth of the standards, then students will be engaged as problem solvers and independent thinkers.

**G2.B2** The deficit mindsets of educators (faculty/staff) that promote excuses and lack of buy-in, which prevents proper planning and ownership of the standards taught.

**G2.B2.S1** The Leadership Team will meet over the summer to create a vision and plan to combat the deficit mindsets of educators by implementing ongoing training with guest speakers that will uncover an array of topics and ultimately, positively shift their mindsets.

### **PD Opportunity 1**

Prior to pre-planning, the leadership team will create a strategic plan to create a school wide culture that is centered on the core values of ownership, collaboration, accountability, academic excellence and the belief that all students can and will succeed.

#### **Facilitator**

The Leadership Team/ Community Leaders

#### **Participants**

All Stakeholders

#### **Schedule**

**G2.B4** Novice teachers lack of knowledge of resources that can increase students' learning deficits through differentiated instruction.

**G2.B4.S1** The leadership team will collaborate with district support staff to identify student needs that will ensure all students are "ready to learn." After determining those specific needs, the leadership team will purchase resources utilizing the funds from the UNISIG grant

### **PD Opportunity 1**

The leadership team will collaborate with the district support staff to provide ongoing professional development to the novice teacher in how to effectively use the resources to promote student achievement

#### **Facilitator**

District Specialists, instructional coaches, and MWG's Administrative team

#### **Participants**

#### **Schedule**

On 6/1/2018

## VI. Technical Assistance Items

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

### VII. Budget

1	G1.B1.S2.A1	<b>Align the school theme as the purpose in every professional development that is facilitated through out the school year, including common planning, small learning communities (SLC), PLC, Early Release sessions, etc.</b>				<b>\$0.00</b>
2	G1.B1.S2.A2	<b>Continue with the quarterly school wide grade level data chats to increase student awareness and accountability for academic performance.</b>				<b>\$0.00</b>
3	G1.B3.S2.A1	<b>Collaborate with district IMPACT team to determine teacher development trends and needs.</b>				<b>\$104,096.45</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6100	311-Subagreements up to \$25,000	1461 - Matthew W. Gilbert Middle School	UniSIG		\$1,655.08
			<i>Notes: Contract Services - Up to \$25,000 - Invo Healthcare - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
	6100	312-Subagreements greater than \$25,000	1461 - Matthew W. Gilbert Middle School	UniSIG		\$95,421.37
			<i>Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
	6400	312-Subagreements greater than \$25,000	1461 - Matthew W. Gilbert Middle School	UniSIG		\$7,020.00
			<i>Notes: Contract Services Invo Healthcare - Greater than \$25,000 - The Invo Team provides effective educationally-based therapy and behavioral intervention services and comprehensive wrap around support services to students who are dealing with Adverse Childhood Experiences (ACEs); Emotional, Physical, and Sexual Abuse, Neglect, Parent Separation/Divorce, Witness to Domestic Violence, Mental Illness, Incarceration, and Death of Family. These wrap around services will include behavior analysts, behavior technicians, social workers, mental health counselors, substance abuse counselors, and cultural competency support specialists to provide direct services.</i>			
4	G1.B3.S2.A2	<b>Set action plan, including measurables and calendar, for leadership teams and IMPACT team to support identified teachers.</b>				<b>\$0.00</b>
5	G1.B3.S2.A3	<b>Monitor support from IMPACT team through bi-weekly progress monitoring meetings</b>				<b>\$0.00</b>
6	G2.B2.S1.A1	<b>Prior to pre-planning, the leadership team will create a strategic plan to create a school wide culture that is centered on the core values of ownership, collaboration, accountability, academic excellence and the belief that all students can and will succeed.</b>				<b>\$0.00</b>

7	G2.B4.S1.A1	The leadership team and district support staff will commence a problem solving process to determine the instructional needs of the school.				\$0.00
8	G2.B4.S1.A2	The principal will purchase appropriate materials/resources for the novice teachers based on the needs assessment conducted by the leadership team and the district support staff.				\$36,161.75
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1461 - Matthew W. Gilbert Middle School	UniSIG		\$36,161.75
			<i>Notes: Heinemann-Fountas/Leveled Literacy Intervention (LLI) Kits</i>			
9	G2.B4.S1.A3	The leadership team will collaborate with the district support staff to provide ongoing professional development to the novice teacher in how to effectively use the resources to promote student achievement				\$28,807.69
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	1461 - Matthew W. Gilbert Middle School	UniSIG		\$1,548.89
			<i>Notes: Substitutes for teachers who are attending professional development (workshops). Kelly Services and Duval County Public Schools have contract. Kelly Services provides temporary coverage when a teacher is excused for Temporary Duty Elsewhere (TDE) for professional development.</i>			
	6400	311-Subagreements up to \$25,000	1461 - Matthew W. Gilbert Middle School	UniSIG		\$1,655.08
			<i>Notes: Contracted Services - First \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
	6400	312-Subagreements greater than \$25,000	1461 - Matthew W. Gilbert Middle School	UniSIG		\$25,603.72
			<i>Notes: Contracted Services - Greater than \$25,000 - Literacy and Mathematics professional development with Student Achievement Partners and Instruction Partners</i>			
					<b>Total:</b>	<b>\$169,065.89</b>