

Duval County Public Schools

Matthew W. Gilbert Middle School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	96%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	F*

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Matthew Gilbert Middle School is 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.

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.

School Leadership Team

Membership

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

Name	Title
Goodwin, Jamelle	Principal
Fulginiti, Katharine	Assistant Principal
Sutton, Tiffany	Instructional Coach
Council, Latoya	Assistant Principal
Miles, Labrina	Dean
Jennings, Dante	Assistant Principal
Rashauna, Braswell	Teacher, ESE
Waters-Jones, Joacquina	Instructional Coach

Duties

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

Individuals who are a part of the Matthew Gilbert Leadership Team are responsible for implementing best practices for standards based instruction, and serve as models. The leadership team shares the principal's vision for the school, in that all students will increase their academic ability, and each member is responsible for ensuring that the school's vision becomes a reality. As instructional leaders, the team meets weekly, collectively and with content area departments to analyze formative and summative student learning data, identify trends and determine strategies for reteaching or intervention. All members play an intricate role in making key decisions about the school's curriculum, strategic direction, and staffing.

Early Warning Systems

Year 2017-18

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	22	18	22	0	0	0	0	62
One or more suspensions	0	0	0	0	0	0	18	13	19	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	6	6	7	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	51	79	83	0	0	0	0	213

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	35	25	24	0	0	0	0	84	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Retained Students: Previous Year(s)	0	0	0	0	0	0	42	44	44	0	0	0	0	130	

Date this data was collected

Monday 9/24/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performing data category is Reading Proficiency, standing at 18% of the school population being proficient in Reading. The lowest performing grade level last school year was 7th grade at 9%. The category of Reading has increased from the previous year of 14%.

Which data component showed the greatest decline from prior year?

The data component with the greatest decline is Math lowest performing quartile. The previous year Math Learning Gains had growth of approximately 52%, this past year the growth was only 47%. Additionally, the school saw a decline in Reading Lowest Performing Quartile saw a 5% decline.

Which data component had the biggest gap when compared to the state average?

The data components that have the largest gaps when compared to the state data, are Reading Proficiency and Science. Reading falls below the state by at least 50%, while Science is showing a 25% gap. While the school will continue to target both, a more strategic focus will be placed on the State Standards in Reading, as well as interventions, such as SRA Corrective Reading to target deficit areas in the skills needed to effectively process what is being read.

Which data component showed the most improvement? Is this a trend?

Civics had the largest improvement this past school year. 95% of the student who were assessed scored a level 3 or higher.

Describe the actions or changes that led to the improvement in this area.

The school took a more strategic approach to the student who were enrolled in the Civics course in 7th grade, targeting the students who's data showed a consistency in Reading proficiency.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	18%	42%	53%	17%	42%	52%
ELA Learning Gains	35%	47%	54%	31%	48%	53%
ELA Lowest 25th Percentile	40%	44%	47%	34%	44%	45%
Math Achievement	33%	46%	58%	23%	43%	55%
Math Learning Gains	47%	50%	57%	37%	49%	55%
Math Lowest 25th Percentile	48%	47%	51%	44%	45%	47%
Science Achievement	25%	45%	52%	28%	42%	50%
Social Studies Achievement	83%	82%	72%	18%	59%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	22 (10)	18 (15)	22 (5)	62 (30)
One or more suspensions	18 (15)	13 (10)	19 (13)	50 (38)
Course failure in ELA or Math	6 (10)	6 (11)	7 (13)	19 (34)
Level 1 on statewide assessment	51 (56)	79 (72)	83 (88)	213 (216)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	14%	44%	-30%	52%	-38%
	2017	10%	43%	-33%	52%	-42%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	15%	41%	-26%	51%	-36%
	2017	14%	44%	-30%	52%	-38%
Same Grade Comparison		1%				
Cohort Comparison		5%				
08	2018	26%	51%	-25%	58%	-32%
	2017	19%	50%	-31%	55%	-36%
Same Grade Comparison		7%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	23%	42%	-19%	52%	-29%
	2017	25%	39%	-14%	51%	-26%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	37%	50%	-13%	54%	-17%
	2017	35%	48%	-13%	53%	-18%
Same Grade Comparison		2%				
Cohort Comparison		12%				
08	2018	23%	31%	-8%	45%	-22%
	2017	21%	32%	-11%	46%	-25%
Same Grade Comparison		2%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	28%	44%	-16%	50%	-22%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	84%	11%	71%	24%
2017	47%	65%	-18%	69%	-22%
Compare		48%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	61%	13%	62%	12%
2017	94%	70%	24%	60%	34%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	65%	-65%	53%	-53%

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	40	37	15	46	55	12				
BLK	16	34	40	32	47	49	24	85	71		
HSP	30			40							
MUL	27	40		40							
WHT	30	50		33	42						
FRL	18	34	39	33	48	48	26	87	74		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	30	39	13	33	36	19	17			
BLK	13	32	46	29	51	46	15	42	54		
MUL	23	31		25	67						
WHT	20	18		32	65		40				
FRL	14	30	44	27	52	49	20	43	54		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Teacher level of understanding to deliver standards based instruction
Rationale	75% of instruction delivered to students only meets a portion the academic standard. 80% of novice teachers struggle to deliver instruction due to lack of content knowledge, classroom management procedures, lack of knowledge of students and resources. Most of the Professional Development offered during the 2017-2018 school year, was selected by administration based on classroom observations. Teachers additionally, need an opportunity to select and participate in PD that will increase their practices as a teacher, which will increase the learning opportunities for students.
Intended Outcome	If teachers have options to select professional development sessions that fit individual professional needs, then they will foster a culture of higher academic achievement among students.
Point Person	Tiffany Sutton (griffint1@duvalschools.org)
Action Step	
Description	Provide teachers the opportunity to select the PD that is beneficial to their professional needs through the administration of a quarterly survey to receive teacher's feedback about the professional development n which they would like to participate. The leadership team will create a scope in sequence to map out teacher training requests, and follow up with teachers to provide feedback for further PD that may be needed.
Person Responsible	Latoya Council (rainesl@duvalschools.org)
Plan to Monitor Effectiveness	
Description	The leadership team will track each PD session offered and the teachers who attend each session. This process will allow administration to monitor the implementation of what was learned in the PD session. Content area administration will provide feedback for further implementation. Additional follow up training will be offered during Early Release or PLC.
Person Responsible	Katharine Fulginiti (beattyk1@duvalschools.org)

Activity #2	
Title	Student Climate and Culture
Rationale	Students possess the ability to lead among their peers. The school culture has shifted drastically, where students show more ownership and pride for learning and academic goals. Students need more opportunities to demonstrate their ability to problem solve, and make sound decisions with minimal prompting from adults.
Intended Outcome	If students are given meaningful leadership opportunities, then a mindset of acute thinkers, skilled communicators, and motivated learners will be developed.
Point Person	Labrina Miles (halseyl@duvalschools.org)
Action Step	
Description	Faculty and Staff will boost morale among students and promote character development through school-wide programming. Students will use the Core Values (Leadership, Ownership, Accountability, Collaboration and Endurance) and determine characteristics that best display the behavior aligned with each. Each grade level will acknowledge students monthly that have done an outstanding job displaying the characteristics that align with one of the Core Values.
Person Responsible	Dante Jennings (jenningsd@duvalschools.org)
Plan to Monitor Effectiveness	
Description	The school Positive Behavior Intervention Systems team will ensure monthly that each grade level has recognized 5 students, and their ability to demonstrate one of the 5 Core Values. The team will conduct monthly assessments that monitor the progress of the student morale and increase in leadership from an academic focus.
Person Responsible	Braswell Rashauna (braswellr@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our Parental Involvement target for the 2018-2019 school year is to increase the percentage of parents involved in all school related events and activities. Parents are updated monthly through the school news letter

PFEP Link

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

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.

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.

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: 2018 State Assessments, SRA placement test, 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.

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

Matthew Gilbert is a Career Exploration Magnet. Twice per month during the school's early release schedule each student participates in Career Exploration enrichment, where they research potential career fields of their choice. Students have the opportunity to participate in field experiences, and interactions with guest speakers from specific career fields.

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.

Part V: Budget

Total:

\$0.00