

Duval County Public Schools

Matthew W. Gilbert Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	18
Positive Culture & Environment	23
Budget to Support Goals	24

Matthew W. Gilbert Middle School

1424 FRANKLIN ST, Jacksonville, FL 32206

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

Demographics

Principal: LaTonya Parker

Start Date for this Principal: 6/24/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (45%) 2016-17: D (37%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	24

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)	2019-20 Title I School	2019-20 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	95%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

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.

Each student will complete their middle school experience with an ideal career plan, to include a post-secondary and/or vocational skills track which will lead to successful careers of choice, in order to become productive citizens

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Nesmith, Maurice	Principal	
Council, LaToya	Assistant Principal	LaToya Raines Council is the Assistant Principal of Curriculum. Mrs. Council is responsible for all curriculum needs (master schedule, student schedules, certification reports, report cards, etc.). She's the instructional liaison for science, ESE, and guidance departments. Mrs. Council will facilitate weekly training/meetings, teacher observations with feedback and data chats. She's the 8th-grade team liaison and direct report.
Sutton, Tiffany	Assistant Principal	Tiffany Sutton, Assistant Principal will manage all testing procedures, Title I programs, Emergency procedures and after-school programs. She's the instructional liaison for the Math and elective departments. Along with math coach, Ms. Sutton will facilitate weekly training/meetings, teacher observations with feed back and data chats. She's the 6th grade team liaison and direct report.
Buckner, Albert	Assistant Principal	Albert Buckner, Assistant Principal will manage the discipline process for students, monitor student attendance, facilitate the foundations and PBIS team, conduct school-wide emergency safety drills and training for teachers. He is the direct report for the Dean of students and the elective liaison.
Harley, Lakedra	Dean	Ms. Lakedra Harley is our Dean of Student Services. She will handle student discipline issues, assist with developing PBIS plans, collect and analyze discipline data and conduct discipline meetings with faculty and students.
McNeil, Umesheka	Instructional Coach	Ms. Umesheka McNeil is our Reading/ELA Academic Coach. She will facilitate and conduct weekly department /common planning meetings, provide professional development, model lessons, and mentor new teachers. She will also assist with providing PD and instructional strategies to the social studies department.
Hernandez, Elizabeth	Instructional Coach	Ms. Elizabeth Hernandez, is our Math Academic Coach. She will facilitate and conduct weekly department /common planning meetings, provide professional development, model lessons, and mentor new teachers. She will also assist with providing PD and instructional strategies to the science department.
Rashauna, Braswell	Teacher, ESE	Ms. Rshanuan Braswell is our Fully Released ESE instructor. She the ESE department lead that ensures all ESE paperwork is updated based on district and state guidelines/policies and ensures all student IEP' are current. Ms. Braswell will provide instructors with data points and effective strategies to meet the needs of students with disabilities.

Name	Title	Job Duties and Responsibilities
Wallace, Muriel	School Counselor	Ms. Muriel Wallace is the Guidance department chairperson. She provide guidance services to students, and disseminate guidance information to both faculty and students.
Kiefaber, Katie	Teacher, K-12	Ms. Katie Kiefaber is an 8th grade science instructor and department head. She will distribute instructional materials and information to the science department. She will facilitate department meetings, provide professional development and assist with analyzing data to other science instructors.
Barrington, Tytiana	Teacher, K-12	Ms. Tytiana Barrington is a 7th social studies instructor and department head. She will distribute instructional materials and information to the social studies department. She will facilitate department meetings, provide professional development and assist with analyzing data to other social studies teachers instructors.
Hall, Sheketa	Teacher, K-12	Ms. Shaketta Hall, 8th grade math instructor and the math department head. She will distribute instructional materials and information to the math department. She will assist facilitating department meetings, provide professional development and assist with analyzing data to other math instructors.

Demographic Information

Principal start date

Wednesday 6/24/2020, LaTonya Parker

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 Status (per MSID File)	Active
--	--------

School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (45%) 2016-17: D (37%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	489	309	245	0	0	0	0	1043	
Attendance below 90 percent	0	0	0	0	0	0	0	51	43	0	0	0	0	94	
One or more suspensions	0	0	0	0	0	0	0	175	103	0	0	0	0	278	
Course failure in ELA	0	0	0	0	0	0	0	3	10	0	0	0	0	13	
Course failure in Math	0	0	0	0	0	0	0	2	2	0	0	0	0	4	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	191	126	108	0	0	0	0	425	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	147	97	84	0	0	0	0	328	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	95	82	0	0	0	0	177	

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	3	5	0	0	0	0	8	
Students retained two or more times	0	0	0	0	0	0	1	13	29	0	0	0	0	43	

Date this data was collected or last updated

Wednesday 6/24/2020

Prior Year - 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		
Number of students enrolled	0	0	0	0	0	0	382	142	192	0	0	0	0	716	
Attendance below 90 percent	0	0	0	0	0	0	0	44	64	0	0	0	0	108	
One or more suspensions	0	0	0	0	0	0	0	53	64	0	0	0	0	117	
Course failure in ELA or Math	0	0	0	0	0	0	0	12	2	0	0	0	0	14	
Level 1 on statewide assessment	0	0	0	0	0	0	183	77	122	0	0	0	0	382	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	82	109	0	0	0	0	191

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	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	382	142	192	0	0	0	0	716
Attendance below 90 percent	0	0	0	0	0	0	0	44	64	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	53	64	0	0	0	0	117
Course failure in ELA or Math	0	0	0	0	0	0	0	12	2	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	0	0	183	77	122	0	0	0	0	382

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	82	109	0	0	0	0	191

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	1	1	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	19%	43%	54%	14%	41%	52%
ELA Learning Gains	36%	49%	54%	32%	48%	54%
ELA Lowest 25th Percentile	35%	45%	47%	45%	43%	44%
Math Achievement	36%	49%	58%	28%	44%	56%
Math Learning Gains	48%	50%	57%	52%	49%	57%
Math Lowest 25th Percentile	44%	47%	51%	47%	46%	50%
Science Achievement	17%	44%	51%	19%	45%	50%
Social Studies Achievement	59%	68%	72%	43%	65%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

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	2019	22%	47%	-25%	54%	-32%
	2018	14%	44%	-30%	52%	-38%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	18%	44%	-26%	52%	-34%
	2018	15%	41%	-26%	51%	-36%
Same Grade Comparison		3%				
Cohort Comparison		4%				
08	2019	18%	49%	-31%	56%	-38%
	2018	26%	51%	-25%	58%	-32%
Same Grade Comparison		-8%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	51%	-14%	55%	-18%
	2018	23%	42%	-19%	52%	-29%
Same Grade Comparison		14%				
Cohort Comparison						
07	2019	36%	47%	-11%	54%	-18%
	2018	37%	50%	-13%	54%	-17%
Same Grade Comparison		-1%				
Cohort Comparison		13%				
08	2019	20%	32%	-12%	46%	-26%
	2018	23%	31%	-8%	45%	-22%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	17%	40%	-23%	48%	-31%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	28%	44%	-16%	50%	-22%
Same Grade Comparison		-11%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	69%	-7%	71%	-9%
2018	95%	84%	11%	71%	24%
Compare		-33%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	57%	20%	61%	16%
2018	74%	61%	13%	62%	12%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	10	19	20	16	43	47	6	22			
BLK	18	37	33	35	47	43	18	56	74		
HSP	10			40	40						

2019 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 2017-18	C & C Accel 2017-18
MUL	27	36		50	64						
WHT	31	27		50	47						
FRL	17	35	34	34	46	42	17	57	73		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	9
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Due to the Covid-19 pandemic, our most recent data point was from the 2018-2019 school year. As a result, the lowest data component from 2018-2019 was Grade 8 Science. Data declined from 25% to 17% proficiency. Students testing data displayed that students who were not proficient tested lower in the Nature of Science category. Students within stated cohort did not receive standards aligned instruction during their 7th grade year, due to teacher resignation and vacancy. Additionally, teacher absences had a negative impact on student learning.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

From 2018 to 2019 there was a 33% decrease in the achievement component for Civics. This was a result of strategic scheduling. In the Spring 2018 administration, only the 7th grade students proficient in Reading were tested for Civics. As a result, 95% of those student passed the state EOC. In the 2019 Spring session, we tested the remaining 8th graders and one cohort of proficient 7th graders. Thus, 62% of those students were successful.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap compared to the state was Science. The state average for grade 8 Science Achievement was 51%, while the district average was 44%, as the school fell far below at 17%. The decline in data is based upon the lack of previous content knowledge that the 8th graders were able to demonstrate. Students missed a full year of Science instruction the previous year, due to teacher vacancy.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on the 2018-2019 state assessment, the data component showing the most improvement was Math Achievement, specifically, grade 6. This was a result of intentional planning to support differentiated learning for all students. Our 6th grade teachers planned lessons that included small

group instruction. Additionally, they effectively and frequently used standards mastery quizzes to build a culture of ownership within the classroom. Progress monitoring was a huge component in the classrooms.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Based on overall data we concluded that ELA/Reading shows the greatest concern (19% proficiency).
2. Number of Level 1 achievement on statewide assessment, specifically incoming 8th graders.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase ELA/Reading Achievement for all grade levels
2. Increase Science achievement for 8th grade
3. Increase Civics achievement

Part III: Planning for Improvement**Areas of Focus:**

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: When teachers increase the effectiveness of standards-based Tier I instruction, and implement tasks that align to the Achievement level descriptors, providing equitable access to all standards; student growth and proficiency rates will increase. The area of focus was identified due to the number of new instructional staff members hired this school year. It is imperative that we build effective Professional Learning Communities to build teacher knowledge of standards and build their instructional capacity.

Measurable Outcome: 90% of our Professional Learning Communities will develop effective, detailed lesson plans based on the detailed learning arcs that support standards-based instruction at grade level.

Person responsible for monitoring outcome: Maurice Nesmith (nesmithm@duvalschools.org)

Evidence-based Strategy: Implementation of weekly common planning sessions by content will be led by administrators and/or academic coaches. These sessions will be used to analyze standards at the Level 3 achievement descriptor or higher. Teachers will collaborate to plan strategically tiered lessons that align with the demands of the standard. Additionally, teams will analyze data and plan tasks that allow students to demonstrate mastery. Following the lesson delivery, teachers and leadership will analyze student work and monitor progress, in order to plan next steps and/or remediation.

Rationale for Evidence-based Strategy: Student success is measured by their ability to master the state standards. If teachers are delivering instruction at the level of the grade level standard, students will have more access and practice with the level of performance intended. Teachers do need specific guidance on how to utilize all resources that will improve planning, practice and instruction.

Action Steps to Implement

Weekly common planning facilitated by administrator or coach

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

Utilize the Learning Arc templates to align instruction to standards

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

Student work analysis protocol to determine student performance

Person Responsible Latoya Council (rainesl@duvalschools.org)

Coaching cycles to build teacher capacity around instruction delivery

Person Responsible Tiffany Sutton (griffint1@duvalschools.org)

Teacher data conferences to monitor student progress and adjust instruction

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

Analyze teacher lessons for standards alignment at grade level and effective instructional delivery strategies.

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

Establish PLC protocols and norms

Person
Responsible Tiffany Sutton (griffint1@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Standards-aligned instruction speaks to the ability of the teachers to effectively select tasks that meet the demands of the standards. Based on the Opportunity Myth, many students are not exposed to standards-based instruction at grade level. This area of focus will directly impact student learning because students will be given the opportunities to demonstrate mastery as identified by the standards. Standards-aligned instruction was identified as a critical need based on student work analysis, 5 Essential survey, FSA, and PMA assessment results and Standards Walk-through data.

Measurable Outcome: 90% of our current core content teachers will show progression implementing standards-based instruction planning procedures.

Person responsible for monitoring outcome: Maurice Nesmith (nesmithm@duvalschools.org)

Evidence-based Strategy: Enhance educator's ability to create and deliver lesson plans aligned to the learning arcs.

Rationale for Evidence-based Strategy: As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned and grade appropriate instruction, so they are prepared to face the assessments designed by the state, along with the following year's progression of standards

Action Steps to Implement

Facilitate weekly common planning sessions facilitated by trained administrators and/or academic coaches.

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

Unpack standards by utilizing the Learning Arc template to align instruction to standards and create detailed planned lessons.

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

During common planning, analyze student work samples for standard alignment and student performance.

Person Responsible Latoya Council (rainesl@duvalschools.org)

Conduct coaching cycles to build teacher capacity around instruction delivery.

Person Responsible Tiffany Sutton (griffint1@duvalschools.org)

Conduct teacher data conferences to monitor student progress on common assessments.

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

Adjust instruction as a result of data conferences

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

Conduct Standards Walk-Throughs to ensure teachers are teaching to the standard at grade level.

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Matthew Gilbert Middle School's 2019-2021 discipline data illustrates that more than 400 students received a discipline referral coded 101: Disruption in Class, which has a negative influence on the learning environment. This area of focus was created in hopes of transforming the learning environment, developing a positive school culture, and promoting student achievement.

Measurable Outcome: The total number of Code 101: Disruption in Class Infractions assigned to students will decrease by 10% in the upcoming 2020-2021 academic school year.

Person responsible for monitoring outcome: Lakedra Harley (gregory-pl@duvalschools.org)

Evidence-based Strategy: Promote positive behaviors and empower students with alternatives to managing their emotions.

Rationale for Evidence-based Strategy: Restorative Justice & Mindfulness practices have transformed the landscape of education. Schools across the nation have benefited from these initiatives.

Action Steps to Implement

Students with 2 or more discipline referrals and/or poor school attendance will be placed on a behavior contract. The contract will outline intended expectations for classroom behavior and attendance goals.

Person Responsible Lakedra Harley (gregory-pl@duvalschools.org)

Students with 2 or more early warning system indicators will be referred to wrap around services. These services will provide mentorship, academic support and attendance monitoring. These services will be provided and monitored by our school partners Gear-Up and Communities in Schools.

Person Responsible Albert Buckner (buckera@duvalschools.org)

The Dean of Students will facilitate monthly professional development sessions regarding best practices for building a positive classroom culture in hopes that educators are equipped with the skillset to effectively manage classroom behaviors.

Person Responsible Maurice Nesmith (nesmithm@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will perform frequent, calibrated observations of all teachers, specifically focusing on the contents within the areas of concern (ELA/Reading, Civics, & Science). This will build stronger Professional Learning Communities and have the greatest impact on the Standards-aligned instruction. In alignment with the district strategic plan, this priority will "provide all team members with the opportunity and support to develop professionally." The leadership team will use the analyzed data to identify instructional trends and determine the greatest needs for professional development. In doing so, this will "expand and improve well-round opportunities for the development of the whole child". We will implement content specific initiatives school-wide. Additionally, we have provided the math department with the following support to meet needs of our students:

- **Math Teacher - Title I funds will fund a math teacher for providing additional support to our struggling students by reducing class size.**
- **Math Interventionist - Title I funds will fund math interventionists to provide additional specialized support to our at-risk student in the area of mathematics and to improve student achievement.**
- **Supplies - Title I funds will be used to fund additional classroom supplies to provide the necessary materials to teachers and students needed to improve student achievement.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In hopes of building a positive school culture and environment, the school leader begins by creating a vision, mission, and SMART goals that align with this notion.

Matthew Gilbert Middle School's Theme for the upcoming academic year is, "The Marathon Continues: Leadership, Accountability, Ownership, and Collaboration." These pillars serve as the guiding principles of the school.

Each morning, scholars recite the Panther's Creed, which affirms the excellence and challenges them to embody the pillars of the school's theme.

Each week, the faculty selects a Panther of the Week for each grade level team. This student is recognized over the intercom for his/her ability to exude the school's pillars.

Each month, the leadership team recognizes the teachers who have had Perfect Attendance. These educators receive a "medal," which is displayed on their door for all stakeholders to see.

Each month, the faculty and staff select a teacher of the month to recognize for his/her dedication to the

stakeholders.

Each quarter community members and parents conduct a focus walk where they observe the climate and culture of the school. This feedback is provided to the Leadership Team and used to adjust the current plan of action.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	100-Salaries	1461 - Matthew W. Gilbert Middle School	Title, I Part A		\$0.00
			<i>Notes: Hire academic coaches and additional instructional personnel to support teachers in improving students academic achievement.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	100-Salaries	1461 - Matthew W. Gilbert Middle School	Title, I Part A		\$0.00
			<i>Notes: Hire academic coaches and additional instructional personnel to support teachers in improving students academic achievement.</i>			
3	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1461 - Matthew W. Gilbert Middle School			\$0.00
Total:						\$0.00