

Duval County Public Schools

# Matthew W. Gilbert Middle School



## 2021-22 Schoolwide Improvement Plan

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# 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: 7/28/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (41%) 2017-18: C (45%) 2016-17: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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.

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# Matthew W. Gilbert Middle School

1424 FRANKLIN ST, Jacksonville, FL 32206

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>96%</p>

## School Grades History

	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Year</b>				
<b>Grade</b>		C	C	C

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## Purpose and Outline of the SIP

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

Through a culturally relevant curriculum and rigorous standards-based instruction, our mission is to provide a safe learning environment that empowers scholars to become critical thinkers prepared to elicit change in the community.

**Provide the school's vision statement.**

Promoting pride. Empowering change. Building leaders.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Council, Latoya	Principal	Overall Instructional and Operational leader Supervise SS Department Supervise ESE Department
Sutton, Tiffany	Assistant Principal	? Assistant Principal of Curriculum ? Testing Coordinator ? Seventh Grade Administrator & Seventh Grade Holding Location ? Guidance Department ? Supervise Math Department ? City Year Administrator ? Covid-19 Safety Member ? FTE Reports ? Master Calendar ? Student Schedules and Homeroom Lists ? Master Schedule and Schedule Changes ? Coordinate Report Cards and Teachers' Grade Analysis ? Vision/Hearing/Scoliosis Screening Liaison w/Guidance Department ? Progress Reports ? Teacher Certification/OOF Letters ? Supervise New Teacher Induction Program ? AFL Admin Contact ? Teacher and Employee of the Year ? Assist with Student Discipline ? Assume additional responsibilities as assigned by Principal ? Budget w/Principal ? Counselor (Students, Teachers and Parents) ? Facilitate and Attend PLC (Science and ESE) and Team Meetings ? Foundations Team Member ? Hall Duty ? Leadership Team Member ? Lunch Supervision ? SAC/PTSA Member ? Supervise Extracurricular Activities ? Teacher Observations
Campbell, Terrel	Assistant Principal	? Sixth Grade Administrator & Sixth Grade Holding Location ? Textbooks ? Supervise Science & ELA/Rdg Departments ? Parent, Teacher and Student Handbooks ? Supervise ISSP Para & Security ? Title 1 ? PBIS/ School Wide PBIS Plan Lead ? PTSA ? Transportation/Buses ? Emergency Procedures Safety Inspections, Safety/Evacuation Drills, Security Reports ? Covid-19 Safety Lead ? Faculty and Staff Celebrations ? Boys & Girls Club After School Program Admin



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>? Assist with Student Discipline</li> <li>? Assume additional responsibilities as assigned by Principal</li> <li>? Budget w/Principal</li> <li>? Counselor (Students, Teachers and Parents)</li> <li>? Facilitate and Attend PLC (Math and Electives) and Team Meetings</li> <li>? Foundations Team Member</li> <li>? Hall Duty</li> <li>? Leadership Team Member</li> <li>? Lunch Supervision</li> <li>? SAC/PTSA Member</li> <li>? Supervise Extracurricular Activities</li> <li>? Supervise Teachers, Paraprofessionals and Security</li> <li>? Teacher Observations</li> </ul>

Harley, Lakedra	Dean	<ul style="list-style-type: none"> <li>? School-Wide Discipline (Dean of Discipline Girls)</li> <li>? Eighth Grade Holding Location</li> <li>? SAC and PTSA Member</li> <li>? Covid-19 Safety Procedures Member</li> <li>? Conduct Monthly Weapon Checks</li> <li>? -Hall Duty Upstairs</li> <li>? Lunch Supervision</li> <li>? -Disseminate Information (All Grade Levels)</li> <li>? Attend Team Meeting and Conduct Discipline Trainings</li> <li>? Attend Discipline Trainings</li> <li>? Supervise Extracurricular Activities</li> <li>? Leadership Team</li> <li>? Counselor (Students, Teachers, Parents)</li> </ul>
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**Demographic Information**

**Principal start date**

Wednesday 7/28/2021, 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.*

**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.*

**Total number of teacher positions allocated to the school**

**Total number of students enrolled at the school**

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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 FSA ELA assessment	0	0	0	0	0	0	191	126	108	0	0	0	0	425
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	147	97	84	0	0	0	0	328
Number of students with a substantial reading deficiency	0	0	0	0	0	0	191	126	108	0	0	0	0	425

**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	0	13	29	0	0	0	0	42

**Date this data was collected or last updated**

Friday 7/30/2021

**2020-21 - 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	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
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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

**2020-21 - 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	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
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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

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				19%	43%	54%	18%	42%	53%
ELA Learning Gains				36%	49%	54%	35%	47%	54%
ELA Lowest 25th Percentile				35%	45%	47%	40%	44%	47%
Math Achievement				36%	49%	58%	33%	46%	58%
Math Learning Gains				48%	50%	57%	47%	50%	57%
Math Lowest 25th Percentile				44%	47%	51%	48%	47%	51%
Science Achievement				17%	44%	51%	25%	45%	52%
Social Studies Achievement				59%	68%	72%	83%	82%	72%

### Grade Level Data Review - State Assessments

**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	2021					
	2019	22%	47%	-25%	54%	-32%
Cohort Comparison						
07	2021					
	2019	18%	44%	-26%	52%	-34%
Cohort Comparison		-22%				
08	2021					
	2019	18%	49%	-31%	56%	-38%
Cohort Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	37%	51%	-14%	55%	-18%
Cohort Comparison						
07	2021					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2019	36%	47%	-11%	54%	-18%
Cohort Comparison		-37%				
08	2021					
	2019	20%	32%	-12%	46%	-26%
Cohort Comparison		-36%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	17%	40%	-23%	48%	-31%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	62%	69%	-7%	71%	-9%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	77%	57%	20%	61%	16%

<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The district's Progress Monitoring Assessments were used as progress monitoring tools.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	7	26	26	12	30	31	10	24			
BLK	15	25	29	23	28	32	21	35	60		
HSP	40	85		57	46						
MUL	31	38		43	45						
WHT	24	23		39	38		40				
FRL	16	26	32	25	30	34	22	33	57		
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						
MUL	27	36		50	64						



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
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		

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
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	277
Total Components for the Federal Index	9
Percent Tested	83%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

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%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	33
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

Across grade levels, ELA proficiency is significantly low with 22% of sixth-grade being the highest rate. The 7th grade math data was the most consistent in all areas: proficiency, gains, and bottom quartile.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

ELA proficiency of 19% and 8th grade Science proficiency of 17% demonstrate the greatest need for improvement.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

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. Strategic progress monitoring will need to be put in place to address this need for improvement.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based on the 2018-2019 state assessment, the data component showing the most improvement was Math Achievement, specifically, grade 6.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

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 all of the 6th grade classrooms.

#### **What strategies will need to be implemented in order to accelerate learning?**

Intentionally focus our efforts in planning for standards-based instruction. We will facilitate common planning sessions that integrate learning arcs to effectively bridge understanding and demonstration of skills at the appropriate levels of rigor. School-wide culture of excellence in relation to learning and improvement. We will create learning environments that foster a community of learners that value academic achievement.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

We will provide professional development opportunities that are tailored to the differentiated needs of the teachers. Topics include lesson planning 101, small-group rotations (to support differentiated instruction), progress monitoring through a variety of online platforms, and using Microsoft Office

efficiently. Because our staff's experience ranges from first year to 10+ years, we have built the capacity of a teacher leader team that will mentor throughout the year. This mentor relationship will ensure that teachers are learning from one another, and honing job-embedded instructional practices.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our Professional Development Facilitator will maintain a PD calendar that will capture the evidence of each opportunity that is offered. In doing so, at the end of the year, we will reflect and analyze the impact made in comparison to its intended purpose.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Discipline data and climate and culture survey data were collected to ascertain the needs of the school community. Based on this data, the school identified the need to shift the school's culture to help improve academic outcomes for all stakeholders. Focusing on developing, implementing, and monitoring a PBIS Plan and team will help to reduce disciplinary incidents and help us to increase student achievement.

**Measurable Outcome:** The school seeks to reduce disciplinary incidents and suspension rates in order to increase academic achievement for the school across all academic data points.

**Monitoring:** The school will conduct monthly PBIS team meetings to monitor the progress of the goals, incentives, and disciplinary data. From the meetings, the team will utilize the data to monitor the goals and make necessary changes based on the data collected throughout the school year.

**Person responsible for monitoring outcome:** Terrel Campbell (campbellt3@duvalschools.org)

**Evidence-based Strategy:** Matthew Gilbert will implement a Schoolwide PBIS system to enhance the school's climate and culture. The system will be based upon the core values of the school which are Leadership, Accountability, Ownership, Collaboration, and Endurance. The school will develop a schoolwide incentive system to instill the core values of the school and improve the climate and culture of the school.

**Rationale for Evidence-based Strategy:** School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough to support student, family, and community needs.

**Action Steps to Implement**

- Meet with District Discipline Support Specialist to schedule Training for PBIS
- Work with School-Based PBIS team to develop PBIS Plan and Goals
- Create an Economy of PBIS Points to promote behaviors aligned to the school guiding principles
- Train teachers on effective use of the FOCUS based PBIS plan
- Establish a Monthly Meeting schedule and data tracking system for the team

**Person Responsible:** Terrel Campbell (campbellt3@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 opportunity to demonstrate mastery at the appropriate level of rigor as identified by the standards. Standards-aligned instruction was identified as a critical need based on student work analysis, 5 Essential survey, FSA, 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.

**Monitoring:** Data collected from our standards walk-throughs will measure teacher progression toward the desired outcome.

**Person responsible for monitoring outcome:** Latoya Council (rainesl@duvalschools.org)

**Evidence-based Strategy:** Enhance educator's ability to create and deliver lesson plans aligned to the standards' 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** Latoya Council (rainesl@duvalschools.org)

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

**Person Responsible** Elizabeth Hernandez (hernandeze@duvalschools.org)

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

**Person Responsible** Terrel Campbell (campbellt3@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** Latoya Council (rainesl@duvalschools.org)

Adjust coaching and teaching plans as a result of data disaggregation.

**Person Responsible** Latoya Council (rainesl@duvalschools.org)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Based on the data provided from SafeschoolsforAlex.org from the 19-20 school year, Matthew Gilbert was identified as "Very High" school incident ranking. Matthew Gilbert reported 17.0 incidents per 100 students ranking #546 out of #553 middle schools in the state of Florida. Additionally, Matthew Gilbert's data in relation to violent incidents, property incidents, and drug/public order incidents ranked high amongst the state and county respectively. Total reported suspensions were categorized as "Very High" with Matthew Gilbert ranking #550 out of 553 statewide and #26 of 69 countywide. Further reviewing the suspension data, Matthew Gilbert saw a major increase in the use of out-of-school suspension and in-school suspension from year 18 to year 19.**

**The primary areas of concern are the high violence and property incidents as the school ranks at the top of the state and county. The secondary concern is reducing the out-of-school suspension rate and effectively identifying strategies that will be proactive methods of de-escalation and preventive measures to ensure a safe learning environment for all students. The school will begin implementing PBIS systems to address these concerns and utilize three data points to monitor the effectiveness of the PBIS program. The three data points will be the monitoring of SESIR identified violent disciplinary incidents, whole school suspension rates, and total number of disciplinary referrals.**

**The following budgeted items will assist Matthew Gilbert Middle School in providing solutions for the primary areas of concern.**

#### **Salaried Positions**

**Mathematics teacher (2 positions)**

**Math Coach**

**Language Arts (2 positions)**

**Reading Coach**

**Dean of Students**

**Paraprofessional**

**Parent Liaison**

#### **Non salaried Purchases**

**Freckle License**

**FSA Test Workbooks**

**Instructional Materials**



## 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.

In hopes of building 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, "Level Up- Attendance, Attitude, and Achievement" Aligning stakeholders around these three tenets and our guiding principles of Leadership, Accountability, Ownership, Collaboration, and Endurance we aspire to create an academic environment that serves all school community members.

In 2021- 2022 our charge is to accomplish the following items to promote a positive school culture

- Establish and implement Schoolwide PBIS to effectively inspire the school community
- Establish a school-based PBIS team
- Establish PBIS activities (dances, socials, field trips) and a store to incentive our panthers to LEVEL UP
- Each morning, scholars recite the Panther's Creed, which affirms the excellence and challenges them to embody the pillars of the school's theme.
- Bi-weekly 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. The student will also be shared on the school's social media and main pages.
- Each month at early release training, the leadership team and eventually faculty will recognize a teacher who has embodied the values of our theme of "Level UP". These educators receive a controller to representing leveling up and will have a special parking pass, gift cards, and will be in control of passing the controller to the next faculty member. The teacher will also be recognized via social media platforms.
- The school is attempting to reestablish the PTA as a community partner and apparatus for parental involvement

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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, "Level Up!: Attendance, Attitude, & Achievement". Our core values are 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 their excellence while challenging 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 "Level Up 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. The ceremony is a passing of the controller followed by a small speech of admiration of how their colleague is "running the game".

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.

After the focus walks, a School Advisory Council meeting (where all stakeholders are invited) is held to address points that were highlighted in the feedback and adjustments are made to action plans as necessary.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
<b>Total:</b>			<b>\$0.00</b>