2013-2014 SCHOOL IMPROVEMENT PLAN

Matthew W. Gilbert Middle School

1424 FRANKLIN ST
Jacksonville, FL 32206
904-630-6700
http://www.duvalschools.org/matthewgilbert

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	Yes	84%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	94%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	D	D	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Matthew W. Gilbert Middle School

Principal
Jamelle Wilcox Goodwin

School Advisory Council chair
Ivy Archer

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Loietta Holmes-Jones	Assistant Principal
Erica Little	Assistant Principal Intern
Javaro Giles	Dean of Students
Shannon Judge	Dean of Curriculum and Instruction
John Garman	Math Coach
Labrina Halsey	Reading Coach
Latonia Baker	Guidance
Rashauna Braswell	ESE Dept. Chair
Terrel Campbell	Science Dept Chair
Joacquina Waters-Jones	ELA Dept. Chair
Shanda Westmoreland	Social Studies Dept. Chair
Dera Downey	Math Dept. Chair
Oscar Williams	Reading Dept. Chair

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Matthew Gilbert Middle School Advisory Council consist of school faculty, school support partnership members, community members, and parents. With a diverse group of individuals, each

member brings an exceptional perspective to the development of school processes and decision making. Non-faculty members are frequently briefed with the academic practices and safety nets provided to students; therefore, everyone has a clear understanding of all components involved during the decision making processes, and how each may impact student success/achievement.

Involvement of the SAC in the development of the SIP

The revision of the School Improvement Plan will consist of input from the SAC members. As faculty and staff complete designated portions, SAC will have the opportunity to review the document and suggest changes prior to the final submittal.

Activities of the SAC for the upcoming school year

SAC works closely with the PTSA to sponsor activities for families and students. Bright Holidays and Family Nights are both driven by the SAC and PTSA committees. Bright Holidays provides an opportunity for families who may be lacking finances to enjoy the spirit of giving during the Christmas Holiday Season. Family Nights will be held this year, in an effort to provide parents with the opportunity to become the student, while students facilitate the learning experience. A family night will be held for STEM, ELA, Social Studies and the Fine Arts subjects.

Projected use of school improvement funds, including the amount allocated to each project

Funding for the SAC sponsored events will assist with food/refreshments, speakers and resources that be may taken home to use as home learning tools. Incentives will also be provided to parents and students, which will be used to enhance the learning experience away from campus.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
3

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jamelle Wilcox Goodwin		
Principal	Years as Administrator: 10	Years at Current School: 5

Credentials	Bachelor of Arts - University of Florida Masters of Education - Prairie View A&M University State of Florida: - Educational Leadership (All Levels) - School Principal (All Levels) - Exceptional Student Education (K-12) - English 6-12
Performance Record	

Jamelle Wilcox		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	BA English Literature-Florida State University MA Education Leadership-University of Phoenix Certifications: -English Grades 5-9 -Reading Endorsement K-12 -Education Leadership K-12
Performance Record	

Erica Christina-Little		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Bachelors of Science- Savannah State University Masters of Science- Wesleland College Certifications Elementary Education K-6
Performance Record	

Shawntae Brathwaite		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	
Performance Record	Bachelor of Science- Bethune-Cookman University Masters of Science- Nova Southeastern University - ESE-K-12 -ELA 5-9 -Reading Endorsed K-12

Instructional Coaches

of instructional coaches
2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

John Garman

Part-time / District-based	Years as Coach: 1	Years at Current School: 12

Areas	Mathematics
Credentials	Middle Grades Integrated Curriculum Master of Arts - Educational Leadership-Florida Agriculture Mechanical University

Performance Record

Melanie Pitman

Part-time / District-based	Years as Coach: 13	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Bachelors of Arts-Clark Atlanta University Masters of Arts- Webster University Certifications ELA- 6-12 Educational Leadership 6-12

Performance Record

Classroom Teachers

# of classroom teachers

31

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

29%

 # certified in-field

31, 100%

 # ESOL endorsed

3, 10%

 # reading endorsed

2, 6%

 # with advanced degrees

12, 39%

 # National Board Certified

0, 0%

 # first-year teachers
2, 6%

 # with 1-5 years of experience
9, 29%

 # with 6-14 years of experience
11, 35%

 # with 15 or more years of experience
9, 29%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Recruit from the "Teach For America" pool of applicants
2. Recruitment upon interview
3. New teachers will participate in the Mentoring and Induction for Novice Teachers program, which assists and
supports teachers during their first year
4. Retain teachers by providing on-going professional development, varying duties and committee chair
responsibilities.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our mentors are effective, experienced, master teachers who have been CET trained; will coach, support and develop novice teachers. They are strategically paired with their mentees according to content, expertise, demonstrated use of instructional practices, and willingness to assist and guide fellow colleagues. Mentoring activities include planned weekly PLC and departmental meetings, one-on-one meetings, observations, conferences, and weekly MINT meetings with the PDF.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team collaborated with faculty members to analyze student data, develop hypotheses to identify possible causes of deficiencies, and generate interventions to meet the collective needs of students. These needs were determined by utilizing the following data sources to develop school improvement goals: IOWA, CGA Subject Area Pre/Post assessments, FCAT, and EOC/CAST data.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Leadership Team will meet bi-weekly to address the needs of identified students. Once students have been identified (behavioral or academic), interventions and educational support will be provided to students at an increasing level of intensity based on his or her deficiencies, by his or her teachers. Once this occurs, an intervention design will be put in place tailored to the needs of students. Deficiencies will be assessed periodically (according to the intervention) or as needed, to ascertain if the problem still exists. If warranted, the team will discuss the effectiveness of interventions, develop a plan for next steps, and determine causal analysis.

If adequate progress isn't evident, the process will continue with increased intensity. The MTSS Leadership Team will share information related to issues and progress of students during Early Warning Indicator (EWI) Meetings. The EWI facilitator will collaborate with faculty members to update the progress of identified students and provide additional strategies to assist students in achieving academic/behavioral goals. The MTSS/RtI team will collaborate with feeder schools to explore strategies that may be beneficial to future students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The EWI facilitator provides the leadership team with weekly updates, meets biweekly with ELA/Math teachers to monitor target/focus list students. A coordination of school partnerships is evident through weekly meetings. Professional Development is provided to all content area/elective teachers through alignment with School Improvement Plan.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

MWG utilizes the following data sources to determine the needs of students in the academic areas:
Baseline data: IOWA, FCAT, and I-READY
Progress Monitoring: CGA (Baseline and Quarterly) and School Based Assessments
Summative Data: IOWA, FCAT, District Curriculum Guide Assessments (Post Test), EOC/CAST exams
Once data is received, it is reviewed and discussed in Professional Learning Communities by teachers, academic coaches, and members of the RtI Leadership team. The data sources listed above serve as the driving force of interventions for students.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS leadership team will support this process by meeting bi-weekly to collaborate with teachers in determining the needs of students. Monthly sessions with faculty members will allow for concerns and needs to be addressed. Additionally, surveys will be disseminated yearly to faculty members to provide input on strategies for improving and supporting the MTSS. Parents are engaged in this process through monthly Family Nights, Quarterly Report Card Conference Nights, and Parent/Student Academic Engagement Activities.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 400

Communities In Schools (TEAM UP)
- This program is designed to provide academic enrichment by certified teachers in the areas of Math, Reading and Science. These activities also promote social, emotional and physical well-being of students.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The academic component is an extension of the school day and provides academic safety nets for our lowest 35% of students. Progress of academic enrichment is monitored through Professional Learning Communities and data tracking provided by City Year Corp Members.

Who is responsible for monitoring implementation of this strategy?

Diplomas Now
City Year
Communities In Schools

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Roxie Mims	ELA/Reading Teacher
Oscar Williams	ELA/Reading Dept. Chairperson
Karissa Womack	Literacy Coordinator, City Year
Loietta Holmes	School Transformation Facilitator, Diplomas Now
Patricia Leifer-Hayes	Media Specialist/Social Studies
Melanie Pittman	Reading Coach
Erica Little	Administration/Science
LaShawn Washington	SOAR Coordinator, Communities in Schools

How the school-based LLT functions

The LLT will meet monthly to discuss the literacy initiatives of Matthew W. Gilbert Middle School. Representatives include members from organizations that provide services to our students. The LLT will coordinate in school and after school programs that support our literacy initiatives in order to provide a range of activities and to prevent duplication of services.

Major initiatives of the LLT

The major initiatives of the LLT will :
• 25 Book Campaign
• Poetry Slam
• Reader's Theater
• Quarterly Writing Contests
• Literacy Night
• Journal/Magazine of Student Writing

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The goal of all teachers will be to increase students' reading fluency and comprehension, use of content vocabulary, expand critical thinking, and improve writing skills. Each content area will develop Oral Reading Fluency and Maze Passage Fluency probes for Reading teachers to use in class. This probes will provide Reading teachers with content specific texts to use when assessing reading fluency and comprehension.
Teachers will also focus on having students annotate grade level texts and higher, to further develop and strengthen reading comprehension. The expectation is for teachers to teach strategies to assist students in developing independent methods that enhance comprehension.
Teachers will also support the school wide writing initiative by requiring students to provide written responses to texts, with specific attention to conventions and support.

College and Career Readiness
This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Matthew Gilbert offers career and technical courses in computer and business applications with a focus on soft skills needed for business productivity in future education and the real world.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

In alignment with DOE mandates, 8th grade students participate in an online career planning program focusing on potential career needs. The career education teacher works in concert with the guidance department to plan a career week for all students to participate in during the 4th nine weeks of the school year.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	36%	30%	No	42%
American Indian				
Asian				
Black/African American	35%	28%	No	42%
Hispanic	39%	50%	Yes	45%
White	46%	45%	No	51%
English language learners				
Students with disabilities	25%	23%	No	33%
Economically disadvantaged	35%	28%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	25%	30%
Students scoring at or above Achievement Level 4	43	9%	12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	197	41%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	39	70%	80%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	83	48%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	36%	No	51%
American Indian				
Asian				
Black/African American	45%	34%	No	51%
Hispanic	54%	67%	Yes	59%
White	61%	40%	No	65%
English language learners				
Students with disabilities	34%	18%	No	41%
Economically disadvantaged	44%	34%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	123	26%	41%
Students scoring at or above Achievement Level 4	31	7%	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	276	58%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	94	58%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	80	98%	100%
Middle school performance on high school EOC and industry certifications	80	91%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	47%	40%
Students scoring at or above Achievement Level 4	27	42%	55%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	49%	54%
Students scoring at or above Achievement Level 4			

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	11%	26%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		9%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		470
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	43	11%	18%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	43	11%	18%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
31% of parents participation for each	50	10%	31%

Area 10: Additional Targets

Additional targets for the school

Reduce the number of Class II and higher disciplinary infractions for the current school year. School Discipline Dashboard available upon request.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Teachers will develop and understand the use of formal and informal assessment practices for classroom instruction.

G2. Students will be able to effectively articulate ideas and concepts through formal and informal writing.

G3. Teachers will incorporate instructional strategies that enhance rigor and student discourse.

G4.

Goals Detail

G1. Teachers will develop and understand the use of formal and informal assessment practices for classroom instruction.

Targets Supported

Resources Available to Support the Goal

- Professional Development resources, Strategies provided to teachers, District Specialist, School based coaches, Administrators

Targeted Barriers to Achieving the Goal

- Teachers confuse probing questions with higher order questions

Plan to Monitor Progress Toward the Goal

Student Assessment Data increases to show mastery of objectives.

Person or Persons Responsible
Academic Coaches and Content Area Teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
CGA Quarterly Assessments

G2. Students will be able to effectively articulate ideas and concepts through formal and informal writing.

Targets Supported

Resources Available to Support the Goal
- District Writing Specialist
- Writing planning tools to help students develop ideas
- State writing rubric- score 6 detailed description

Targeted Barriers to Achieving the Goal
- Lack of school-wide writing plan

Plan to Monitor Progress Toward the Goal

Performance on district timed writes

Person or Persons Responsible
Reading Coach, Teachers, Admin

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student Data from writing assessments, student understanding of objective and standards

G3. Teachers will incorporate instructional strategies that enhance rigor and student discourse.

Targets Supported

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Teachers' understanding of qualitative and quantitative measures
- Teachers' understanding of student discourse and how to implement during instruction.

Plan to Monitor Progress Toward the Goal

Student performance data and student ability to articulate objectives and the level of understanding during data chats

Person or Persons Responsible
Administration, Math/Data Specialist

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Increase in performance data based upon the CGA Quarterly Assessments and school based assessments

G4.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Teachers will develop and understand the use of formal and informal assessment practices for classroom instruction.

G1.B1 Teachers confuse probing questions with higher order questions

G1.B1.S1 Modeling of lesson design and delivery by district specialists to include informal assessment practices and follow ups by academic coaches

Action Step 1

Teachers will be provided with detailed modeling in all content areas, demonstrating the use of informal assessment practices during instruction.

Person or Persons Responsible

District Content Area Directors/Specialists, academic coaches

Target Dates or Schedule

As needed based upon the tiered support services needed as determined by the leadership team.

Evidence of Completion

Teachers lesson plans, Informal class room observations, lesson delivery based upon class room observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Coaching Observations, administrative informal observations, lesson plans, and documentation of PLC notes

Person or Persons Responsible

Principal, Assistant Principals, Academic Coaches

Target Dates or Schedule

weekly

Evidence of Completion

Evidence of teacher differentiation during instructional time, and student work period, scaffold lessons, evidence of student work (exit slips, mini checks, etc.)

Plan to Monitor Effectiveness of G1.B1.S1

Informal School Observation tool, Level of teacher conversation during PLC, teacher created assessments samples

Person or Persons Responsible

Academic coaches, administrators

Target Dates or Schedule

Weekly, bi-weekly

Evidence of Completion

Students formal and informal assessment data increases to show mastery of objective.

G1.B1.S2 Provide a professional development facilitated by admin, coaches, and teacher leaders to target building formal assessments that align with complexity expectations and informal assessment practices to determine student ability.

Action Step 1

School based professional development on Cognitive Complexity and the process of developing higher order tasks and assessments. Understanding the process students must take to effectively perform at the expected level of cognitive thinking.

Person or Persons Responsible

Academic Coaches, Administrators, Teacher Leaders

Target Dates or Schedule

Bi-weekly, during early release trainings

Evidence of Completion

Teachers delivery of instruction will improve to include various levels of questions, leading to higher levels of thinking. Teachers lesson plans will include more questions on a higher complexity level, with evidence of scaffolding.

Facilitator:

Academic Coaches, Admin

Participants:

All content area teachers and elective teachers.

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

Teachers will be assigned a task in transfer to implement and bring evidence to the next professional development training for discussion. Also, during classroom observations coaches and admin will monitor the delivery of questioning during instruction and the level of activities students are expected to complete. During PLC content area teachers will provide student work samples and tasks for department review.

Person or Persons Responsible

Academic Coaches, District Content Area Specialist, Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Administrative Observation tool, Coaching log responses, informal student assessments (exit slips and mini checks)

Plan to Monitor Effectiveness of G1.B1.S2

student work samples and tasks, teacher lesson plans to show explicit instruction and the alignment of the tasks to the level of instruction, lesson plans to show inclusion of informal assessment

Person or Persons Responsible

Teachers, Academic coaches and admin

Target Dates or Schedule

during weekly common planning and PLC.

Evidence of Completion

student improvement based on assessment data, increase in the levels of planning during common planning

G2. Students will be able to effectively articulate ideas and concepts through formal and informal writing.

G2.B1 Lack of school-wide writing plan

G2.B1.S1 Develop a school wide writing plan to include a focus for all content areas, which will include a rubric for alignment across disciplines.

Action Step 1

Leadership team will collaborate with the ELA department to develop focus areas for writing and assign one focus to each content area. Professional development to target the focus areas of writing and how they impact students ability to explain concepts across multiple contents.

Person or Persons Responsible

Literacy Leadership Team, ELA Department

Target Dates or Schedule

.start of the 2nd quarter

Evidence of Completion

Notes and outline from the Planning day meeting

Facilitator:

ELA Lead teachers, Reading Coach, Administrators

Participants:

All content area teachers and electives

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Teachers given a task in transfer to implement during instruction and evidence displayed on the lesson plans. Each content area demonstrates an ability to incorporate their strategy into lesson plans and student activity. Class room observations to determine the inclusion of writing.

Person or Persons Responsible

Academic Coaches, Administrators, teacher leaders

Target Dates or Schedule

Weekly, during common planning and PLC

Evidence of Completion

evidence of writing included in student work product and evidence of writing included in classroom instruction.

Plan to Monitor Effectiveness of G2.B1.S1

student level of writing to increase in explicit writing samples during ELA and Creative Writing samples

Person or Persons Responsible

Teachers, Coaches , administrators

Target Dates or Schedule

bi-weekly

Evidence of Completion

level of writing produced by students in all content area classes and electives

G3. Teachers will incorporate instructional strategies that enhance rigor and student discourse.

G3.B1 Teachers' understanding of qualitative and quantitative measures

G3.B1.S1 Professional Development facilitated by teacher leaders who have mastered the strategy and academic coaches, targeting the difference between qualitative and quantitative data.

Action Step 1

Conduct a school based training that will target the differences of quality and quantity when assessing students. The goal is for teachers to understand that rigorous activities are not the same as various activities with the same objective.

Person or Persons Responsible

Academic Coaches, District Staff and Model Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional development agenda, sign in sheets, resources (power point, teacher task in transfer, notes from the PD with teacher input.

Facilitator:

Academic Coaches, Administrators

Participants:

All content area teachers, and elective teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Class room observations, teacher lesson plans- focus on the independent activity, student work samples during PLC

Person or Persons Responsible

Academic Coaches, administrators

Target Dates or Schedule

Starting in November 2013, 1st early release

Evidence of Completion

Observation logs, with emphasis on student work activity, Focus walks to survey the level of rigor of student activity during the work period. Teacher data chats. Teacher created assessments.

Plan to Monitor Effectiveness of G3.B1.S1

Student Performance on multiple assessments (CGA, IReady, School Based Assessments)

Person or Persons Responsible

Administrators and district specialist

Target Dates or Schedule

The month following PD

Evidence of Completion

Student data that shows an increase in performance and mastery of the objectives.

G3.B2 Teachers' understanding of student discourse and how to implement during instruction.

G3.B2.S1 Professional development for all building teachers to target student discourse and how to effectively implement during instruction.

Action Step 1

Professional development that explains student discourse, the need for implementation and the impact on instruction and student performance.

Person or Persons Responsible

Teachers, Academic Coaches, Administration

Target Dates or Schedule

October 2013, 2nd early release

Evidence of Completion

PD agenda, Sign In sheet, teacher exit slips demonstrating an understanding

Facilitator:

Academic coaches, model teachers and administration

Participants:

All content area teachers and elective teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Focus walks observation and surveys Class room observations/ walk through forms - Admin

Person or Persons Responsible

Admin, Academic coaches and district staff

Target Dates or Schedule

one week following the initial Discourse PD, beginning in November

Evidence of Completion

Focus Walk Data, Observational data and collaboration from focus walk team.

Plan to Monitor Effectiveness of G3.B2.S1

Student data chats- students explanation and knowledge of content objectives and the expectations of performance Student assessment data

Person or Persons Responsible

Administrators, School support partners (EWI team, SOAR, City Year)

Target Dates or Schedule

December 2013

Evidence of Completion

Students will improve in school based and district assessments due to the ability to effectively articulate and comprehend objectives and misconceptions.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Funding will be used to assist with the expenses of purchasing teachers in areas that have not been funded by allocated budget, to augment instruction through additional curriculum and technology. Field trips providing students with cultural enrichment are also funded by federal and state allocations. Title I funds also aid in providing professional development to teachers and purchasing supplemental materials for teachers.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Teachers will develop and understand the use of formal and informal assessment practices for classroom instruction.

G1.B1 Teachers confuse probing questions with higher order questions

G1.B1.S2 Provide a professional development facilitated by admin, coaches, and teacher leaders to target building formal assessments that align with complexity expectations and informal assessment practices to determine student ability.

PD Opportunity 1

School based professional development on Cognitive Complexity and the process of developing higher order tasks and assessments. Understanding the process students must take to effectively perform at the expected level of cognitive thinking.

Facilitator

Academic Coaches, Admin

Participants

All content area teachers and elective teachers.

Target Dates or Schedule

Bi-weekly, during early release trainings

Evidence of Completion

Teachers delivery of instruction will improve to include various levels of questions, leading to higher levels of thinking. Teachers lesson plans will include more questions on a higher complexity level, with evidence of scaffolding.

G2. Students will be able to effectively articulate ideas and concepts through formal and informal writing.

G2.B1 Lack of school-wide writing plan

G2.B1.S1 Develop a school wide writing plan to include a focus for all content areas, which will include a rubric for alignment across disciplines.

PD Opportunity 1

Leadership team will collaborate with the ELA department to develop focus areas for writing and assign one focus to each content area. Professional development to target the focus areas of writing and how they impact students ability to explain concepts across multiple contents.

Facilitator

ELA Lead teachers, Reading Coach, Administrators

Participants

All content area teachers and electives

Target Dates or Schedule

.start of the 2nd quarter

Evidence of Completion

Notes and outline from the Planning day meeting

G3. Teachers will incorporate instructional strategies that enhance rigor and student discourse.

G3.B1 Teachers' understanding of qualitative and quantitative measures

G3.B1.S1 Professional Development facilitated by teacher leaders who have mastered the strategy and academic coaches, targeting the difference between qualitative and quantitative data.

PD Opportunity 1

Conduct a school based training that will target the differences of quality and quantity when assessing students. The goal is for teachers to understand that rigorous activities are not the same as various activities with the same objective.

Facilitator

Academic Coaches, Administrators

Participants

All content area teachers, and elective teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Professional development agenda, sign in sheets, resources (power point, teacher task in transfer, notes from the PD with teacher input.

G3.B2 Teachers' understanding of student discourse and how to implement during instruction.

G3.B2.S1 Professional development for all building teachers to target student discourse and how to effectively implement during instruction.

PD Opportunity 1

Professional development that explains student discourse, the need for implementation and the impact on instruction and student performance.

Facilitator

Academic coaches, model teachers and administration

Participants

All content area teachers and elective teachers

Target Dates or Schedule

October 2013, 2nd early release

Evidence of Completion

PD agenda, Sign In sheet, teacher exit slips demonstrating an understanding