

Matthew W. Gilbert Middle School

1424 FRANKLIN ST, Jacksonville, FL 32206

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

84%

Alternative/ESE Center

No

Charter School

No

Minority

94%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Matthew Gilbert is committed to improving student learning, achievement and career development through high quality instruction in a culture that fosters leadership, diversity and collaboration in every classroom, for every student, every day.

Provide the school's vision statement

It is the vision of Matthew Gilbert Middle School that each student will become leaders among their peers and the community, continuing the legacy of excellence for which the school was founded, and maintain pride for themselves and their education.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The faculty and staff are updated about the culture and community from which our students come from through quarterly Professional Development sessions. During the sessions, facts and statistics are shared while the faculty completes problem solving activities, and learn more about strategies to build relationships and respond to students. Guidance and community service providers are used as intervention contacts for behavior and social concerns. These entities serve as the connecting factor between the students, families and teachers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Prior to the start of the school day, students are assigned waiting areas. At this time the older population (8th grade and Bridge to Success Acceleration program) are in separate locations from 6th and 7th grade. Each location before school is supervised by a school based administrator to ensure safety and proper behavior.

During school, Matthew Gilbert operates on a structured movement rotation. Students transition from each period by grade level with teacher supervision. This reduces the amounts of tardy concerns and increases the instructional time that students have.

After school, students are dismissed in waves to reduce the amount of mass transition and traffic. Students are dismissed via intercom to specific locations to make dismissal a smooth orderly process.

Through the Student Government Association, student voices are heard, while student leaders have the opportunity to meet with the Administrative Leadership team to problem solve and facilitate the shared decision making process.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school disciplinary team consists of the Dean of Student Services, the ISSP/ Restorative Justice facilitator, guidance and student leaders. In an effort to minimize distractions, the Dean and Restorative Justice facilitator conduct class room observations of students who have been targeted

as past or potential behavioral concerns. During this time, the two also seek out causes for misbehavior in class that may contribute to the negative behavior. Teachers may be provided with behavior interventions from the Pre- Referral Intervention Manual of Strategies.

Upon the start of school, all students must attend the grade level behavioral assembly that explains in details the expectations and guidelines for all students, as defined by Duval County and Matthew Gilbert.

Students who have altercations that may lead to physical altercations or on-going disruptions are referred to the restorative justice facilitator to discuss the concerns, and develop internal solutions to defuse the problem.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students needing the social- emotional support are referred to the guidance department. With consent from parents/guardians, students receive a full service referral that will assist in the support from an outside counselor of which ever services are needed.

Following the conclusion of the Early Warning Indicator meetings students are assigned to a mentor or follow up specialist. That individual is responsible for follow up with the student to track progress on the needed intervention. The services have been successful in the past, and the school looks to improve the process to increase student support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early Warning Indicator meetings are held bi-weekly to discuss students and interventions for attendance, behavior and academic performance. At this time teachers meet with City Year, Communities in Schools and any other school based partners to articulate the in depth need of specific students and which interventions to put in place.

Attendance: students who are targeted for truancy are referred to the guidance office and the attendance intervention team, conferences are set up to include parents to discuss interventions.

Failing Grades: Grades are monitored through out the quarter via progress reports and data chats.

Teachers must keep accurate documentation of parent contact/notification prior to failing any student.

Lesson plans and grades must reflect all interventions and remediation to support students understanding.

Bottom Quartile: Students scoring at Level 1 on the statewide assessment are added to a focus list for academic support. Students are scheduled into Intensive classes to increase ability and performance. City Year provides tier 2 support to the targeted group, while teachers conduct small group instruction, after school tutoring and Saturday School instructional support. Students are also enrolled in the Team Up after school program and receive remediation support from teachers specifically selected by administration.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	2	3	5
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	54	46	52	152

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	7	8	
Students exhibiting two or more indicators	2	5	7

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Identifying students at risk by using an early warning system will be our first step in addressing improvement of academic performance. Studying the indicators made readily available by the early warning system will assist the EWI team to target students in need with appropriate interventions. The next step is to identify and provide effective and appropriate dropout-prevention strategies. When students exhibit two or more early warning indicators, the student will be referred to be reviewed by the the Early Warning Indicator team, in which strategies will be implemented to ensure the needs of the students are met. The Early Warning Indicator team will implement the following strategies.

Teachers meet to discuss the academic concerns in content area classes. As concerns are discussed, follow up mentors are assigned to the student to observe and monitor the academic progress of the students. Students are placed on the guidance response list for follow up conferences regarding grades and needed credits. If progress is not evident, parents are involved in the process to ensure that students are consistently meeting academic expectations.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/24331>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The processes by which Matthew W. Gilbert builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement vary in a number of ways. The United Way Achievers for Life Program provides monthly interactive family nights that include guest speakers, wholesome meals, and collaborative team building activities to support our students and their families. They also provide financial resources for the principal to utilize according to the school's needs based assessment surveys.

The Jaguar Foundation is another partnership that provides support for school and student achievement. This organization provides City Year Tutors that assist in the classroom by providing direct instruction, cooperative learning groups, technology integration facilitation, and overall academic support. Financial and tangible resources are provided to the school in support of the academic, social, and emotional growth for every child enrolled at MWG Middle School.

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Goodwin, Jamelle	Principal
Rashauna, Braswell	Assistant Principal
Beatty, Katharine	Dean
Sibley, Temia	Instructional Media
Halsey, Labrina	Instructional Coach
Sutton, Tiffany	Instructional Coach

Duties

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

The Instructional Leadership Team will meet weekly to address the needs of identified students and teachers. As the needs assessment is completed and compiled based upon observational and testing data support plans and professional development plans are created. The Principal and Assistant Principal conduct classroom walk through observations, informal and formal observations, at times with the instructional coaches. The documented look for indicators are: student work tasks and product, the level of questioning and discussion, how students demonstrate acquired knowledge, and student engagement.

If adequate progress isn't evident, the process will continue with increased intensity. The Instructional 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 team will collaborate with feeder schools to explore strategies that may be beneficial to future students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Academic Leadership Team collaborates with faculty members to analyze student data, 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: 2014 State Assessment, Curriculum Guide Assessments, DAR, SRA, Achieve 3000Level Set, and End of Course data.

Title I Funding will be used to assist with the expenses of purchasing positions 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sabrina Zinamon	Parent
J S Giles	Education Support Employee
Jamelle Goodwin	Principal
T-Neisha Tate	Business/Community
Darien Bolden	Business/Community
Tia Keitt	Business/Community
Mykecia Jackson	Student
Kavon Bronston	Student
	Student
Ingrid Thomas	Parent
Sheila Taliferro	Teacher
S. Brock	Parent
Detriecce Jackson	Business/Community
Tomeka Williams	Parent
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC team had the opportunity to review the School Improvement Plan during the start of the 2013-2014 school year. again during the mid year stake holder meeting the SIP was reviewed and analyzed to determine the effectiveness and the instructional alignment.

Development of this school improvement plan

The revision of the School Improvement Plan will consist of input from the SAC members. As faculty and staff complete designated portions, SAC will have the opportunity to review the document and suggest changes prior to the final plan to be submitted. The School Advisory Council will be presented with the plan during the initial school meeting in September. All questions and concerns will be addressed at this time.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Halsey, Labrina	Instructional Coach
Beatty, Katharine	Dean
Goodwin, Jamelle	Principal
Sutton, Tiffany	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team are:

- 25 Book Reading Challenge: the Amazing Race
- Quarterly Cross Curricular Projects
- Quarterly Writing Contests
- Parent Literacy Night
- Journalism Team (School Newspaper)

Book Worms- School Book Club

The school will participate in quarter incentives to increase student participation in literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The Course Master Schedule reflects collaborative planning times for teachers of like contents to plan together daily. Teachers use this time to review lesson plans, student work samples and plan next steps

for effective instruction. Once per week, the content instructional coach facilitates sessions to ensure the adequate professional development is taking place at this time.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Recruit from the "Teach For America" pool of applicants
2. Recruitment from the selected list of Highly Qualified Transformation School Candidates
3. New teachers will participate in the Mentoring and Induction for Novice Teachers program, which assists and supports teachers during their first year
4. Retain teachers by providing on-going professional development, varying duties and committee chair responsibilities.
5. Teachers who sign a contract to come to a Transformation School, who have qualifying data, receive incentive pay. Teachers also receive incentive pay every year based upon student performance data.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our mentors are effective, experienced, master teachers who have been CET trained; 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school only uses the materials and curriculum approved by the district, while administrators monitor the use of programs and instruction to ensure that alignment with the curriculum guide is current.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All teachers have access to Performance Matters, and use the testing data system to monitor the progress and performance of students. Students take district created assessments each quarter, while teachers use this data to determine grouping and RTI instruction in class via small group and City Year. Students' data is also used to provide support during the Team Up After School program. Teachers also pull articles from Achieves 3000, that can be set to student comprehension levels and used during modified instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 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 Rationale

Targeted students consist of the lower 35% of students within the school. Students receive instruction from a group of selected teachers that meet the requirements of administration. Students receive academic support in Reading, Math and Science. The Science focus group consist of 8th grade students targeted for passing the state assessment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Goodwin, Jamelle, wilcoxj1@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

As students transition to Middle School, 6th grade students who have been identified as high need for organization, behavior and attendance are scheduled into the Transition course. for duration of the course students learn how to deal with Middle School concerns such as, but not limited to: bullying, self esteem, time management and organization, and communication. Students participate in projects and group discussions to assist with strategies that are effective for the success of Middle School students.

In the 4th quarter, 8th grade students are provided an opportunity to visit near by high schools to tour the building and see the programs offered first hand. During the 1st semester, the students are encouraged to participate in the annual 8th grade Parent night. Local high schools attend and bring presentations and showcase displays involving their programs. Students must also partake in an online assessment that develops a high school focus track.

College and Career Readiness

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

In alignment with DOE mandates, 8th grade students participate in an online career planning program focusing on potential career needs. The career education teacher works in concert with the guidance

department to plan a career week for all students to participate in during the 4th nine weeks of the school year.

At the end of the year students participate in the career fair, local businesses and programs visit the campus and student tour the set up display booths using guided notes and questionnaires. Students are provided with questions and create questions that help to assess the careers and requirements to be successful within the career.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students enrolled in the Informational Technology Course have aligned instruction with Language Arts classes. the ITC teacher plans frequently with the ELA/Reading department to incorporate projects that align with the curriculum. Students participate in multidisciplinary activities and projects.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** All classroom instruction will display evidence of active student engagement.
- G2.** Students will have access to appropriately rigorous material during instruction across all curriculum contents.
- G3.** Students will apply instructional strategies and take ownership of their learning, with guidance and facilitation through the instructor.
- G4.** In all content areas tasks, will be fully aligned with the Florida Standard, with effective opportunities to demonstrate understanding.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All classroom instruction will display evidence of active student engagement. 1a

G044047

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	57.0
AMO Math - All Students	57.0
AMO Reading - All Students	49.0
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- Professional Development resources, Strategies provided to teachers to increase rigor in classes, District Specialist, School based coaches, Administrators observations

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G1. 8

Student Assessment Data increases to show mastery of objectives.

Person Responsible

Jamelle Goodwin

Schedule

Evidence of Completion

CGA Quarterly Assessments

Plan to Monitor Progress Toward G1. 8

Student Assessment Data increases to show mastery of objectives.

Person Responsible

Braswell Rashauna

Schedule

Evidence of Completion

CGA Quarterly Assessments

Plan to Monitor Progress Toward G1. 8

Student Assessment Data increases to show mastery of objectives.

Person Responsible

Labrina Halsey

Schedule

Evidence of Completion

CGA Quarterly Assessments

Plan to Monitor Progress Toward G1. 8

Student Assessment Data increases to show mastery of objectives.

Person Responsible

Temia Sibley

Schedule

Evidence of Completion

CGA Quarterly Assessments

G2. Students will have access to appropriately rigorous material during instruction across all curriculum contents. **1a**

G044048

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal **2**

- School administration, district specialists, and instructional manager(s) will ensure adequate materials are provided to teachers in a timely manner based on curriculum guides and district mandates to ensure instruction is carried out appropriately
- During Data-Driven Planning, Early Release Meetings, and Professional Learning Community (PLC) collaboration, teachers will gain adequate training by the administration, school-based instructional coaches, and district specialists to ensure teachers are effectively implementing the rigorous materials throughout instruction.
- District Data Assessment Team (DAT) specialist(s) will conduct in-depth, on-site professional development trainings while focusing on the use of Performance Matters at the request of the school based administration, instructional coaches, and teachers.
- Administration, instructional coaches, district specialist(s), and teachers will collaborate to create templates that ensure shifts in instructional strategies are being fully accomplished in every classroom with fidelity

Targeted Barriers to Achieving the Goal **3**

- Teachers began the school year with a lack of materials that were required by curriculum guides and district mandates to carry out instruction appropriately
- Teachers lack a standardized model of instruction and/or framework that reflect instructional strategies to be used in the classroom.

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

Providing students with rigorous material during instruction

Person Responsible

Braswell Rashauna

Schedule

On 6/5/2015

Evidence of Completion

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

G3. Students will apply instructional strategies and take ownership of their learning, with guidance and facilitation through the instructor. 1a

G044049

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
AMO Reading - All Students	49.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- School administration, district specialists, and school based coaches will ensure teachers receive adequate training within Professional Learning Communities focused on research based best practices aligned with existing standards/benchmarks.
- Administrators, coaches, and district specialists will model and provide support in implementing the Gradual Release of Responsibility Model with fidelity.
- Coaches and administrators will provide support and monitor teachers in effectively providing feedback and commentary for student work daily.

Targeted Barriers to Achieving the Goal 3

- Teachers and students lack knowledge of the new and existing standards/benchmarks.
- Teachers are spending too much time front loading information within the focus lesson (“I Do”) portion of the Gradual Release of Responsibility Model and not providing adequate time for students to cognitively process and develop a true solution/response during the “We do” and “You do” components of the model.
- Teachers are not providing effective feedback and commentary for student work.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Labrina Halsey

Schedule

Evidence of Completion

Increase performance data based upon the CGA and classroom assessments.

G4. In all content areas tasks, will be fully aligned with the Florida Standard, with effective opportunities to demonstrate understanding. 1a

G044050

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

- There are multiple resources available to help teachers to understand the new Florida Standards such as Cpalms, their content specific curriculum guides, and Item Specifications. Also, teachers can receive additional support from Assistant principals, District Specialist, and School Based Coaches.
- The district provides on-going training to support our teachers with unpacking the Florida Standards.
- Through Professional Development: PLC, Common planning, and Early Release teachers will receive time to collaborate with their content area, grade level, and cross-curricula peers to unpack the new standards.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G3. Students will apply instructional strategies and take ownership of their learning, with guidance and facilitation through the instructor. **1**

 G044049

G3.B1 Teachers and students lack knowledge of the new and existing standards/benchmarks. **2**

 B108112

G3.B1.S1 The teachers will unpack the standards within the PLCs, common planning time, and professional development trainings. **4**

 S119585

Strategy Rationale

Action Step 1 **5**

The teachers will unpack the standards within the PLCs, common planning time, and professional development trainings.

Person Responsible

Labrina Halsey

Schedule

Weekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

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

Action Step 2 5

The teachers and students will unpack the standards within their classroom.

Person Responsible

Braswell Rashauna

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student work, and common board configuration.

Action Step 3 5

The teachers will construct higher order thinking questions to be included within their daily lessons and evidence will be displayed in weekly plans.

Person Responsible

Braswell Rashauna

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom observations, teacher lesson plans, and student work samples during PLCs.

Person Responsible

Schedule

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 Implementation of G3.B1.S1 7

Student Performance on multiple assessments

Person Responsible


Temia Sibley

Schedule

Evidence of Completion

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

G3.B2 Teachers are spending too much time front loading information within the focus lesson (“I Do”) portion of the Gradual Release of Responsibility Model and not providing adequate time for students to cognitively process and develop a true solution/response during the “We do” and “You do” components of the model. 2

 B108113

G3.B2.S1 Teachers will receive training on the authentic utilization of the GRRM within their PLCs. 4

 S119586

Strategy Rationale

Action Step 1 5

Coaches and master teachers will model how to effectively utilize the GRRM within classrooms with fidelity.

Person Responsible

Labrina Halsey

Schedule

Evidence of Completion

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

Action Step 2 5

Teachers will model rigorous accountable talk for students to utilize in cooperative learning groups (“You Do”), followed by consistent monitoring and scaffolding to ensure they understand the learning task.

Person Responsible

Labrina Halsey

Schedule

Evidence of Completion

Focus walks, formal, and informal observations.

Action Step 3 5

Administrators and coaches will consistently conduct instructional focus walks to monitor implementation of students and teachers utilizing the GRRM daily.

Person Responsible

Braswell Rashauna

Schedule

Evidence of Completion

Coaching logs, focus walk forms, CAST observation forms.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers will receive training on the correct implementation of the GRRM and administrators will monitor and provide support weekly.

Person Responsible

Labrina Halsey

Schedule

Evidence of Completion

Focus Walk Data, Observational data and Collaboration focus walk team.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers will meet with school coaches and administrators to monitor the authentic utilization of the GRRM within their PLCs.

Person Responsible


Braswell Rashauna

Schedule


Evidence of Completion

Coaching logs and PLCs agendas.

G3.B3 Teachers are not providing effective feedback and commentary for student work. 2

 B108114

G3.B3.S1 Students will participate in reflective data chats with their teachers to ensure they are taking ownership of learning. 4

 S128327

Strategy Rationale

Action Step 1 5

Teachers will meet with students to analyze, reflect, and plan for academic success.

Person Responsible

Schedule

Evidence of Completion

Teacher data chat forms in data notebook.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Focus walks, formal, and informal observations.

Person Responsible

Braswell Rashauna

Schedule

Evidence of Completion

Focus walk forms, formal and informal observation documentation

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Person Responsible

Jamelle Goodwin

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	The teachers will unpack the standards within the PLCs, common planning time, and professional development trainings.	Halsey, Labrina	8/13/2014	Professional development agenda, sign in sheets, resources (power point, teacher task in transfer, notes from the PD with teacher input.	6/5/2015 weekly
G3.B2.S1.A1	Coaches and master teachers will model how to effectively utilize the GRRM within classrooms with fidelity.	Halsey, Labrina	PD agenda, Sign In sheet, teacher exit slips demonstrating an understanding	one-time	
G3.B3.S1.A1	Teachers will meet with students to analyze, reflect, and plan for academic success.		Teacher data chat forms in data notebook.	one-time	
G3.B1.S1.A2	The teachers and students will unpack the standards within their classroom.	Rashauna, Braswell	9/22/2014	Lesson plans, student work, and common board configuration.	6/5/2015 weekly
G3.B2.S1.A2	Teachers will model rigorous accountable talk for students to utilize in cooperative learning groups ("You	Halsey, Labrina	Focus walks, formal, and	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Do”), followed by consistent monitoring and scaffolding to ensure they understand the learning task.		informal observations.		
G3.B1.S1.A3	The teachers will construct higher order thinking questions to be included within their daily lessons and evidence will be displayed in weekly plans.	Rashauna, Braswell	8/18/2014	Lesson plans	6/5/2015 daily
G3.B2.S1.A3	Administrators and coaches will consistently conduct instructional focus walks to monitor implementation of students and teachers utilizing the GRRM daily.	Rashauna, Braswell	Coaching logs, focus walk forms, CAST observation forms.	one-time	
G1.MA1	Student Assessment Data increases to show mastery of objectives.	Goodwin, Jamelle	CGA Quarterly Assessments	one-time	
G1.MA2	Student Assessment Data increases to show mastery of objectives.	Rashauna, Braswell	CGA Quarterly Assessments	weekly	
G1.MA3	Student Assessment Data increases to show mastery of objectives.	Halsey, Labrina	CGA Quarterly Assessments	one-time	
G1.MA4	Student Assessment Data increases to show mastery of objectives.	Sibley, Temia	CGA Quarterly Assessments	weekly	
G2.MA1	Providing students with rigorous material during instruction	Rashauna, Braswell	8/18/2014	Student Data from writing assessments, student understanding of objective and standards	6/5/2015 one-time
G3.MA1	Student performance data and student ability to articulate objectives and the level of understanding during data chats	Halsey, Labrina	Increase performance data based upon the CGA and classroom assessments.	one-time	
G3.B1.S1.MA1	Student Performance on multiple assessments	Sibley, Temia	Student data that shows an increase in performance and mastery of the objectives.	one-time	
G3.B1.S1.MA1	Classroom observations, teacher lesson plans, and student work samples during PLCs.		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.	one-time	
G3.B2.S1.MA1	Teachers will meet with school coaches and administrators to monitor the authentic utilization of the GRRM within their PLCs.	Rashauna, Braswell	Coaching logs and PLCs agendas.	one-time	
G3.B2.S1.MA1	Teachers will receive training on the correct implementation of the GRRM and administrators will monitor and provide support weekly.	Halsey, Labrina	Focus Walk Data, Observational data and Collaboration	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			focus walk team.		
G3.B3.S1.MA1	[no content entered]	Goodwin, Jamelle		one-time	
G3.B3.S1.MA1	Focus walks, formal, and informal observations.	Rashauna, Braswell	Focus walk forms, formal and informal observation documentation	one-time	
G4.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. Students will apply instructional strategies and take ownership of their learning, with guidance and facilitation through the instructor.

G3.B1 Teachers and students lack knowledge of the new and existing standards/benchmarks.

G3.B1.S1 The teachers will unpack the standards within the PLCs, common planning time, and professional development trainings.

PD Opportunity 1

The teachers will unpack the standards within the PLCs, common planning time, and professional development trainings.

Facilitator

Academic Coaches, Administrators

Participants

All content area teachers, and elective teachers

Schedule

Weekly, from 8/13/2014 to 6/5/2015

G3.B2 Teachers are spending too much time front loading information within the focus lesson (“I Do”) portion of the Gradual Release of Responsibility Model and not providing adequate time for students to cognitively process and develop a true solution/response during the “We do” and “You do” components of the model.

G3.B2.S1 Teachers will receive training on the authentic utilization of the GRRM within their PLCs.

PD Opportunity 1

Coaches and master teachers will model how to effectively utilize the GRRM within classrooms with fidelity.

Facilitator

Academic coaches, model teachers and administration

Participants

All content area teachers and elective teachers

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0