

School Name: Matthew W. Gilbert Middle School

Date: January 25, 2004 Report Contact Name: Tony Bellamy Email: bellamyt@educationcentral.org

Title	Goal/Criterion	<p align="center"><u>Progress Toward Meeting Goal</u></p> <p>Describe what progress your school has made to accomplish the goal. Provide data or other evidence to support the progress to date.</p>
QUALITY STAFF	Highly Qualified Administrators	No change has occurred in the Administrative Staff.
SCHOOL MATCH	School Match	<p>Up Date on Scheduled Activities for Matched School</p> <ul style="list-style-type: none"> • Matthew W. Gilbert Middle School selected William Dandy Middle School in Broward County as their Matched School. The school is located at 2400 NW 26 Street Ft. Lauderdale, Florida. The selection of this particular school was based upon the Needs Assessment which addressed the results from the 2003-2004 FCAT Scores. Collaborative activities were established to ensure effective communication between principals and leadership team members. <p>On-Site Visitation:</p> <ul style="list-style-type: none"> - Mr. Tony Bellamy (Principal) and Leadership Team Members (Reading, Standards, Math and Technology Coaches) attended a scheduled On-Site Visitation to William Dandy Middle School on November 5, 2004. - Principal and Leadership Team traveled to Ft. Lauderdale, Florida and met with William Dandy's Principal and Leadership Team. During the meeting, schedules, strategies, and student work shared along with extensive dialogue concerning the importance of implementing effective school wide programs, academic strategies and motivational strategies. - The Principal and leadership team members from William Dandy Middle School gave tours of all classrooms, displayed evidence of effective student work that met the standards and showed effective teaching strategies that were currently being used in the school. - Matthew W. Gilbert Coaches (<i>Reading, Standards, Math and Technology</i>) were paired with William Dandy Coaches to discuss effective content strategies that are currently being used at William Dandy to increase student achievement. - Ms. Merceda Stanley (Principal) shared her thought about what strategies were effective for increased student achievement school wide. <p>Phone Conferences:</p> <ul style="list-style-type: none"> - An open line of communication has now been established between both Principals. - An open line of communication has established between William Dandy's Math and Reading Coaches and Matthew W. Gilbert's Math and Reading Coaches. <ul style="list-style-type: none"> • William Dandy's Math Coach has shared (<i>via phone</i>) more effective math strategies that are currently being used at Matthew W. Gilbert as we prepare for the Math portion of the FCAT. • William Dandy's Reading coach has shared (<i>via phone</i>) effective school wide Reading and Writing strategies that are currently being implemented in 8th grade ELA classes to prepare for Florida Writes and the Reading portion of the FCAT. • William Dandy's Principal shared (<i>via phone</i>) with Matthew W. Gilbert Middle School's principal the implementation of an effective school wide academic plan for FCAT preparation. <p>Email Communication:</p> <ul style="list-style-type: none"> - On going email communication has also been established with the members of the Leadership team from William Dandy Middle School and Principal (<i>Evident by copies of all emails</i>) - Administrative Team (6th, 7th and 8th Grade Assistant Principals) has established email communication to discuss discipline issues. - Copies of both School Improvement Plans (Gilbert's & Dandy's) were exchanged via email, for the purpose of reviewing prior to the scheduled visitation time. <p>Evaluation Survey:</p> <ul style="list-style-type: none"> - The "Effective Evaluation Survey" was given to the leadership team; Results: 100% of the leadership team members felt strongly agreed that the on Site – Visitation to William Dandy Middle School was effective and increased their knowledge about achievement with like demographics.

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<p>ADDITIONAL REQUIREMENTS</p>	<p>Teacher Mentoring</p>	<p><u>Pre-planning Training Schedule:</u></p> <p>Beginning on June 26, 2004 through August 6, 2004 Matthew W. Gilbert Middle School teachers trained on the Workshop Model, Rituals and Routines, Subject Area Workshops, Content –based Literacy Training, Foundations, Rituals and Routines Training, Technology in the Classroom training, Using AIDE, New Standards Implementation Rubric Training and the Continuous Improvement Model Training. All of the training was implemented prior to the beginning of school.</p> <p><u>In House Training Schedule:</u></p> <p>Matthew Gilbert offers in house training to teachers during their planning periods. This weekly training is called “Curriculum Connections” Block 1-8:00, Block 2- 9:30, Block 3-11:10, and Block 4-1:30. During these times the following training has been implemented from August 18, 2004 through November 10, 2004. In the area of <u>Assessments</u> we trained on “Breaking Down Criterion and Norm Referenced Data” and “School Reading Programs”. In the area of <u>Parent Involvement/Literacy</u> we used “Reading Strategies of the Month” training and “Writing Individual Student Success Plans” In the area of <u>Curriculum/ Assessment</u> we trained in “What Teams Can Do to Increase FCAT Scores”, “FCAT Focus Calendar”. In the area of <u>Literacy/Content and Performance Standards</u> we trained on “October Reading Strategies for the Month” and “Connecting Student Work to Standards”. Dealing with <u>Safety Nets/Standards-based Classroom</u> we used “In-class and School-wide Safety Nets” training and “Focus Walk” training. <u>Focused Teaching/ Literacy</u> “What is a differentiated classroom?” and “November Reading Strategies” <u>Focused Teaching/Literacy</u> “Using Technology to Enhance Classroom Instruction” and “January Reading Strategies”. <u>Assessment/Literacy</u> “Testing Genre Study” and “February Reading Strategies” <u>Standard-based Classroom/Literacy</u> “April Reading Strategies” and “Focus Walk” <u>Assessment</u> “Revisiting My Personal Professional Development Plan”</p> <p><u>Early Release Day Training Schedule:</u></p> <p>Beginning September 8, 2004 through May 2005 teachers will be trained in the following areas: <u>Assessment/ Parent Involvement</u> “Completing Individual Student Success Plans” <u>Curriculum/ Assessment</u> “Common Lesson Plans, Assignments, and Assessments” training, <u>Curriculum</u> “Understanding by Design”, <u>Standards-based Instruction</u> “Analyzing Student Work That Meets Standards” <u>Safe Schools</u> “Foundations Training” <u>Safe Schools</u> “CHAMPS Training” <u>Curriculum/ Assessment</u> “Common Lesson Plans, Assignments, and Assessments” <u>Curriculum/ Assessment</u> “Refocusing Strategies for FCAT Test Prep” <u>Curriculum/ Assessment</u> “Developing FCAT Seminars Using Closed Circuit TV Broadcasts” <u>Curriculum/ Assessment</u> “Developing FCAT Seminars Using Closed Circuit TV Broadcasts” <u>Curriculum/ Assessment</u> “Common Lesson Plans, Assignments, and Assessments” <u>Curriculum</u> “Understanding by Design” <u>Safety Nets</u> “Assessing Student Success Plans/ Final Count Down for Success” <u>Curriculum/ Assessment</u> “Common Lesson Plans, Assignments, and Assessments” <u>Curriculum/ Assessment</u> “Leadership Team Survey of Instructional Programs”</p> <p><u>TIP Planning Block Meetings for Beginning Teachers:</u></p> <ul style="list-style-type: none"> • The following are the dates when TIP meetings occurred. During these meetings, Mr. Kohn (District Tip Supervisor) explains the purpose and the requirements of the TIP program. This is to ensure that the participates understand and complete their portfolios, observations and their action plans. 8/18/04,9/27/04,10/29/04,11/08/04,12/06/04,1/24/05 • The following is the list of TIP participants and their assigned mentors: <ul style="list-style-type: none"> - (Erica Dobson – Tip Participant, Dana Wilcox - Mentor), (Robert Pratt – Tip Participant, Dr. Ward (Transition to Teaching) – Mentor), (William Ford – Tip Participant, John Linn – Mentor), (Megan Shaw – Tip Participant, Maire Kite – Mentor), (Saundra Scanlon – Tip Participant, Eddie Harrison – Mentor), (Selena Bryant – Tip Participant, John Linn – Mentor), (Terri Stallworth – Tip Participant, Delores Bolden – Mentor), (Jermaine Williams – Tip Participant, Patricia Blaylock – Mentor), (Christopher White – Tip Participant, Yvonne Bryant – Mentor), (LaSha Carter – Tip Participant, John Taylor – Mentor)

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ADDITIONAL REQUIREMENTS	School-Wide Improvement Model	<p>Narrative Evidence:</p> <ul style="list-style-type: none"> ▪ Matthew Gilbert is using the Continuous Improvement Model (CIM) to drive student achievement for all subgroups to the levels necessary to meet state and NCLB standards of performance. Our instruction is driven by the results of assessment: students are assessed, taught, and re-assessed according to an eight-step plan. <p>1. Disaggregate Test Data: We have effectively measured student data by disaggregating our school wide Mini Assessments that were administered through Language Arts classes and Math classes. After the initial EduTest Mini Reading and Math Assessment, academic groups of students were developed for the purpose of identifying the academic deficiencies in each group. The groups allowed teachers to re-teach and retest specific academic groups. It was determined that main idea was the strand that showed greatest deficiency in each grade level, which was addressed school wide through consistent instructional focused lessons in all Language Arts classes. The information was shared with the principal, teachers and support staff. Mini lesson were developed school wide to address this strand using the focus calendar as a guide for moving forward with students who initially mastered the strand. We used Self-contained/team teaching groupings and Ability level groupings school wide. Two classrooms, on the same grade level were combined and teachers teamed as they taught the lessons according to the academic needs of the students. Students were also grouped according to their ability levels. The results from this are located within the chart below.</p> <p>2. Instructional Focused Calendar: An instructional focused calendar was established at the beginning of the school year. This calendar has been used to drive the academic focus of the school. The calendar showed the progression of each strand that was used in each content area.</p> <table style="margin-left: 40px;"> <tr> <td>August:</td> <td>R1 – Words and Phrases was the focus from 8/16-8/31</td> </tr> <tr> <td>September:</td> <td>R2 – Main Idea was the focus from 9/12-9/31</td> </tr> <tr> <td>October:</td> <td>R2 – Main Idea continued 10/1-10/15</td> </tr> <tr> <td>October:</td> <td>R3 – Comparison and Contrast was the focus from 10/18-10/29</td> </tr> <tr> <td>November:</td> <td>R3 – Comparison and Contrast continued 11/1-11/30</td> </tr> <tr> <td>December:</td> <td>R4 – Reference and Research was the focus from 12/1-12/17</td> </tr> <tr> <td>January:</td> <td>R2 – Main Idea was the repeated focus from 1/1-1/14</td> </tr> <tr> <td>January:</td> <td>R3 – Comparison and Contrast was the repeated focus from 1/18-1/31</td> </tr> <tr> <td>February:</td> <td>R1 – Words and Phrases will be the focus from 2/1-2/11</td> </tr> <tr> <td>February:</td> <td>R4 – Reference and Research will be the focus from 2/14-2/28</td> </tr> </table> <p>Each skill was not isolated it was integrated with R2 – Main Idea. The first Mini Assessment determined that R2 – Main Idea was a weak skills area school wide, therefore R2 was constantly taught and assessed. This instructional timeline was developed to encompass all of the strands and time allocation based on the needs of student groups. This timeline was also developed collaboratively with the Leadership Team members, department heads and grade level chairpersons. It also included the Standards, Reading, Math and Technology coaches. Once the calendar was developed and academic groups were established, focus lessons were created by teachers and model by the Standards, Reading and Math coaches. The calendar was publicized by using the “Weekly Bulletin”, Campus bulletin boards, our morning announcements and newsletters to parents. We have also used our PTA meetings as avenues of commutating our instructional focus.</p>	August:	R1 – Words and Phrases was the focus from 8/16-8/31	September:	R2 – Main Idea was the focus from 9/12-9/31	October:	R2 – Main Idea continued 10/1-10/15	October:	R3 – Comparison and Contrast was the focus from 10/18-10/29	November:	R3 – Comparison and Contrast continued 11/1-11/30	December:	R4 – Reference and Research was the focus from 12/1-12/17	January:	R2 – Main Idea was the repeated focus from 1/1-1/14	January:	R3 – Comparison and Contrast was the repeated focus from 1/18-1/31	February:	R1 – Words and Phrases will be the focus from 2/1-2/11	February:	R4 – Reference and Research will be the focus from 2/14-2/28
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<p>PRIMARY GOAL READING:</p>	<p>School-Wide Improvement Model</p>	<p>3. Focus Lessons: Based on Standards and data driven instruction, focus lessons were developed in two separate ways. The teacher created focus lessons within their classrooms to address the areas identified on the Instructional Focus Calendar, and the academic Coaches created main idea focus lessons school wide because the data indicated that as an area of weakness. Each focus lesson developed followed the "Workshop Model" format to ensure effective delivery of instruction. The Opening session of the focus lesson concentrated on a "Word Study" and then moved to a "Read-Aloud" or a "Read Aloud/Think Aloud". Time was then spent on the "Focus" or "Modeling" section of the lesson. During the work session (application period) students are given an opportunity to apply instructional focus skill and previously taught skills by engaging in hands on activities. This part is identified as the "Guided" part of the lesson, where the teacher is monitoring and guiding students while they are working. At the close of the lesson, a review and a sharing time is used to close the focus lesson. Teachers are always expected to set clear objectives and state what they expect to be gained from the lesson.</p> <p>4. Mini Assessments: Mini Assessments have been developed to monitor the progress of students. The assessments are taken from an EduTest question bank which is aligned with the Standards. On the mini assessment there are no more than four questions per strand. Again, this data is disaggregated and used to continue focused instruction in the areas of deficiencies. Questions on the mini assessment are structure and designed purposely like the state standards assessment (FCAT). There are designated days for our mini assessment that are indicated on the instructional focus calendar. The mini assessments are given every two weeks to monitor progress of student achievement. We monitor noticeable patterns; a percentage of student's mastery of each strand tested and it is used to revise our instructional focus calendar (<i>if needed</i>). Results are shared with each teacher and posted in the data room. Teachers with the highest scoring results receive a monetary incentive. This creates completion between teachers and classes.</p> <p>5. Maintenance: In order to ensure maintenance, students are required to keep portfolios with reading and math strategies that are being used school wide and in their classrooms. The portfolios are used as a continuous process to demonstrate that students are retaining and strengthening the skills and concepts where taught. There are reading, math and writing passages kept in each student's maintenance portfolios. The materials are based on strategies that currently being taught each week. The district and school has provide "strategies of the month" to assist students in Language Arts and in Math.</p> <p>6. Monitoring: Students are constantly monitored weekly and bi-weekly to for academic improvement. This monitoring process is done through the use of teacher made assessments, portfolios, school wide assessments and documented observations. Teachers are monitored as well by using weekly lesson plan checklists. The Standards Implementation Rubric is also used as a form of monitoring school wide. Individual teacher meetings are used to monitor student and teacher progress as it relates to successful instructional strategies, needs of the students and assessment results.</p> <p>(7 & 8) Tutorials and Enrichment Periods: After each assessment, teachers target the needs of their students by providing ongoing tutorial and objective related enrichment sessions. They implement strategies that will assist students in achieving success. However, our school has implemented school wide tutorials and enrichment periods by offering "Critical Thinking" and "Focused Language and Math Instructional" classes only to provide school wide strategies for students. It is used as our "plan of action" to address the weak strands that have been identified by our mini assessments. We have built these classes into our regular instructional day. This has allowed us to create the focus lessons, administer focus assessments, monitor student progress and disaggregate student data school wide. We call our Tutorials and Enrichment Periods "Success Days". Our focus is "Critical Thinking", "Language Arts" and "Math".</p>

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PRIMARY GOAL READING	Reading Goal	<p>District Benchmark Assessments were administered in September and again in December. The results indicated that 6th grade students show a decline in “Words and Phrases” and “Main Idea”. Seventh and Eighth grade students showed considerable increases in all of the strands.</p> <p>Five EduTest Reading mini assessments were administered biweekly to measure mastery of benchmarks on the Instructional Focus Calendar since October 15th.</p> <ul style="list-style-type: none"> - Sixth grade students have shown a continued increase in scores on the biweekly EduTest mini assessments. October 15th assessment indicated 40% of the students met the mastery level (70% or higher) on the assessment. October 28th assessment 49% met the mastery level (70% or higher), (November 18th, 38%) – (December 16th, 48%) – (January 14th 46% met the mastery level). Sixth grade students have shown a continual pattern of improvement. - Seventh grade students have shown a continued increase in scores on the biweekly EduTest mini assessments. October 15th assessment indicated 49% of the students met the mastery level (70% or higher) on the assessment. October 28th assessment 48% met the mastery level (70% or higher), (November 18th, 33%) – (December 16th, 48%) – (January 14th 52% met the mastery level). Seventh grade students have shown a continual pattern of improvement; however they have maintained their scores from the December administration to the January administration – no significant growth - Eighth grade students have shown a continued increase in scores on the biweekly EduTest mini assessments. October 15th assessment indicated 50% of the students met the mastery level (70% or higher) on the assessment. October 28th assessment 67% met the mastery level (70% or higher), (November 18th, 48%) – (December 16th, 70%) – (January 14th 57% met the mastery level). Sixth grade students have shown a continual pattern of improvement. <p>The “On Track with Reading” School-wide Reading Program Results from the first reporting period indicate that 100 students representing 6% of the student population met the goal of reading at least 6 books toward the 25-book standard. The December results indicated a 10% increase in the number of students reading at least 6 or more books during the second nine weeks as evident thru the number of awards given during Honor Roll Assembly and the Language Arts Classes Student Reading Charts which also indicated the increase.</p> <p><u>Level 1 Students - READ180 PROGRAM</u> Two Quarterly results from the Read 180 program indicate that:</p> <ul style="list-style-type: none"> - Sixth grade READ 180 students indicated that the average individual increased in Lexile points on the SRI (Scholastic Reading Inventory) by 50 points from the October SRI assessment to the December assessment. - Seventh grade READ 180 students indicated that the average individual increased in Lexile points on the SRI (Scholastic Reading Inventory) by 51 points from the October SRI assessment to the December assessment. - Eighth grade READ 180 students indicated that the average individual increased in Lexile points on the SRI (Scholastic Reading Inventory) by 42 points from the October SRI assessment to the December assessment. <p><u>Level 2 Students – HOSTS PROGRAM</u> The HOSTS Reading Assessment for level 2 students indicated an increase in the following areas: 10% gain in “Words and Phrases”, 9% gain in “Vocabulary” and a 13% gain in “Reading Comprehension” as compared to the first diagnostic assessment in September.</p> <p><u>STAR ASSESSMENT</u> The second administration of the STAR Assessment (Standardized Test for Assessment of Reading) was completed in November for the purpose of monitoring student reading progress. The initial administration was completed in September. November’s results indicated that very little change had occurred in School wide Reading levels</p>

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PRIMARY GOAL READING	Reading Goal	<p>Data Evidence: Language Arts Mini EduTest Assessments Results:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="6" style="text-align: center;">Reading EduTest Results (Mini Assessments)</th> </tr> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">10/1504</th> <th style="text-align: center;">10/28/04</th> <th style="text-align: center;">11/18/04</th> <th style="text-align: center;">12/16/04</th> <th style="text-align: center;">01/14/05</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 6</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">46%</td> </tr> <tr> <td style="text-align: center;">Grade 7</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">52%</td> </tr> <tr> <td style="text-align: center;">Grade 8</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">57%</td> </tr> <tr> <td style="text-align: center;">School Total</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">52%</td> </tr> </tbody> </table> <p style="text-align: center;">READ180 Growth Report (SRI Assessment) Average Individual Increase In Lexile Points</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Grade</th> <th colspan="3" style="text-align: center;">Increase since the August Assessment</th> </tr> <tr> <th style="text-align: center;">October</th> <th style="text-align: center;">December</th> <th style="text-align: center;">Growth Oct-Dec</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 6</td> <td style="text-align: center;">12</td> <td style="text-align: center;">62</td> <td style="text-align: center;">50</td> </tr> <tr> <td style="text-align: center;">Grade 7</td> <td style="text-align: center;">66</td> <td style="text-align: center;">117</td> <td style="text-align: center;">51</td> </tr> <tr> <td style="text-align: center;">Grade 8</td> <td style="text-align: center;">84</td> <td style="text-align: center;">126</td> <td style="text-align: center;">42</td> </tr> <tr> <td style="text-align: center;">School Total</td> <td style="text-align: center;">54</td> <td style="text-align: center;">102</td> <td style="text-align: center;">48</td> </tr> </tbody> </table> <p style="text-align: center;">READ180 Growth Report (SRI Assessment) Average Percent of Increase In Lexile Points</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="text-align: center;">Grade</th> <th colspan="3" style="text-align: center;">Increase since the August Assessment</th> </tr> <tr> <th style="text-align: center;">October</th> <th style="text-align: center;">December</th> <th style="text-align: center;">Growth Oct-Dec</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 6</td> <td style="text-align: center;">1.9%</td> <td style="text-align: center;">9.7%</td> <td style="text-align: center;">Up 7.8 points</td> </tr> <tr> <td style="text-align: center;">Grade 7</td> <td style="text-align: center;">10.8%</td> <td style="text-align: center;">18.7%</td> <td style="text-align: center;">Up 7.9 points</td> </tr> <tr> <td style="text-align: center;">Grade 8</td> <td style="text-align: center;">12.4%</td> <td style="text-align: center;">18.8%</td> <td style="text-align: center;">Up 6.4 points</td> </tr> <tr> <td style="text-align: center;">School Total</td> <td style="text-align: center;">8.4%</td> <td style="text-align: center;">15.9%</td> <td style="text-align: center;">Up 7.5 points</td> </tr> </tbody> </table>	Reading EduTest Results (Mini Assessments)						Grade	10/1504	10/28/04	11/18/04	12/16/04	01/14/05	Grade 6	40%	49%	38%	48%	46%	Grade 7	49%	48%	33%	48%	52%	Grade 8	50%	67%	48%	70%	57%	School Total	47%	54%	41%	55%	52%	Grade	Increase since the August Assessment			October	December	Growth Oct-Dec	Grade 6	12	62	50	Grade 7	66	117	51	Grade 8	84	126	42	School Total	54	102	48	Grade	Increase since the August Assessment			October	December	Growth Oct-Dec	Grade 6	1.9%	9.7%	Up 7.8 points	Grade 7	10.8%	18.7%	Up 7.9 points	Grade 8	12.4%	18.8%	Up 6.4 points	School Total	8.4%	15.9%	Up 7.5 points
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Data Evidence:
District Benchmark Assessment

PRIMARY GOAL READING

Reading Goal

Grade 6	STRAND	Words/Phrases	Main Idea	Comparisons	Reference	Total
September	Points	6	16	13	5	40
	District	3.4 56.7%	10.1 63.1%	7.4 56.9%	3.1 62.0%	24.0 60.0%
	Gilbert	2.5 41.7%	8.4 52.5%	5.9 45.4%	2.5 50.0%	19.3 48.3%
December	Points	7	13	7	12	39
	District	2.7 38.6%	7.1 54.6%	4.5 64.3%	6.9 57.5%	21.3 54.6%
	Gilbert	2.0 28.6%	6.0 46.2%	4.0 57.1%	6.0 50.0%	18.0 46.2%
Grade 7	STRAND	Words/Phrases	Main Idea	Comparisons	Reference	Total
September	Points	4	20	10	9	43
	District	1.8 45.0%	9.9 49.5%	4.9 49.0%	5.0 55.6%	21.6 50.2%
	Gilbert	1.4 35.0%	7.9 39.5%	3.9 39.0%	4.1 45.6%	17.4 40.5%
December	Points	7	16	11	12	46
	District	3.9 55.7%	8.6 53.8%	6.1 55.5%	6.4 53.3%	25.1 54.6%
	Gilbert	3.4 48.6%	7.0 43.8%	4.9 44.5%	5.8 48.3%	21.1 45.9%
Grade 8	STRAND	Words/Phrases	Main Idea	Comparisons	Reference	Total
September	Points	6	17	10	12	45
	District	3.8 63.3%	9.4 55.3%	5.3 53.0%	6.4 53.3%	24.9 55.3%
	Gilbert	3.0 50.0%	7.8 45.9%	4.2 42.0%	4.7 39.2%	19.8 44.0%
December	Points	5	17	13	8	43
	District	3.1 62.0%	11.0 64.7%	7.2 55.4%	4.5 56.3%	25.8 60.0%
	Gilbert	2.6 52.0%	9.7 57.1%	6.2 47.7%	4.1 51.3%	22.7 52.8%

School Name: Matthew W. Gilbert Middle School

Date: January 25, 2004 Report Contact Name: Tony Bellamy Email: bellamyt@educationcentral.org

Title	Goal/Criterion	<p style="text-align: center;"><u>Progress Toward Meeting Goal</u></p> <p>Describe what progress your school has made to accomplish the goal. Provide data or other evidence to support the progress to date.</p>
<p>PRIMARY GOALS: MIDDLE GRADES RIGOROUS READING</p>	<p>Middle Grades Rigorous Reading Goal (Middle Schools Only)</p>	<p>Rigorous Reading Goal</p> <ul style="list-style-type: none"> • FCAT 2004 results and results from the Duval SSS Reading Benchmark Assessment, administered in August 2004, provided baseline data at the beginning of the 2004-2005 school year. A second Duval SSS Reading Benchmark Assessment was administered in December. The sixth grade benchmark comparison analysis reflected a total score loss of 1.3, the seventh grade a total score gain of 3.7, and the eighth grade a total score gain of 2.9. • The STAR Assessment (Standardized Test for Assessment) completed in early September determined that 6% of all students read at or above 8th grade level, 4% at or above 7th grade level, 14% are reading at or above 6th grade level, 24% at or above 5th grade level, 22% at or above 4th grade level, and 30% at 3rd grade level. The window for the second administration has been changed from November to February. • Edutest mini assessments continue to be administered on a biweekly basis to measure mastery of benchmarks on the Instructional Focus Calendar and that are taught during weekly Success Days. The following reflects mini assessment results dating after the first quarter reporting period: November results for grade 6(38%), grade 7(33%), and grade 8(48%); December results for grade 6(48), grade 7(48%), and grade 8(70%); and January results for grade 6(46%), grade 7(52%), and grade 8(57%). • READ 180 is a program providing individualized, small group, and computer-assisted instruction for Level 1 and low Level 2 students in grades 6, 7, and 8. Student progress was assessed this reporting period by comparing the results of the August Duval SSS reading Benchmark test with the one administered in December. Results indicated that sixth graders increased 17% in Comparisons and 2% in Reference skills. There was a 12% decrease in Words /Phrases and 5% decrease in Main Idea. Grade seven students gained 14% in Words/Phrases, 5% in Main Idea, 4% in Comparisons, and 2% in Reference. Eighth graders scored 4% higher on Words/Phrases, 11% on Main Idea, 5% on Comparisons, and 16% on Reference. • HOSTS students, Level 2 youngsters who receive individualized, small group, and instruction provide by mentors were initially assessed using the HOSTS Reading Diagnostic Assessment to provide baseline data. A comparison of Duval SSS Reading Benchmark Assessments from August and December were used to report student progress for this reporting period. Sixth graders had losses of 14% on Words /Phrases and 8% on Main Idea and gains of 10% on Comparisons and Reference. Seventh graders made gains of 17% on Words/Phrases, 5% on Main Idea, a loss of 24% on Comparisons, and even on Reference. Eighth grade results reflected gains of 15% on Words/Phrases, 15% on Main idea, 5% on Comparisons, and 14% on Reference.

School Name: Matthew W. Gilbert Middle School

Date: January 25, 2004 Report Contact Name: Tony Bellamy Email: bellamyt@educationcentral.org

Title	Goal/Criterion	<u>Progress Toward Meeting Goal</u> Describe what progress your school has made to accomplish the goal. Provide data or other evidence to support the progress to date.																																																																								
PRIMARY GOALS: MATHEMATICS	Mathematics Goal	<p>Primary Goals: Mathematics</p> <p>Narrative Evidence: Student results on various math assessments show continued growth since the beginning of the school year. The school has continued with the programs outlined in the November report. A summary of the data appears in the tables below</p> <ul style="list-style-type: none"> The tables below show results of the five (5) mini-assessments administered since October. The percentage of questions correctly answered has shown continuous improvement at all grade levels. <table border="1" data-bbox="533 651 1858 826"> <thead> <tr> <th colspan="6" style="text-align: center;">Math EduTest Results (Mini Assessments)</th> </tr> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">10/1504</th> <th style="text-align: center;">10/28/04</th> <th style="text-align: center;">11/18/04</th> <th style="text-align: center;">12/16/04</th> <th style="text-align: center;">01/14/05</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">58%</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">51%</td> </tr> <tr> <td>Grade 8</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">57%</td> </tr> <tr> <td>School Total</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table> <p>- The table below shows the results of the District Benchmark Assessment – Math given in August and December.</p> <table border="1" data-bbox="533 911 1386 1140"> <thead> <tr> <th colspan="3" style="text-align: center;">District Benchmark Assessment</th> </tr> <tr> <th style="text-align: center;">Grade</th> <th style="text-align: center;">August</th> <th style="text-align: center;">December</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">32.4%</td> <td style="text-align: center;">38.1%</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">34.0%</td> <td style="text-align: center;">37.0%</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">34.8%</td> <td style="text-align: center;">42.1%</td> </tr> <tr> <td style="text-align: center;">Total School</td> <td style="text-align: center;">33.9%</td> <td style="text-align: center;">39.4%</td> </tr> </tbody> </table> <p>- The table below shows the results of the District Benchmark Assessment – Math for selected subgroups.</p> <table border="1" data-bbox="533 1224 1386 1453"> <thead> <tr> <th colspan="3" style="text-align: center;">District Benchmark Assessment</th> </tr> <tr> <th style="text-align: center;">Subgroup</th> <th style="text-align: center;">August</th> <th style="text-align: center;">December</th> </tr> </thead> <tbody> <tr> <td>Bubble Students</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Level 1</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">39%</td> </tr> <tr> <td>Level 2</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">45%</td> </tr> <tr> <td>Levels 3, 4, and 5</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">56%</td> </tr> </tbody> </table>	Math EduTest Results (Mini Assessments)						Grade	10/1504	10/28/04	11/18/04	12/16/04	01/14/05	Grade 6	40%	40%	45%	54%	58%	Grade 7	40%	47%	45%	51%	51%	Grade 8	45%	47%	39%	49%	57%	School Total	41%	45%	43%	52%	55%	District Benchmark Assessment			Grade	August	December	6	32.4%	38.1%	7	34.0%	37.0%	8	34.8%	42.1%	Total School	33.9%	39.4%	District Benchmark Assessment			Subgroup	August	December	Bubble Students	42%	50%	Level 1	34%	39%	Level 2	39%	45%	Levels 3, 4, and 5	45%	56%
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School Name: Matthew W. Gilbert Middle School

Date: January 25, 2004 Report Contact Name: Tony Bellamy Email: bellamyt@educationcentral.org

PRIMARY GOALS: MATHEMATICS

Mathematics Goal

District Math Assessment Results By Strand:

Grade 6	STRAND	Number Sense		Measurement		Geometry		Alg Thinking		Data/Analysis		Total	
September	Points	14		10		9		7		9		49	
	District	4.4	31.4%	3.9	39.0%	4.5	50.0%	2.7	38.6%	3.6	40.0%	19.1	39.0%
	Gilbert	3.5	25.0%	3.3	33.0%	3.8	42.2%	2.4	34.3%	2.9	32.2%	15.9	32.4%
December	Points	12		8		9		9		10		48	
	District	4.2	35.0%	2.9	36.3%	5.0	55.6%	3.7	41.1%	4.6	46.0%	20.5	42.7%
	Gilbert	4.3	35.8%	2.2	27.5%	4.4	48.9%	3.5	38.9%	3.9	39.0%	18.3	38.1%
Grade 7	STRAND	Number Sense		Measurement		Geometry		Alg Thinking		Data/Analysis		Total	
September	Points	14		10		10		8		10		52	
	District	5.1	36.4%	3.1	31.0%	5.7	57.0%	3.4	42.5%	5.2	52.0%	22.6	43.5%
	Gilbert	4.2	30.0%	2.2	22.0%	4.4	44.0%	2.6	32.5%	4.4	44.0%	17.7	34.0%
December	Points	14		10		10		10		6		50	
	District	6.0	42.9%	5.0	50.0%	5.1	51.0%	2.9	29.0%	2.2	36.7%	21.2	42.4%
	Gilbert	5.6	40.0%	4.3	43.0%	4.4	44.0%	2.5	25.0%	1.8	30.0%	18.5	37.0%
Grade 8	STRAND	Number Sense		Measurement		Geometry		Alg Thinking		Data/Analysis		Total	
September	Points	14		10		10		8		10		52	
	District	6.4	45.7%	4.0	40.0%	4.7	47.0%	3.7	46.3%	4.9	49.0%	23.6	45.4%
	Gilbert	4.6	32.9%	3.1	31.0%	3.6	36.0%	2.6	32.5%	4.2	42.0%	18.1	34.8%
December	Points	14		10		10		8		10		52	
	District	6.9	49.3%	4.9	49.0%	5.4	54.0%	4.4	55.0%	5.4	54.0%	26.9	51.7%
	Gilbert	5.8	41.4%	4.0	40.0%	4.3	43.0%	3.4	42.5%	4.5	45.0%	21.9	42.1%

School Name: Matthew W. Gilbert Middle School

Date: January 25, 2004 Report Contact Name: Tony Bellamy Email: bellamyt@educationcentral.org

Title	Goal/Criterion	<p style="text-align: center;"><u>Progress Toward Meeting Goal</u></p> <p>Describe what progress your school has made to accomplish the goal. Provide data or other evidence to support the progress to date.</p>
PRIMARY GOALS: WRITING	Writing Goal	<p>Writing Results:</p> <ol style="list-style-type: none"> 1. District writing prompts were administered to students at all grade levels during September and in November. Comparative data from these assessments indicate: <ul style="list-style-type: none"> • 6th grade students increased from an average score of 2 for the first assessment to an average score of 3 on the second District assessment. • 7th grade students increased from an average score of 1 to an average score of 2. • 8th grade students maintained an average score of 3 or higher on the second writing assessment. <p>- The third district assessment is being administered during the window period of January 5th to January 28th.</p> 2. 8th grade students completed the second school-based criterion writing persuasive prompt. Results from both assessments indicate an increase from an overall average score of 3.5 or higher to an average score of 4.0 on a scale of 0 – 6. 3. 8th grade students completed a school-based FCAT Writing Scrimmage on January 25th. The test simulated the actual FCAT Writing Test that will be administered on February 8, 2005. There were two different prompts were given (expository and persuasive), as well a 54 multiple choice questions covering the SSS benchmarks that address prewriting, drafting, revising, and editing. Students were allotted 45 minutes to plan and write essays and to complete both sections of the multiple choice questions. This assessment was structured to look exactly like the “Real” FCAT, which hall monitors, classroom proctors and volunteers. Results are forthcoming. 4. 8th grade students are currently participating in our “8th Grade Writing Camp” which is held on Saturday mornings. This camp is designed to enhance writing skills and to cover sentence and grammar structure. Students will be given incentives for participating in this Writing Camp. 5. 8th grade ELA teachers will implement a “Writing Seminar” during the regular school day prior to students taking the February 8th Florida Writes. This seminar will be designed to reach 8th grade students who did not attend our Saturday Writing Camp. We want to ensure that all students have an opportunity to participate in focused writing instruction.

School Name: Matthew W. Gilbert Middle School

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Title	Goal/Criterion	<p align="center"><u>Progress Toward Meeting Goal</u></p> <p>Describe what progress your school has made to accomplish the goal. Provide data or other evidence to support the progress to date.</p>																								
PRIMARY GOALS: SCIENCE	Science Goal	<p>Science Progress: Assessment:</p> <ul style="list-style-type: none"> - On the 2003-2004 FCAT Assessment, student's average mean scale score was 244 in comparison to the State's average was 286. Using this data, differentiation of science instruction was used to teach the standards. - Students were administered a Science Diagnostic Assessment. The school's average is expected to met or exceed the State's average mean scale score for the 2004-2005 FCAT. <ul style="list-style-type: none"> • 70% of the 8th Grade representing 122 students received an average score greater than 69% on the 1st Science Diagnostic Assessment • 61% of the 7th Grade representing 90 students received an average score greater than 55% on the 1st Science Diagnostic Assessment. • 65% of the 6th Grade representing 102 students received an average score greater than 63% on the 1st Science Diagnostic Assessment. <p>The assessment was taken from the AMSCO science book along with FCAT content science questions. Each teacher was responsible for administering the assessment in their classes.</p> <p>The Science Content is being used to support Reading and the Math FCAT Strategies. This content is taught during "Success Days" when we use the "Team Teaching" concept. Language Arts and Social Studies Teachers are paired together to implement Reading strategies and Math and Science are paired to teach Math and Reading strategies. Science is responsible to delivering focused Science content instruction.</p> <ul style="list-style-type: none"> • Science Teachers are using Portfolios and Unit Projects as formative Assessments. • During the Winter Break session, Science Content materials were mailed home to parents to support the science content and support FCAT test prep strategies. Students are currently participating in Timed Reading Plus in Science to build reading comprehension strategies and skills. 																								
PRIMARY GOALS: PARENT INVOLVEMENT	Parent Involvement Goal	<p>Parental Involvement Progress:</p> <ul style="list-style-type: none"> • According to our needs assessment, there is a need to improve parental involvement in school based parent activities. • To improve Parent communication: mail-outs, flyers, newsletters and parent letters were distributed. • PTA membership has increased by 35% as evident by the membership roster. Parent attendance to PTA meetings have increased as well, showing a steady increase in parental involvement. • The State has required that schools complete an "Individual Student Success Plan for each student and that the parent must sign this Form. This requires parent participation. The following charts shows the number of parents who have signed Individual Student Success Plans as of January 20, 2005. <table border="1" data-bbox="506 1203 1213 1416"> <thead> <tr> <th colspan="4">Percentage of Students with Signed ISSP's</th> </tr> <tr> <th>Grade</th> <th>Signed</th> <th>Total</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td align="center">6</td> <td align="center">211</td> <td align="center">217</td> <td align="center">97%</td> </tr> <tr> <td align="center">7</td> <td align="center">156</td> <td align="center">210</td> <td align="center">74%</td> </tr> <tr> <td align="center">8</td> <td align="center">181</td> <td align="center">215</td> <td align="center">84%</td> </tr> <tr> <td align="center">Total</td> <td align="center">547</td> <td align="center">642</td> <td align="center">85%</td> </tr> </tbody> </table>	Percentage of Students with Signed ISSP's				Grade	Signed	Total	Percent	6	211	217	97%	7	156	210	74%	8	181	215	84%	Total	547	642	85%
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Title	Goal/Criterion	<p style="text-align: center;"><u>Progress Toward Meeting Goal</u></p> <p>Describe what progress your school has made to accomplish the goal. Provide data or other evidence to support the progress to date.</p>
PRIMARY GOALS: PARENT INVOLVEMENT	Parent Involvement Goal	<p>Activities:</p> <p>To promote parental involvement prior to the FCAT Assessment the following activities have been scheduled or implemented to ensure positive Parental involvement:</p> <ul style="list-style-type: none"> • Parent FCAT Night – This night will be used to inform parents about FCAT what is expected of them prior to testing. Parents will have an Opportunity to participate in FCAT Explorer and FCAT Simulation. Amsco books will also be distributed. A full dinner will be served and prizes will be given away. • FCAT Family Fun Day – This day will be used to distribute information about FCAT prior to testing and it will be used to relieve test anxiety. We are preparing activities to allow parents and students to relieve test stress. It is our objective as well to inform students and parents of our expectations. Prizes, food and games will be given away.
TECHNOLOGY	Technology Goal	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Teachers have integrated technology into their lessons by using the Workshop model. 6th grade math has created a model classrooms using technology integration to teach and support FCAT strategies. Teachers are using small group rotations by using computer based programs to support differentiated instruction. • Each classroom has received an additional 2 computers to support the integration of technology into the each content area curriculum. • On November 22, 2004 an additional Math Strategies Lab was created with the purchase of 32 IBM student computers. The computers were installed by M-Tech Company and it supports a total of 35 students during each lab time. The math strategies lab supports FCAT prep skills and STAR Math Assessment. • The school has just been approved for new software called “LXR” which is designed to assist in calculating student data at the school based level. This program will allow the school to develop standardized benchmark assessment that are aligned with the Sunshine State Standards and develop FCAT like questions for the purpose of production “Real-Time Scrimmages”. We will receive immediate feedback on student scores which will allow for appropriate instruction, meeting the academic needs of all students. A scanner and a new server will be purchased as well to support the full implementation of this program “LXR”. • The school currently is reviewing software called “Orchard” which is designed as a teaching tool to assist content area teachers in integrating technology into the curriculum. The program also offers Standards Based strategies aligned with FCAT Strands.

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<p>DISCIPLINE</p>	<p>Discipline Goal</p>	<p>Discipline Progress:</p> <ul style="list-style-type: none"> • The Foundations Team and the Principal have reviewed the data regarding areas in the school that produce a high number of class 1 and class 2 incidents. The cafeteria area and the bus ramp area during afternoon dismissal are the main two areas of concern. • The Foundation Team has attended an additional workshop, and has met with grade level team members concerning phrase two of Foundation. • Two beginning Teachers have been recommended for “CHAMPS” training. The training will lead teachers through a process of identifying and maintaining the effective aspects of their current management plan, while concurrently adding and/or strengthening any missing or less effective aspects. • A plan was developed and implemented for the purpose of reducing discipline incidents in the common areas previously mentioned. <p>Cafeteria Issue:</p> <ul style="list-style-type: none"> - Over crowding during lunch time, causes major disruptions and fights in the cafeteria. <p>Cafeteria Solution:</p> <ul style="list-style-type: none"> - We developed 2 additional lunch times during the 3rd block. We extended 2nd block for 6th grade students so that each grade level will have 1 hour to for lunch. Each grade level is divided into 5 classes per 30 minutes, creating a total of 6 lunch times and reduces the number of students in the cafeteria a one time. <p>Afternoon Dismissal for Bus Ramp Area Issue:</p> <ul style="list-style-type: none"> - The entire school was being dismissed at 2:30. Every student in the building walked out at the same time, causing major problems when fights or disruptions would occur. The students would then bring others students onto campus causing a major problem because a large population of our student’s brothers and sisters attended the elementary school directly across the street. The crowd was larger than the number of adults that were used for supervision. <p>Dismissal Solution:</p> <ul style="list-style-type: none"> - A dismissal schedule was implemented to reduce the number of fights and major disruptions occurring after school. - A Bus Riders, Car Riders and Walkers, and After-School Team Up Program list was developed by the Bus Coordinator and Vice Principal, disturbed to class room teachers with appropriate times for dismissal. Bus riders: 2:25, Car riders and Walkers: 2:35 and Team-Up After School Program: 2:40 – Traveling only inside the building and not reporting to outside! Once the regular bus riders are gone from campus, all magnet students are escorted by the Bus Coordinator to a designated area to wait for magnet busses. This has allowed for smooth transition when car riders and walkers are released. This schedule has reduced the number of discipline incidents during afternoon dismissal. <ul style="list-style-type: none"> • After the Winter Holidays, grade level assemblies were scheduled to review, remind and discuss school wide rituals and routines. Hallway expectations as well as classroom expectation was discussed. Continued implementation of teacher hallway duty during the changing of classes and all security, administrators are posted in the hallways during changing of classes. • Two Full-Time Truancy Officers have been placed on campus. The officers are used to make home visitations, parent contact for chronic absenteeism, discipline incidents which occur in out of school suspension and student conferences. The chart below describes the number of incidents that are handled by the Truancy Officers.
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School Name: Matthew W. Gilbert Middle School

Date: January 25, 2004 Report Contact Name: Tony Bellamy Email: bellamy@educationcentral.org

DISCIPLINE

Discipline Goal

Truancy Report Summary		
Referrals	Totals	109
Cases Closed		
Return to School		17
Improved Attendance		19
Moved		2
Could not locate		2
Withdrawn		4
Invalid Referral		9
	Totals	53
Cases Open		56
Actions Taken		
Letters		780
Calls		352
Conference		108
Visits		54
Community contacts		29
	Totals	1,323

During the second quarter of the 2004-2005 school year, 98 Class I, 248 Class II, and 12 Class III have been processed.

CLASS	FIRST QUARTER	SECOND QUARTER
1	35%	27%
2	59%	69%
3	6%	3%
TOTAL	87	358

School Name: Matthew W. Gilbert Middle School

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DISCIPLINE	Discipline Goal	Overall, the number of referrals increased three times from 1 st to 2 nd quarter.	
		Class I	
		Description	Number
		Disruption in class	53
		Disorder outside class	2
		Tardiness	7
		Use of profane language	5
		Unauthorized absence	30
		Unauthorized display of affection	1
		Class II	
Description	Number		
Failure to follow directions	107		
Battery upon students	5		
Fighting	19		
Simple assault upon SBE	3		
Bullying	10		
Unauthorized use of technology	1		
Directing obscene language	85		
Lewd, indecent behavior	1		
Leaving school grounds	6		
Refusal of assigned discipline	7		
Possession/use of tobacco	1		
Vandalism	2		
False information	1		
Class III			
Description	Number		
Drug other than alcohol	4		
Weapons	3		
Battery upon SBE	3		
Battery Upon student	1		
Igniting fireworks	1		
The table below shows the consequences for the referrals:			
Consequence	Number		
Suspensions	128		
ISSP	99		
Referred to alternative school	10		
After school detention	28		
Corporal punishment	3		
Behavioral contracts	3		
Disciplinary work assignments	2		

School Name: Matthew W. Gilbert Middle School

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<p style="text-align: center;">HEALTH AND FITNESS</p>	<p>Air Quality Goal</p>	<p>Air Quality Progress:</p> <ul style="list-style-type: none"> • 100% of all classrooms and offices have been completed painted reducing the amount of mildew in the building. The painting company is now completely doors and closets. They are approximately 80% completed; however they are only scheduled to work at the school day to prevent disruptions of the school day. • Currently, the school is in the planning stages for completely replacing all Air Condition Unit Thermostats and Air Units to reduce the Thermal & Moisture condensation. We are currently meeting the District and outside contractors to develop a timeline for installation of units and completion of work.
<p style="text-align: center;">HEALTH AND FITNESS</p>	<p>Physical Education and Health</p>	<p>Physical Education & Health Progress:</p> <ul style="list-style-type: none"> • Physical education uniforms were purchased to help students participate in their physical education classes which increased student participation in extracurricular athletic activities by 10%. • Progress in the areas of health and fitness were reported to the parents via report cards and progress reports. Students enrolled in PE and Health were taught the formula for calculating Target Heart Rate so that they could share findings with their parents. Health and fitness tips for parents and families were included in the school's newsletters, provided by the coaches and Health Teacher. • All of the grade level specific comprehensive health education curricula, which include information and skill-based activities on topics such as fitness, nutrition, substance use prevention, disease prevention, injury prevention, safety, personal health, obesity, body image, self-esteem, stress management are implemented. • Students wrote personal health goal statements to improve their overall level of wellness after a student was administered the Alcohol, Tobacco Survey. • In November, the Victim Impact Panel provided an open panel discussion with "Mattie Clifton" the girl who was killed by her neighbor in 1999. Her mother was the keynote speaker. • In November, abuse prevention information was provided to our students through presentations from the SOS project.