

St. Johns County School District

Gamble Rogers Middle School



2021-22 Schoolwide Improvement Plan

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Gamble Rogers Middle School

6250 US HIGHWAY 1 S, St Augustine, FL 32086

<http://www-grms.stjohns.k12.fl.us/>

Demographics

Principal: Brian Wilson

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (58%) 2017-18: B (61%) 2016-17: B (56%) 2015-16: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Gamble Rogers Middle School teachers continually collaborate to create the best learning path for all students. Students understand the value of being engaged in their education as goal setting, college and career bound questioners, who recognize the value of all learning opportunities.

Provide the school's vision statement.

Gamble Rogers Middle School will be a progressive school in which students are prepared to achieve at their highest level, preparing them for college and career, surrounded by an engaged community that is proud of its educational accomplishments.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Wilson, Brian	Principal	
Downey, Renee	Assistant Principal	
Penn, Julie	Curriculum Resource Teacher	

Demographic Information

Principal start date

Thursday 7/1/2021, Brian Wilson

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

1

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

13

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

901

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

6

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

7

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	292	299	321	0	0	0	0	912
Attendance below 90 percent	0	0	0	0	0	0	53	63	90	0	0	0	0	206
One or more suspensions	0	0	0	0	0	0	36	52	55	0	0	0	0	143
Course failure in ELA	0	0	0	0	0	0	7	14	13	0	0	0	0	34
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	36	40	47	0	0	0	0	123
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	42	76	76	0	0	0	0	194

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	28	30	27	0	0	0	0	85
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	295	287	315	0	0	0	0	897
Attendance below 90 percent	0	0	0	0	0	0	15	20	28	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	4	13	19	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	8	7	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	3	5	4	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	29	27	36	0	0	0	0	92
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	19	24	24	0	0	0	0	67
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	8	17	20	0	0	0	0	45

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	295	287	315	0	0	0	0	897
Attendance below 90 percent	0	0	0	0	0	0	15	20	28	0	0	0	0	63
One or more suspensions	0	0	0	0	0	0	4	13	19	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	8	7	0	0	0	0	15
Course failure in Math	0	0	0	0	0	0	3	5	4	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	29	27	36	0	0	0	0	92
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	19	24	24	0	0	0	0	67
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	8	17	20	0	0	0	0	45

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	55%	74%	-19%	54%	1%
Cohort Comparison						
07	2021					
	2019	55%	72%	-17%	52%	3%
Cohort Comparison		-55%				
08	2021					
	2019	50%	71%	-21%	56%	-6%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	66%	74%	-8%	55%	11%
Cohort Comparison						
07	2021					
	2019	65%	80%	-15%	54%	11%
Cohort Comparison		-66%				
08	2021					
	2019	57%	78%	-21%	46%	11%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	72%	-22%	48%	2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	87%	6%	67%	26%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	90%	-3%	71%	16%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	79%	16%	61%	34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	81%	4%	57%	28%

Grade Level Data Review - Progress Monitoring Assessments

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

Grades 6-8 use the iReady Diagnostic as the primary Progress Monitoring tool at Gamble Rogers at least two times a year. Our Science and Civics courses obtain data from End of Course Exams and FSA.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	88/31%	86/40%	89/31%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	108/48%	116/54%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	101/24%	106/31%	108/31%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	101/42%	103/52%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	0	88%
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		87/25%	89/28%	100/29%
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		146/38%	159/39%	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	0	53%
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	44	41	33	46	42	31	65			
BLK	30	45	45	36	39	31	50	75	80		
HSP	55	54	33	68	51	50	60	77	61		
MUL	45	64	63	55	38	31	36	83			
WHT	57	51	38	73	58	53	58	88	68		
FRL	42	47	39	58	52	46	45	79	48		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	40	29	35	52	49	30	77	36		
BLK	35	41	37	47	52	38	20	100			
HSP	48	49	29	60	53	40	75	88	59		
MUL	41	37	9	38	50	50		67			
WHT	61	51	38	74	67	65	64	91	61		
FRL	47	44	34	58	58	53	53	87	47		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	526
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

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

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

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

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

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Reading affects every content area in education. Based on our trend data, this has been our lowest area of achievement historically.

Measureable Outcome: With our current level of ELA learning gains at 49%, we would like to achieve a 5% increase within our ELA lowest quartile.

Monitoring: We will monitor this Area of Focus for the desired outcome through the FSA at the end of the year and periodically through the use of iReady as a diagnostic and growth monitoring tool.

Person responsible for monitoring outcome: Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Evidence-based Strategy: We will continue to offer phonics instruction for students that have been screened and show a need within our lowest quartile. We will combine this strategy with standards-based learning through our ELA and Intensive Reading classes.

Rationale for Evidence-based Strategy: The rationale behind our implementation of this Area of Focus is that phonics instruction itself will not fix the problem of low achievement in reading. The high-yield strategy of phonics instruction must be combined with standards-based instruction using our best teachers to yield the most improvement. The resources we will use are SiPPS, Wilson, and Rewards for direct instruction in phonics, and the StudySync series to support B.E.S.T Standards.

Action Steps to Implement

Dedicate two teachers to phonics instructions through Intensive Reading.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Screen students to identify those in need of phonics instruction.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Schedule students for additional instruction.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Train staff as needed to offer additional phonics instruction within our ELA classes.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our math achievement level dropped by 7 points last year and our math learning gains dropped by 11 points.

Measureable Outcome: We hope to achieve a 5% increase in learning gains within our math lowest quartile.

Monitoring: We will monitor this Area of Focus for the desired outcome through the FSA at the end of the year and periodically through the use of iReady as a diagnostic and growth monitoring tool.

Person responsible for monitoring outcome: Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Evidence-based Strategy: We will provide math teachers with two math coaches to assist in planning instruction, and assessment of students. The math coaches will work closely with the math teacher to target student needs, working with students in small groups for more targeted instruction in the areas of need.

Rationale for Evidence-based Strategy: We hope to increase our student achievement level with the addition of a second math coach in order to spread support throughout all grades levels at our school.

Action Steps to Implement

Math coach support in all math classes.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Flexible scheduling with co-teachers and coaches to provide targeted intervention.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Continuing the use of iReady as a diagnostic and growth monitoring tool.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

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

Area of Focus Description and Rationale: Our goal is to reduce the number of students in ISS and OSS in order to improve student attendance.

Measureable Outcome: Gamble will see a 5% reduction in ISS and OSS rates in the coming school year.

Monitoring: We will monitor this Area of Focus by tracking our Office Discipline Referrals.

Person responsible for monitoring outcome: Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Evidence-based Strategy: Each year we form a PBiS team consisting of a variety of members from our school. We strive to influence our school culture in a positive manner as teachers, staff, and students work on behavioral issues. We will use peer mediation, positive recognitions, and mentoring to improve morale and reduce discipline issues at Gamble.

Rationale for Evidence-based Strategy: We continue to try to improve the culture at our school to become a place where students feel welcome, supported, challenged, and engaged.

Action Steps to Implement

Recruit new staff members to add to the PBiS team.

Person Responsible: Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Brainstorm new ideas for student engagement and recognition while building on what has been most effective in the past.

Person Responsible: Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Spotlight a grade level student of the week, reward positive behavior with lunch privileges, challenge students to compete in library reading contests, build community through developing behavioral expectations together.

Person Responsible: Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Use PEER mediation as part of this process through our WEB program.

Person Responsible: Brian Wilson (brian.wilson@stjohns.k12.fl.us)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: The Area of Focus chosen for our ESSA subgroup shows the lowest achievement data reported from last school year. Our Black/African-American subgroup scored only an 8 point learning gain in ELA from our lowest quartile.

Measureable Outcome: Gamble will see a 5% ELA learning gain from our lowest quartile ESSA focus group.

Monitoring: We will monitor this Area of Focus for the desired outcome through the FSA at the end of the year and periodically through the use of iReady as a diagnostic and growth monitoring tool.

Person responsible for monitoring outcome: Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Evidence-based Strategy: We will continue to offer phonics instruction for students that have been screened and show a need within our lowest quartile. We will combine this strategy with standards-based learning through our ELA and Intensive Reading classes.

Rationale for Evidence-based Strategy: The rationale behind our implementation of this Area of Focus is that phonics instruction itself will not fix the problem of low achievement in reading. The high-yield strategy of phonics instruction must be combined with standards-based instruction using our best teachers to yield the most improvement. The resources we will use are SiPPS, Wilson, and Rewards for direct instruction in phonics, and the StudySync series to support B.E.S.T Standards.

Action Steps to Implement

Dedicate two teachers to phonics instructions through Intensive Reading.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Screen students to identify those in need of phonics instruction.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Schedule students for additional instruction.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

Train staff as needed to offer additional phonics instruction within our ELA classes.

Person Responsible Brian Wilson (brian.wilson@stjohns.k12.fl.us)

#5. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Another Area of Focus chosen for our ESSA subgroup improvement plan showing low achievement is Students with Disabilities.

Measureable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

According to the data on the School Safety Dashboard, Gamble ranks 314 out of 553 middle/junior high school in the state, falling under a moderate category in terms of safety. The state average is 4.2 incidents out of 100 students, and Gamble averages 3.69 incidents for every 100 students. Our primary area of concern is the total amount of suspensions that have occurred in the past year. We received a high rating, with 187 reported suspensions, or 20.3 per 100 students. Out-of-school suspensions are particularly concerning for any school because they equate to a loss of learning. Our focus is student success and achievement, but we can't even begin to make learning gains if we don't have our students present and following school rules. This is where a positive school culture and environment come into play. Our goal is to prevent problems by making our school a place where everyone feels welcome and supported. We will use this discipline data to reinforce our positive behavior system currently in place. The PBiS team will try to impact students' daily life by celebrating small achievements, using peer mediation, and setting attainable goals for students to be rewarded on a weekly, monthly, and quarterly basis. We hope to spotlight our students and staff regularly in order build Gamble up as community of learners who help each other to succeed. Keeping students in school is the only way we can make this happen.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Our school has seen many changes in the past year, but one thing has stayed the same: our commitment to the PLC process and what it can do to build a positive school culture and environment. As we strive to maintain our standing as a model PLC school, we have taken care to bring newcomers into the fold of our process in order to promote success for all stakeholders.

The path to a positive school culture and environment here at Gamble starts with collaboration. We have many small teams consisting of teachers from the same content area and grade level. Teachers are given time to meet together to share ideas, lessons, and strategies for teaching and learning. Teachers spend this time reviewing grade-level standards, creating common assignments, and creating activities to increase student success. They build relationships while extending their own understanding of the ever-changing educational landscape. We believe that these teachers can and do provide our students with multiple exposures to similar content, create a common vocabulary that transfers between content areas, and established important links between the standards of each core class.

The grade level/content area PLCs are the smallest unit in the larger PLC that is our school. We are now a model AVID school as well as a model PLC school. We have a thriving musical theater and fine arts program. Our S.T.E.M. and foreign language electives challenge students to explore the unknown every day. Preparing our students for a successful future takes the effort of every student, parent, guardian, teacher, mentor, coach, counselor, paraprofessional, and community leader that we can get our hands on. Our patchwork of stakeholders is what helps us build a school that is driven by the power of collaboration.

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

The stakeholders that help promote a positive culture and environment at Gamble fall under many different categories. Students are encouraged to explore their interests through the many elective courses and programs offered at our school. Leveled course offering provide the opportunity for our students to excel at their own pace. Keeping kids engaged and challenged through these choices is the most evident aspect of promoting a positive culture.

Another invaluable resource that makes up our stakeholders is the instructors here at Gamble. We continually strive to invest in our teachers through professional development, the PLC process, and the sharing of innovative, high-yield strategies that lead to student success. Teachers work with support staff as a cohesive team to support our students and parents.

This parental involvement is another key to promoting a positive culture and environment at our school. PTO, SAC, and parent volunteers work tirelessly behind the scenes to make good things happen at our

school. Whether it is running the book fair, building sets for our latest musical, supporting learning through PTO funds, or even just doing their part at home by encouraging excellence, our parents and guardians are a vital piece of the Gamble community.