

**THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, AUGUST 21, 2024
THE GILBERT SCHOOL
6:30 PM
Library**

AGENDA

(A portion of this meeting may be held in executive session)

1. OPENING OF MEETING

The W. L. Gilbert School Corporation

Scott Beecher	Holly Cassaday	Shane Centrella
Jared Fritch	Ellen Marino	Jonathan Morhardt
Theresa Padin	Astrid Robitaille	Renata Waldron

Administration

Greg P. Shugrue
Head of School

Student Representatives

TBD
TBD

- A. Pledge of Allegiance - Shane Centrella
- B. Vision and Mission Statement - Shane Centrella

The Gilbert School is committed to ensuring that all our students are prepared to be thoughtful and productive citizens in a complex, global society.

In pursuing this Mission, we believe that:

- All students can learn and be successful.
- All students are valued and deserve an education that addresses their academic, physical, and social/emotional needs.
- All students are entitled to a safe, healthy, and respectful learning environment.
- All The Gilbert School community members must uphold high expectations, be accountable, and demonstrate a commitment to excellence.
- Celebrating the heritage of The Gilbert School strengthens community pride and inspires individual accomplishments.

2. PUBLIC FORUM

A. General Public

The W. L. Gilbert School Corporation welcomes comments from the public. Please state your name and address. Speakers will be limited to three (3) minutes. (Board Policy 1120).

3. CALL FOR AGENDA ITEMS

4. APPROVAL OF MINUTES

A. Minutes of Regular Meeting - June 19, 2024

1. VOTE: Yeas _____ Nays _____ Abstain _____

5. COMMITTEE REPORTS

A. Finance

1. Monthly Finance Report

2. Next Meeting - September 18, 2024

B. Policy

1. Next Meeting - September 5, 2024

C. Building & Grounds

1. Next Meeting -September 18, 2024

D. Personnel

1. Next Meeting - TBD

6. RESIGNATIONS & APPOINTMENTS

A. Resignations

1. Francesca Daniele

B. Appointments

1. Thomas Lutka

2. Matthew Mercure

3. Madeline Ziegler

7. ENHANCEMENT GRANT REQUEST

A. The Hartford Stage 12-11-2024

1. VOTE: Yeas _____ Nays _____ Abstain _____

8. SECURITY UPDATE

A. ASO Update

9. APPROVAL OF POLICIES

A. # 5124 - Reporting to Parents/Guardians

1. VOTE: Yeas _____ Nays _____ Abstain _____

B. # 6146.11 - Grade Weighting/Class Ranking

1. VOTE: Yeas _____ Nays _____ Abstain _____

10. SPED MOU w/WBOE

A. VOTE: Yeas _____ Nays _____ Abstain _____

11. PRINCIPAL'S REPORT

A. School opening update

B. Reading Initiative

12. HEAD OF SCHOOL REPORT

- A. Greg P. Shugrue
 - 1. 2024-2025 Enrollment
 - 2. Social Worker/Mental Health Report
 - 3. Food Service Reports
 - 4. Update on Increasing Educator Diversity Plan
 - 5. School Improvement -Theories of Action/Portrait of a Learner

13. BOARD OF EDUCATION REPORT

- A. Winchester

14. SCHOOL CORPORATION CHAIRMAN'S REPORT

- A. Holly Cassaday

15. EXECUTIVE SESSION

- A. Head Of School - Year in Review

16. ADJOURNMENT

- A. VOTE: Yeas _____ Nays _____ Abstain _____

PREVIOUS MEETING MINUTES

THE W. L. GILBERT SCHOOL CORPORATION
REGULAR MEETING
WEDNESDAY, June 19th, 2024
THE GILBERT SCHOOL
6:30 PM
Library
MINUTES

1. OPENING OF MEETING

Call to Order at 6:30PM

The W. L. Gilbert School Corporation: Scott Beecher, Jared Fritch, Holly Cassaday, Ellen Marino, Renata Waldron, Theresa Padin, Astrid Robitaille (via phone @ 6:40PM), Diane Cook (Business Affairs Manager)

- A. Pledge of Allegiance: All
- B. Vision and Mission Statement: Ellen Marino

2. PUBLIC FORUM

None

3. CALL FOR AGENDA ITEMS

None

4. APPROVAL OF MINUTES

- A. Minutes of Regular Meeting: May 15th, 2024

Theresa Padin makes a motion to approve the minutes of May 15th, 2024. Ellen Marino seconded the motion, and the motion is unanimously approved.

5. COMMITTEE REPORTS

- A. Finance
 - Monthly Finance Report: Ellen Marino provides a brief update; no surprises and in good shape. Next Meeting: August 21st, 2024
- B. Policy
 - Report on Meeting: May 9th, 2024, provided by Ellen Marino. Many policies covered; verbiage needed updating.
- C. Building & Grounds
 - Did not meet this month. Next Meeting: August 21st, 2024
- D. Personnel
 - Did not meet this month. Next Meeting: August 13th, 2024

6. BUDGET

- Discussion of Referendum and possible action \$70,000 to be cut from education line.

Motion by Renee Waldron to cut \$35,000 from Gilbert School's budget, seconded by Astrid Robitaille. Yeas: Renee Waldron/Nays: all others. Motion fails.

7. RESIGNATIONS & APPOINTMENTS

- Resignations
 - Brad Toomey
 - Mason DuBois
 - Steve Hodges
- Appointments
 - Scott MacDonald

8. OUT OF STATE FIELD TRIP

- Massachusetts College of Liberal Arts
Jared Fritch, Board Member & Varsity Girls Soccer Head Coach, discusses proposed trip with his team to Massachusetts College of Liberal Arts to watch three former Gilbert players compete. Two former Gilbert students play soccer for Massachusetts College of Liberal Arts and one from Deane College, who will compete.

Motion to approve made by Theresa Padin, seconded by Ellen Marino and unanimously approved. Abstain: Jared Fritch.

9. SECURITY UPDATE

Tabled

10. SECOND READING OF POLICIES

- #5124 – Reporting to Parents/Guardians
- #6146.11 – Grade Weighting/Class Ranking
Approval next meeting – August 21st, 2024

11. APPROVAL OF POLICIES

- #5131.6 – Alcohol Use, Drugs, Tobacco

Motion to approve by Ellen Marino, seconded by Scott Beecher and unanimously approved.

- #5145.124 – Breathalyzer Testing

Motion to approve by Ellen Marino, seconded by Jared Fritch and unanimously approved.

- #5145.5 – Exploitation/Sexual Harassment

Motion to approve by Ellen Marino, seconded by Theresa Padin and unanimously approved.

- #5145.53 – Transgender and Gender Non-Conforming Youth

Motion to approve by Ellen Marino, seconded by Theresa Padin and unanimously approved.

12. HEAD OF SCHOOL REPORT (Holly Cassaday for Greg Shugrue)

- Enrollment: 438 students enrolled at the end of school year
- Attendance Data: 91.7% daily average for the month of May
- Social Worker/Mental Health Report: Tabled
- Food Service Report: Tabled
- Update on Increasing Educator Diversity Plan

- Special Education MOU: Will need to be re-signed, eventually, as a formality with WPS. Presented again on August 21st meeting.

13. BOARD OF EDUCATION REPORT

- Renee Waldron reports: Superintendent search is underway; CABE will conduct search. End-of-year family BBQ was a success; approximately 607 meals served. Continued “boiler work” at Pearson. Freeman Burr will be interim Superintendent until a new one is selected.

14. SCHOOL CORPORATION CHAIRMAN’S REPORT

- Chair Holly Cassaday reports that she has been invited to sit on the Superintendent search committee. Reminder – July 2nd Budget Referendum Vote #2!

15. EXECUTIVE SESSION

- Head Of School – Year in Review. Tabled.

16. ADJOURNMENT

Motion by Theresa Padin at 7:03PM, seconded by Ellen Marino and unanimously approved.

Respectfully submitted,
Lauren Jones Dombrowski

RESIGNATIONS & APPOINTMENTS

3 July 2024

Dear Mr. Shugrue and Ms. Lewis,

I am writing to inform you that I resign from my position as ELA/Reading teacher at The Gilbert School effective immediately to pursue opportunities for professional growth. Thank you for the opportunities I have had over the last nine years. I wish you all the best.

Sincerely,
Francesca C. Daniele

ENHANCEMENT GRANT REQUEST

APPLICATION FOR ENHANCEMENT GRANTS

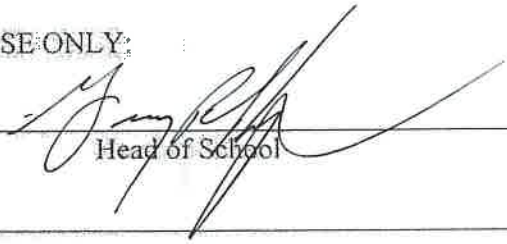
Name(s) Tina Keegan Date: July 23, 2024

Department: English Amount Requested: \$2430

Summary of request: Seventh grade trip to see *A Christmas Carol* at the Hartford Stag as part of our Common Core-based curriculum.

*Attach your proposal and any supporting documentation to this form.
Return to Sandy O'Connor or Diane Cook.*

FOR OFFICE USE ONLY:

Reviewed by:  Date: _____
Head of School

Comments: _____

Recommendation: Reject Approve Approve with modifications

Reviewed by: _____ Date: _____
CEO, The W. L. Gilbert Trust Corporation

Comments: _____

Recommendation: Reject Approve Approve with modifications

The seventh grade would like to take a field trip to The Hartford Stage to attend a performance of *A Christmas Carol*. One of the seventh grade Common Core Language Arts Standards is to "compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique each to medium." In English class, students will read Dickens' original work as well as a scripted (play) version. They will also view one of the many film versions of the story. Attending a dramatic performance of *A Christmas Carol* will enhance their experience greatly, as they will be able study the unique techniques of stage performance and how a screenwriter and director convey meaning through set, action, and dialogue. The Hartford Stage production is a unique version of the story that allows for in-depth analysis as students compare it to other versions. As part of the experience, students will also learn appropriate theater etiquette.

The cost of the tickets is \$30 per student. The transportation cost will be provided by the students.

**THE GILBERT SCHOOL
200 WILLIAMS AVENUE
WINSTED, CT 06098**

**FIELD TRIP REQUEST FORM
CONNECTICUT (DAY TRIP)**

**This form must be submitted for Day field trips in Connecticut.
Forms must be submitted at least two (2) weeks prior to the trip.**

DATE OF TRIP: December 11, 2024

TIME OF DEPARTURE: 8:45 A.M. **TIME OF RETURN:** 1:30 P.M.

PRIMARY DESTINATION(S): The Hartford Stage

NUMBER OF STUDENTS ATTENDING: 80

STUDENT CLASS/GROUP: Grade 7

NAME(S) OF SPONSORING FACULTY: Tina Keegan

NAMES OF CHAPERONES:

Tina Keegan

Charley Harbach

Hyewon Noh

Tisha Godfrey

Darlene Webb

ANTICIPATED COST TO STUDENTS: \$10 (ticket price in English Department budget)

Attached Curriculum and Objective Linkages Form must be submitted.

Department Chair/Liaison Approval: _____

Date: _____

Principal 

Date: 7/25/24

Head of School Approval: 

Date: 8/6/24

**APPROVAL OF POLICY:
#5124 - REPORTING TO PARENTS/GUARDIANS**

Students

Reporting to Parents/Guardians*

The Board of Directors encourages regular and effective two-way communication between parent/guardian and teacher through frequent and varied reporting methods.

Parent/guardian-teacher conferences, letters and informal notes, telephone calls to parents/guardians, and school visitation should be used regularly, among other means, to inform parents/guardians of student successes and student needs and to inform teachers of parent concerns about, suggestions for, and perceptions of their children which may help the teacher in his or her work with particular children.

1. Report Card. Written reports on student progress will be issued in accordance with a schedule approved by the Superintendent after consultation with the principal and faculty. Reporting dates shall be determined annually and placed on the school calendar. Parents/guardians will be advised no later than the penultimate reporting period of a student's potential failure in a course or grade and the possibility of the student repeating the grade or course.

Report cards should reflect the educational growth of the student in relationship to each student's ability, attitudes, interests, conduct or citizenship, and achievement and in relationship to standards for his/her age and grade.

Teachers also will report on student progress at regularly scheduled parent/guardian conferences.

2. Warning Notices. Student progress reports to parents/guardians should be sent as needed between marking periods - not only to indicate student achievement. Parental acknowledgment of these communications should be encouraged.

If parents/guardians are separated or divorced, both have equal rights to be informed of their child's school progress unless there is an order from the court to the contrary. Non-custodial parents/guardians shall receive written reports and conference notifications upon a request to the school principal.

* Please refer to Policy 5125 for definitions.

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardian to student's records.

46b-56 Access to records of minor children by non-custodial parent.

Policy adopted: May 20, 2009

THE GILBERT SCHOOL

Winsted, Connecticut

APPROVAL OF POLICY:
#6146.11 - GRADE WEIGHTING/CLASS RANKING

Instruction

Grade Weighting/Class Ranking

Students are provided with weighted grade point averages (GPAs) at the end of each academic year, excluding senior year. Final senior GPAs will be determined after seven semesters of academic rank. Weighted GPA is used for purposes of determining class rank. Courses are assigned a weighting factor based upon the level of study designated for each course in which a student is enrolled. The more rigorous the level of study, the greater weighted value assigned to the course.

1. Students must have completed four semesters of coursework at The Gilbert School to be included in class rank.
2. Summer school coursework will not be included as part of class rank.
3. Students must be carrying at least seven (7) ranked credits per year to be included in the ranking process.
4. Students who seek to accelerate the graduation process and graduate in less than four years will not be ranked with the senior class. These students will be given an equivalent class rank for purposes of college applications and scholarships. Accelerated students will not displace seniors in the ranking process.
5. Courses completed in the Independent Study Program will not routinely be included in class rank. A course taken in the Independent Study Program may be considered for inclusion in class rank if the following conditions exist: a) the course is an approved course within the curricular offerings of the school; and b) the contact hours for it were offered during the regular school day. An academic review panel including representation of high school administrator(s), guidance counselors(s), teachers(s) and directors(s) will meet at the beginning of each academic year to determine if any courses(s) fulfill the eligibility requirements to be included in class rank. If a course is approved for inclusion in class rank, all students enrolled in the course will have that course included in their class rank calculations.
6. Students and parents will be provided with general class rank at the end of freshman, sophomore and junior years.
7. A weighted GPA will be determined for each senior after six semesters of study for the purpose of class rank for college applications. Final graduation rank will be determined after seven semesters of study. At the conclusion of semester seven, class rank and GPA will be based on courses where credit has been earned. The valedictorian, salutatorian and Gilbert Award will be named after the seventh semester. Students will be provided with class rank information for ranking and college application purposes.

The Gilbert School believes it is necessary and important to provide differentiated quality points for the purpose of weighting its academic course offerings at the high school. Quality points are the weights that are assigned to courses in order to communicate their differing academic

challenge. Calculation of the quality points assigned to academic courses multiplied by the grades a student achieves determines a student's Grade Point Average (GPA).

Weights assigned to academic courses communicate the level of academic challenge inherent in each course to students and their parents; therefore, the weights assigned help students to make more appropriate course selections. Additional weights assigned to college preparatory courses recognize that more challenging courses require advanced levels of work; therefore, advanced courses have higher course weights and impact the Grade Point Average accordingly.

Advanced Placement courses will be distinguished from honors courses with higher weights and honors courses will be distinguished from other college preparatory courses with higher weights for the determination of Grade Point Average and class rank. In addition, The Gilbert School seeks to encourage students to take a wide range of courses from the elective offerings in order to broaden their education without encountering any negative impact to their Grade Point Averages. For that reason, The Gilbert School will not weight the majority of its elective course offerings, with the only exceptions being honors and Advanced Placement elective courses.

GPA and Rank in Class

GPA is calculated by finding the arithmetic mean of all final course grades as weighted by their credit value. Rank in class is determined by the numeric ordered ranking of GPA of students who will have attended The Gilbert School for the equivalent of four full semesters by the time graduation honors are determined for that graduating class. A relative rank in class will be provided for transitional students as needed for scholarships and college or other post-secondary applications. A transitional student's relative rank in class is determined according to his/her GPA in comparison to permanent students and other transitional students. Transitional students are students with less than four semesters at The Gilbert School. The cumulative GPA used to determine eligibility for academic awards will be calculated at the end of the third quarterly ranking period immediately preceding graduation, and third quarter grades will be prorated as final grades.

Students' grades that transfer from another school are reviewed and evaluated by the principal or his/her designee to determine weighted grade values in accordance with criteria established for all course grades. Once evaluated the course grade is included in the grade point average or class ranking depending on the quality point system average used by the school.

Academic Awards

Academic awards are determined by either GPA or Rank in Class. Rank in Class is determined by GPA and length of enrollment at The Gilbert School. Students must attend The Gilbert School for the equivalent of four full semesters to be considered a permanent student and therefore to be eligible for any academic awards that are limited to students with permanent student status.

High Honors Award

The High Honors Awards is given to any graduating senior with a cumulative GPA of 3.67 or greater from courses taken while enrolled at The Gilbert School.

Gilbert Award

The Gilbert Award is given to the members of the graduating class representing the top 15% of Rank in Class among all permanent students in that class.

Salutatorian

Recognition as salutatorian is given to the member of the graduating class with the second-highest Rank in Class among all permanent students in that class.

Valedictorian

Recognition as valedictorian is given to the member of the graduating class with the highest Rank in Class among all permanent students in that class.

Students must attend The Gilbert School for six (6) semesters to be considered for salutatorian and valedictorian.

Policy adopted: November 19, 2014

Policy revised: April 20, 2016

Policy revised: June 19, 2019

Policy revised: November 17, 2021

THE GILBERT SCHOOL

Winsted, Connecticut

SPECIAL EDUCATION M.O.U.

**THE W. L. GILBERT SCHOOL CORPORATION AND
BOARD OF EDUCATION OF THE TOWN OF WINCHESTER, CONNECTICUT**

**MEMORANDUM OF UNDERSTANDING WITH
RESPECT TO SPECIAL EDUCATION**

This Memorandum of Understanding with Respect to Special Education is made this 16th day of September 2024, between THE W. L. GILBERT SCHOOL CORPORATION of the Town of Winchester, State of Connecticut (hereinafter, together with The Gilbert School, referred to herein as "the School" or "Gilbert") and the BOARD OF EDUCATION OF THE TOWN OF WINCHESTER, State of Connecticut (herein referred to as "the Board", "Winchester" or "the Winchester Board"), both being of the Town of Winchester, County of Litchfield, and State of Connecticut.

The parties agree to the following principles and promises:

1. Winchester assumes full responsibility for Special Education services at Gilbert as provided in an Agreement between the parties executed this date, to which this Memorandum is appended (the "Agreement").
 - 2a. Gilbert will provide classroom space at no additional cost to Winchester as well as the related office facilities.
 - 2b. Winchester and Gilbert will work collaboratively to design and plan protocols around any student-specific or program-specific modification such as the creation of a sensory/multi-functional break room, a Student Resource Center (that may focus on needs of students with Social and/or Emotional deficits) and or an Alternative Education Program (Low Credit, High Age 3pm-6pm) and Winchester shall provide funding for any student-specific or program specification modification and shall provide any and all adaptive equipment or specialized equipment or materials necessary for a student-specific or program-specific need.
 - 2c. Winchester and Gilbert will work collaboratively around section 504. Gilbert will have responsibility of running and implementing 504 programming for identified students. Gilbert will consult with Winchester prior to any 504 decisions being made around adaptive equipment, including technology.
 - 2d. The parties intend that the Special Education program at Gilbert will be an integral part of the School. To the extent feasible and available within the constraints of the Gilbert School budget, Gilbert will furnish each special education classroom with student desks, a teacher desk, a teacher computer, customary storage cabinets and other equipment normally provided for a regular education classroom. Special education teachers and paraprofessionals will have the same access to photocopying,
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MEMORANDUM OF UNDERSTANDING
WITH RESPECT TO SPECIAL EDUCATION

telephone and other services, and paper and other teaching supplies as is provided to regular education teachers and paraprofessionals. Special education teachers will have direct access to district wide assessment data. In addition, special education teachers will have direct access to any general education curriculum where they are co-teaching, including direct access to digital curriculum. Winchester will provide a photocopying device for staff to use to be housed in the special education office. If said machinery is in disrepair Gilbert will give staff access to its equipment while Winchester resolves this issue, so that there will not be a lapse in Special Education related paperwork.

3a. Winchester commits to provide administrative time and support, consistent with the number of special education students and their needs, to assist in the successful implementation and conduct of the Special Education programs at the Gilbert School. This will include but not limited to the supervision of Winchester staff housed at the school, assisting Gilbert regular education staff in accommodating needs outlined in designated student IEPs, and consultations with the Gilbert administration in order to assist open communication and program success.

3b. Supervision: Direct supervision and evaluation of Winchester staff working at Gilbert will be conducted by Winchester administrators (appropriately certified). To the extent feasible and permissible by law and contract, Winchester will solicit input from Gilbert administration regarding supervision and evaluation issues.

3c. Hiring: Although existing Winchester staff working in special education will be assigned to Gilbert by Winchester, Gilbert will participate in the interview process for future employment decisions related to Winchester staff working at Gilbert. To the extent feasible and permitted by law, Winchester and The Gilbert School will identify a Gilbert representative who may participate in the interview process for the filling of a certified teacher vacancy. Winchester still reserves the right to make the final decisions on employment based off the recommendations from the collaborative discussions and interview process.

3d. Gilbert shall not assign any Winchester employees to perform tasks contrary to or inconsistent with the staff members' special education obligations without the express written consent of the Winchester Superintendent or the Winchester Director of Student Services.

3e. Only Winchester may extend the workday of its certified and noncertified personnel who are assigned to The Gilbert School.

4a. Gilbert School and Winchester shall work collaboratively to make it possible for regular education teachers to meet with and collaborate with Winchester's special education teachers to do the following:

- (1) review Tier III interventions for students and PPT referral issues;
- (2) discuss and plan for co-taught classes;
- (3) review IEP accommodations and behavioral intervention plans; and/or
- (4) collaborate on resolving IEP issues.

4b. Winchester and Gilbert will work collaboratively to provide appropriate joint instruction to Winchester special education paraprofessionals assigned to the Gilbert School regarding interaction with regular education teachers and the role of special education paraprofessionals in regular education classrooms.

MEMORANDUM OF UNDERSTANDING
WITH RESPECT TO SPECIAL EDUCATION

4c. Gilbert and Winchester will work collaboratively to provide joint instruction to Gilbert regular education teachers regarding proper interaction with and utilization of special education paraprofessionals in their classrooms.

4d. Gilbert will provide training to Gilbert regular education teachers regarding the “least restrictive environment” requirement under the IDEA and the “appropriate education” requirement under Section 504, and the role of regular education teachers in the implementation of IEPs and Section 504 accommodation plans.

4e. The Winchester Board will provide training to Winchester special education teachers and paraprofessionals at Gilbert School regarding the ‘free appropriate public education’ requirement under the IDEA and the role of special education teachers in the implementation of IEPs.

4f. Gilbert will provide substitute teacher coverage, at its expense, for all regular education staff members who are required to attend a PPT meeting for a Winchester student who is, or may be, participating in the regular education environment at The Gilbert School.

5a. Where feasible and permitted by law, the parties will consult with regard to aspects of day-to-day supervision issues during the Winchester Board’s conduct of its special education program at Gilbert, including, but not limited to, teacher schedules, work day, work year, participation in faculty meetings, substitute teachers, access to supplies and materials and similar issues.

5b. Winchester shall work collaboratively with Gilbert professionals and parents/ guardians in developing and implementing appropriate special education supports and services under IDEA necessary to meet each identified student’s needs in the least restrictive setting, such as providing positive behavioral supports, providing equal access for students with disabilities and exhausting the continuum of special education programming before considering more restrictive settings.

6a. The parties agree to collaborate to the greatest extent possible in the on-going administration of the special education program. Gilbert and Winchester will collaborate to address concerns and disputes about the supervision and operation of special education programming directly among the school administrators, teaching professionals and service providers. If such disputes cannot be resolved in a timely manner the parties may elect to ask a mutually acceptable and impartial mediator to assist them.

6b. Gilbert and Winchester acknowledge that any changes to a student’s IEP can only be made via the PPT process. Gilbert administrators will work collaboratively with Winchester case manager, contracted consultant/supervisor, and or the Director of Student Services to answer any inquires or concerns about a student’s special education programming.

6c. Winchester agrees that continued compliance with its parental communication obligations under state and federal special education law is consistent with the letter and spirit of the Agreement. Gilbert

MEMORANDUM OF UNDERSTANDING
WITH RESPECT TO SPECIAL EDUCATION

administrators and teachers shall adhere to the following procedures if the school professional has a concern about a Winchester student's special education program:

- (1) seek a prompt meeting or conference call with a Winchester administrator to address the immediate concern;
- (2) convene a student study meeting to address the noted concern, and provide sufficient notice to Winchester administrator so he/she could participate in the meeting; and/or
- (3) contact Winchester Superintendent within two (2) school days if Winchester's special education administrator has not responded to the raised concern.

7a. Gilbert will implement SRBI in all years of the contract in accordance with Connecticut State Department of Education guidelines and requirements as part of the regular education program. Any incidental costs associated with Gilbert's implementation of this legal mandate shall not increase the tuition charged to Winchester.

7b. Gilbert will share all SRBI data for each student referred to a PPT with both the parents/guardians of the students and Winchester before any PPT is convened. Winchester will share with Gilbert the education records for each 6th-grade Winchester student who enrolls at Gilbert, which may include SRBI data and pre-referral materials by June 15th of the preceding school year.

W.L. GILBERT SCHOOL CORPORATION

BY: _____
Holly Cassaday, Its Chairman, duly authorized

BOARD OF EDUCATION OF THE TOWN OF WINCHESTER

BY: Nora MocarSKI 8/16/2024
Nora MocarSKI, Chairman of the Winchester Board of Education, duly authorized

ENROLLMENT DATA

Gilbert Total Enrollment by Month by Population				
	Winchester Enrollment	International Enrollment	Other District Enrollment	Total Enrollment
August 2024	433	15	2	450
September 2024				
October 2024				
November 2024				
December 2024				
January 2025				
February 2025				
March 2025				
April 2025				
May 2025				
June 2025				

Gilbert Grade Level Enrollment - Winchester Only											
	August 2024	September 2024	October 2024	November 2024	December 2024	January 2025	February 2025	March 2025	April 2025	May 2025	June 2025
Grade 7	81										
Grade 8	86										
Grade 9	70										
Grade 10	53										
Grade 11	61										
Grade 12	82										
Total	433										

SOCIAL WORKER/MENTAL HEALTH REPORT

2023-2024 school year totals

COUNTA of Student name:	Student grade:										
Reasons	7	8	9	10	11	12	HS	Mixed Grades	MS	Grand Total	
Add a 504 student	3	2		1						6	
Called 211		1		2	1					4	
Called DCF	8	5	11	11	9					44	
Classroom observation	3	6	8	2		2		7	2	31	
DCF requested documents	13	4	6	4	9					36	
Drop in	244	238	151	167	173	58				1031	
Home visit	5	2	14	9	17	13				60	
Hospitalization	3	1		1	10	2				17	
Mediation between students	12	13		5	12					42	
Mediation with student and teacher/adult			2							2	
Parent call/direct interaction	41	13	14	17	34	4				123	
Reported self harm	2	4	2	1	6	2				17	
Reported suicidal ideation	4	2	1	3	15	2				27	
Safety plan created	5	3	3	1	4	3				19	
Student in crisis	52	47	26	35	46	8				214	
Teacher consultation	2	4	3	7	8	2				26	
Weekly	223	139	201	98	159	42				862	
Grand Total	620	484	442	364	503	138		7	2	1	2561

2023-2024 school year totals Unique students from total

COUNTUNIQUE of Student name:	Student grade:										
Reasons	7	8	9	10	11	12	HS	Mixed Grades	MS	Grand Total	
Add a 504 student	3	2		1						6	
Called 211		1		2	1					4	
Called DCF	5	2	7	9	5					26	
Classroom observation	3	6	5	2		1		5	2	23	
DCF requested documents	11	2	4	4	5					23	
Drop in	56	40	41	45	43	23				228	
Home visit	3	1	6	4	5	6				23	
Hospitalization	1	1		1	6	2				10	
Mediation between students	8	10		3	7					28	
Mediation with student and teacher/adult			2							2	
Parent call/direct interaction	19	8	8	10	16	3				60	
Reported self harm	1	3	2	1	3	1				10	
Reported suicidal ideation	1	2	1	3	6	2				14	
Safety plan created	2	2	3	1	4	2				14	
Student in crisis	25	21	14	18	19	5				100	
Teacher consultation	2	3	3	4	4	2				16	
Weekly	29	23	28	21	19	10				120	
Grand Total	68	48	58	59	56	32		5	2	1	284

FOOD SERVICES REPORTS



The Gilbert School Food Service Update

6-19-24

- Next year will begin with a new Cafeteria Manager, Kate Roux. Kate has spent the past few months working with our current manager to be sure we have a smooth transition in the new year.
- Meal counts: May averaged 95 Breakfasts and 320 Lunches daily.
- As mentioned before, we will be transitioning to a new Point of Sale (POS) system next year. The impact to students and parents will be changing to a new payment system, the district will be using Myschool bucks. Current funds will be transferred so they remain with the student. Parent communication will be sent out prior to the start of the school year.
- We will be looking to fill a few Food Service Staff vacancies this summer due to a retirement and one long-standing vacancy.
- Financial Update & Projection: Current financial report from 5/31/24 indicates a positive balance of \$12,820 year to date. We anticipate ending the year with a small positive balance.



The Gilbert School Food Service Update

8-15-24

- Included with this report is a copy of the **Welcome Letter for parents.**
- We will be using a new **Point of Sale (POS)** system this year. The impact to students and parents will be changing to a new payment system, the district is now using **Myschoolbucks**. Funds from the previous system have been transferred so they remain with the student.
- Filling vacancies this summer has been a slow process. We hope to have one of the two vacancies filled in the next few days.
- Good news, the new **Community Eligibility Provision (CEP)** calculations have increased your numbers so that this year **73.82%** of all meals will be paid at the free rate, last year's rate was **64.77%**.

INCREASING EDUCATOR DIVERSITY PLAN



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



June 4, 2024

Dear Superintendent:

Thank you for your very diligent efforts in submitting an Increasing Educator Diversity Plan (Plan) as required by Public Act (P.A.) 23-167 Section 10.

The purpose of this letter is to inform you that the Connecticut State Department of Education (CSDE) has completed a review of your Plan. The Plan was reviewed by CSDE staff trained to use the Increasing Educator Diversity Review and Feedback Tool (Feedback Tool) to determine if the Plan submitted has characteristics of a strong plan and is on track for successfully increasing educator diversity. The feedback was generated with input from advisory members. Advisory members are professionals from across the state with relevant expertise. Both CSDE reviewers and advisory members underwent training on the Feedback Tool, the elements of a strong plan for increasing educator diversity, and bias and bias mitigation in the Plan review process.

After a thorough review and careful deliberation, it has been determined that your plan has conditional approval. Aspects of your Plan require review, revision and resubmission by Tuesday, October 1, 2024. The comments provided on the enclosed Feedback Tool are intended to inform your team's revision process. Beginning June 7 through June 26, 2024, CSDE and WestEd staff will provide virtual office hours to school districts to support feedback interpretation, and to facilitate Plan revision and resubmission. You and your team are encouraged to use the following link to schedule a virtual session <https://calendar.app.google/9DWNDHU185BDR5qr8>.

We are confident that after making the necessary revisions to your Plan it can be a useful anchor for your increasing educator diversity work. A strong Plan can effectively guide your journey to increase the racial, ethnic, and linguistic diversity of your educator workforce.

Thank you for your commitment to prioritize building a teacher workforce that reflects the demographic diversity of the state's K-12 students. Please email questions about your Plan and/or Plan feedback to: SDE.IEDPlans@ct.gov.

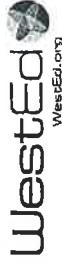
Sincerely,

Charlene M. Russell-Tucker
Commissioner of Education

Cc: Synthia Sone-Moyano, Deputy Commissioner, Educational Supports and Wellness
Dr. Shuana K. Tucker, Chief Talent Officer
Michael P. McKeon, Director of Legal and Governmental Affairs

Enclosure: (1)

Increasing Educator Diversity (IED) Plan Review and Feedback Tool



This tool is designed to be used by staff at the Connecticut Department of Education to guide their review and feedback for Increasing Educator Diversity plans submitted by districts.

Decision

Conditional Approval

District Name

Gilbert School

1. Clear Goals and a Theory of Action

Key Questions Guiding Review

- Does the theory of action align with the district's vision for equity?
- Is the theory of action clearly articulated, and does it establish a direct connection with the goals identified in the plan?
- Are the goals sustainable, measurable, attainable, ambitious, relevant, and time bound (SMART)?
- Is it evident that the goals identified are based on the district's most current data and/or any data projections the district has about the educator workforce?
- Is it clear what success will look like (i.e., how things will be different) if the goals are achieved?
- Are the indicators of progress for each goal clearly described and likely to support achievement of the goal?

Characteristics of a Strong Plan

- The plan specifies an ambitious, easy-to-understand theory of action with a clear connection to goals. All components of the plan are undergirded by a strong root-cause analysis.
- The plan defines the goals in terms of specific and measurable outcomes based on the district's most current data, and any projections they have, about the educator workforce.
- The goals address all parts of the workforce pipeline (recruiting, selecting, hiring, sustaining, and retaining).
- If the goals are achieved, there will be a marked difference in the district's educator workforce that is apparent to everyone.
- The goals and theory of action are clearly linked to overall system commitments and goals.

Feedback

The vision and theory of action could be more closely aligned if they were inclusive of all stakeholders. For example, the vision is student focused, while the TOA focuses on the educator. To be fully aligned, all stakeholders should be considered. Additionally, the ToA prioritizes engagement and connectedness but does not identify how this will result in increased educator diversity.

2. Strategies, Key Activities, and Vital Processes

Key Questions Guiding Review

- Are the strategies and key activities for each goal relevant and research-based and/or informed by best practices?
- For each goal, is there a coordinated and coherent set of strategies described that will support achievement of the goal?
- For each goal, is a single person identified who is responsible for monitoring progress and ensuring successful implementation?
- For each strategy, is it clear who needs to do what and by when?
- Are the indicators of progress clearly described and relevant for each strategy/activity?
- Does the plan clearly describe how system leaders and accountable leaders will be involved in and/or informed about the plan, its progress, and problem-solving to address challenges in implementation?

Characteristics of a Strong Plan

- The plan engages senior leaders from important, interested, and/or affected parties.
- The plan has a clear set of strategies that are based on research and best practices.
- Chosen strategies are relevant to each goal, complement one another, build upon one another, and are sequenced to achieve the plan's goals.
- Each strategy specifies the necessary roles at every level—from the state to the school—for successful implementation.
- Each strategy has a single accountable owner.
- The plan defines a clear measure of success for each goal, and each activity has a defined set of indicators of success that includes specific and time-bound implementation milestones and evidence of implementation quality.

Feedback

The primary goal is to enhance educator diversity. LEA 71 second strategy, "increase the number of applicants of color," can be the recruitment goal, which aligns with the outlined strategies. While the hiring and retention goals and accompanying strategies are specific, we recommend revising the progress indicators in these areas to ensure clarity and relevance to support each strategy. Identifying progress monitoring benchmarks and timelines may also be helpful. Revisit the plan's management section; the benefits of deep collaborations with and delegating to other key stakeholders involves them in the process, which will create buy-in and improve outcomes.

3. Resources, Communication, and Risk Mitigation

Key Questions Guiding Review

- Is it evident that the team represents and/or has access to and strong relationships with people and information they need for problem-solving and keeping the work on track?
- Are the personnel, financial, technological, and other resources required to achieve goals clearly identified?
- Are the identified resources adequate for implementing a deliberate and differentiated communications strategy that will build a critical mass of support for each goal and the plan as a whole?
- Are the key interested and/or affected parties that the district will need to engage for successful implementation of each goal clearly identified, and is engagement with them clearly described?
- Is it evident how the team will onboard new leaders when leadership transitions occur?
- Are major risks that might cause the work to go off course clearly identified?
- Are strategies to mitigate potential risks described?
- Is it evident in the plan that the district has considered implications for other systems and initiatives in the district and/or in the state?

Characteristics of a Strong Plan

- The plan clearly identifies the team lead and core team members.
- The team has the right mix of people, talent, influence, and access to key individuals in the state who can be tapped to help solve problems and keep the work moving to achieve goals.
- There is a clear communication strategy that details the messages, modes of communication, frequency and timing of communication, and messengers.
- The plan gives a clear picture of how the strategies can work with the resources available, or it specifies how the needed resources can be obtained.
- The plan identifies key interested and/or affected parties who will be most critical to the success of any potential policy change.
- The plan details risks and constraints along the delivery chain—including weak relationships, choke points, funding shortfalls, and other potential major issues—and there are potential solutions for managing these risks.
- The plan includes the essential work that must occur across institutions, including the state, educator preparation programs, districts, and schools. Interdependencies are well understood and articulated.
- The team proactively manages transitions so that new leaders quickly become familiar with and supportive of the increasing educator diversity plan.

Feedback

The plan lacks risk and mitigations. The current risk related to inaccurate data does not take into account that applicants self-reporting, which almost entirely eliminates the identified risk. What other resources, risks, and mitigations might LEA 71 consider as they further develop the plan? How can technology be utilized to attract diverse candidates?

THE GILBERT SCHOOL

INCREASING EDUCATOR DIVERSITY PLAN



TEAM MEMBERS:

STEVE BARONE

PATRICK BRINTLE

FRANCESCA DANIELE

DEBRA LEWIS

JESSICA PELLETIER

JOSH PENN

KATE ROHLFING

GREG SHUGRUE

VISION AND MISSION STATEMENT

The Gilbert School is committed to ensuring that all our students are prepared to be thoughtful and productive citizens in a complex, global society.

In pursuing this Mission, we believe that:

- All students can learn and be successful.
- All students are valued and deserve an education that addresses their academic, physical, and social/emotional needs.
- All students are entitled to a safe, healthy, and respectful learning environment.
- All The Gilbert School community members must uphold high expectations, be accountable, and demonstrate a commitment to excellence.
- Celebrating the heritage of The Gilbert School strengthens community pride and inspires individual accomplishments.

THEORY OF ACTION

If we promote a safe, healthy, welcoming school environment, then employees will be encouraged to take leadership opportunities and increase engagement. If we foster an inclusive school environment that respects and values all stakeholders within the community, then educator involvement and connectedness will increase.

RECRUITMENT

Goal

Increase the diversity of educators within the district.

Who manages the goal?

School Administration, Human Resources

Strategies/Key Activities

What?

1. Create recruitment brochures
2. Increase the number of applicants of color
3. Attend recruitment fairs (SCSU, CCSU, SHU, St. Joseph's)
4. Expand outreach network (teacher prep programs, Chamber of Commerce, NCCC.
5. Edsitesecure- provide demographic data for teacher candidates.
6. Creating a mentorship program for students, support staff, etc. of color who have aspirations for education.
7. Increase the number of trained faculty qualified to have student teachers, and increase partnerships for student teachers.

Who Owns This?

School leadership: administration, department leadership, human resources.

By When?

Start of 2025-2026 school year

Indicators of Progress

Quarterly reviews of the following information:

1. Demographic data provided by Applitrack to better understand referral sources and identities of applicants.
2. Demographic data of faculty and staff to evaluate the diversity of new hires.
3. Number of fairs attended
4. Follow-up contact with prospective candidates and check-ins with the network (i.e. inviting in for tours and events).

Resources Required

One-page handout about Gilbert

*attached to this document

Risks and Mitigation

Inaccurate or limited data from Applitrack regarding applicants' identities

Communication/Engagement Efforts

Chamber of Commerce, NCCC, local childcare establishments, ARC

HIRING AND SELECTION

Goal

Evaluate current hiring practices to ensure that they are equitable and conducive to attracting/considering a more diverse staff

Who manages the goal?

School leadership: administration, department leadership, human resources

Strategies/Key Activities

What?

1. Audit our job descriptions for underlying bias.
2. Create equitable, standardized, relevant interview questions and accompanying rubrics specific to the position.
3. Establish a consistent protocol and timeline for application review.
4. Explore resources for professional development about best hiring practices for more equitable outcomes. Select training for staff.
5. Consider diversity in the composition of interviewing committees.

Who Owns This?

School leadership: administration, department leadership, human resources

By When?

1. Audit our job descriptions for underlying bias. Start 2024-2025 school year., but ongoing process (review job postings as they are posted).

2. Create equitable, standardized, relevant interview questions and accompanying rubrics specific to the position. Complete by the end of the 2024-2025 school year.
3. Establish a consistent protocol and timeline for application review. Start of 2024-2025 school year.
4. Explore resources for professional development about best hiring practices for more equitable outcomes. ASAP and on an ongoing basis.
5. Consider diversity in the composition of interviewing committees. ASAP and on an ongoing basis.

Indicators of Progress

1. Starting a *new to the building* teacher mentor program
2. Audit our job descriptions for underlying bias. Start 2024-2025 school year, but ongoing process (review job postings as they are posted).
3. Create equitable, standardized, relevant interview questions and accompanying rubrics specific to the position. Complete by the end of the 2024-2025 school year.
4. Establish a consistent protocol and timeline for application review. Create and utilize protocol, and adapt as necessary.
5. Explore resources for professional development about best hiring practices for more equitable outcomes. Select training for staff. Create a committee specially trained for interviewing.
6. Consider diversity in the composition of interviewing committees. Retrieve the demographic information in Applitrack and number of interviews with diverse candidates conducted monthly. Compare data to the previous month.

Resources Required

1. Utilize the resources we have access to:

- Applitrack
- Indeed?
- Edsight Secure
- School Spring
- CTREAP

2. Research alternative hiring software

3. Investigate the use of AI to check for bias in interview questions.

4. CREC DEI Professional Learning Series:

<https://www.crec.org/equity-services/>

Risks and Mitigation

Applicant may decline job due to:

1. Geographic location.
2. Competitive Salary
3. Lack of available housing

Communication/Engagement Efforts

HR

Head of School

School Corporation

RETENTION

Goal

Build a community that prioritizes an inclusive culture/climate where all educators of all backgrounds are valued, feel safe, and have a sense of belonging.

Who manages the goal?

School leadership: administration, department leadership, human resources

Strategies/Key Activities

What?

1. Creating an effective onboarding protocol, ensuring support for new educators (i.e. informal check and connects, conduct stay interviews, conduct needs assessments).
2. Seek out funding opportunities to support initiatives and training, including professional development and continuing education opportunities.
3. Offering incentives to retain educators of color, including tuition reimbursement, professional learning opportunities, etc.
4. Increasing opportunities for faculty and staff to develop positive relationships and to increase staff morale (i.e. monthly breakfasts).
5. Establishing a mentorship program for new faculty and staff.
6. Building capacity for leadership: opportunities for educators of color, providing opportunities to take leadership roles.

Who Owns This?

School leadership: administration, department leadership, human resources, staff

By When?

1. Start the 2024-2025 school year.

Indicators of Progress

1. Climate Surveys
2. Conduct stay interviews quarterly.
3. Comparison of the number of diverse staff at the beginning of the school year to the end of the year, but also from year to year.
4. Monthly check-ins from mentors and others in a non-supervisory role.
5. Explore resources for professional development.

Resources Required

1. Data from human resources personnel regarding retention rates of educators of color.
2. Partnerships with local education associations (EdAdvance)
3. Continuing PD on recognizing bias and increasing cultural awareness, etc.

Risks and Mitigation

1. Over-reliance on educators of color to intervene with students of color or to act as race/DEI experts.
2. Lived experiences/microaggressions are not addressed by leadership.

Communication/Engagement Efforts

School Corp. Community, faculty, and staff all need to be supporting the needs and goals of the school.

**SCHOOL IMPROVEMENT:
THEORIES OF ACTION/PORTRAIT OF A LEARNER**

THE GILBERT SCHOOL



School Improvement Plan 2024-2025

Mission Statement

The Gilbert School is committed to assuring that all of our students are prepared to be thoughtful and productive citizens in a complex, global society.

In pursuing this mission, we believe that:

- All students can learn and be successful.
- All students are valued and deserve an education that addresses their academic, physical, social, and emotional needs.
- All students are entitled to a safe, healthy, and respectful learning environment.
- All members of The Gilbert School community must uphold high expectations, be accountable, and demonstrate a commitment to excellence.
- Celebrating the heritage of The Gilbert School strengthens community pride and inspires individual accomplishments.

Portrait of a Learner

Our Portrait of a Learner focuses on four (4) essential skills and four (4) key dispositions that our learning community has identified as paramount for our students in grades PreK-12 to succeed in a 21st-century world with growing challenges and demands.

These skills are:

- * **Collaboration**
- * **Communication**
- * **Critical Thinking**
- * **Creativity**

The identified dispositions that the group prioritized for students are:

- * **Integrity**
- * **Perseverance**
- * Having a **Growth Mindset**
- * Being an **Inclusive** person

Theories of Action

A theory of action is a conceptual framework that outlines the cause-and-effect relationships between specific actions or strategies and the desired outcomes or goals. It is a systematic way of thinking that helps individuals or organizations understand how their choices and interventions will lead to intended results.

A theory of action serves as a roadmap for planning, decision-making, and evaluating progress. It helps articulate the underlying assumptions, beliefs, and principles that guide actions and decisions.

A theory of action provides a logical and structured framework for planning and decision-making, allowing individuals or organizations to align their efforts, allocate resources effectively, and continuously assess whether their actions are indeed leading to the intended outcomes. It helps in making informed adjustments and improvements to strategies as needed to achieve success.

The Gilbert School has four Theories of Action

- Academics
- School Culture
- Aspirations
- Belonging

Academics Theory of Action:

If we commit to student learning and engagement by meeting the diverse needs of 21st-century learners THEN student curiosity and achievement will improve.

ACADEMICS: STUDENT GOALS

Goal: The percentage of students demonstrating growth on the SBAC, PSAT, NGSS, AP, and SAT assessments will increase.

Student Performance Indicator(s):

SBAC-- March for grades 7-8, Interim Assessments throughout the year for grades 7 & 8

PSAT-- October, for grades 8-11

NGSS (Next Generation Science Standards Assessment)-- March for grades 8 and 11, NGSS Interim Assessments - throughout the year for grades 7-11

SAT- March for all 11th-grade students state-wide

PSAT Math and English Benchmarks- testing 3x per year for grades 8-11

Advanced Placement-- May

Physical Fitness Testing- Ongoing throughout the school year. Grades 8 and 10.

Target:

Students who are in the Not Meeting/Approaching category will decrease by 10% and students in the Met/Exceeding category will increase by 10% as evidenced by SBAC, PSAT, and SAT assessments.

STRATEGIES

Academics- We will...

- Work to implement high-quality assessments as well as authentic learning experiences for the purpose of ongoing analysis of the learning and teaching process in order for students to achieve at high levels
- Continually reflect on teaching through the instructional process
- Participate fully in collaborative opportunities and professional development to empower teachers to improve teaching and learning for all students

ACTION STEPS: ACADEMICS

1. Continue departmental curriculum audits and revise plans for immediate and long-term improvement

2. Ensure that all staff are prepared to deliver the approved curriculum through purposeful professional development and established professional time.
3. Improve the analysis of assessment data and allow teachers to collaborate to maximize effective teaching practices so that students are engaged.
4. Continue to implement awards celebrating when students meet benchmarks on both PSAT sections, when students meet AP scholar standards, attain biliteracy, etc.
5. Meet with students at the start of the school year to discuss their scores from last year and set goals.
6. Continue SAT prep classes.
7. Increase authentic literacy and numeracy experiences across disciplines.
8. Embed SAT-style questions and formats within department assessments.
9. Establish routines to support a culture that emphasizes the importance and impact of these assessments.
 - a. Conduct PREP rallies during advisory the day prior to each major standardized assessment/assessment window to review what the test looks like, ensure students that they are prepared, review skills/general format, etc. to emphasize the importance.
 - b. Provide students with nourishment prior to assessments.
 - c. Have students reflect upon how assessments went during the advisory periods after the assessments.
10. Administer Math and English PSAT benchmarks 3x per year.
11. Continue professional learning about assessment updates.

PD/RESOURCES TO SUPPORT ACTION STEPS:

- Support teacher skills in interpreting data based on departmental needs-- done within departments.
- Create a folder of resources for teachers to support their work
 - Resources for how to create SAT-style questions and formats
 - Resources for what assessments look like and how they are formatted
- Continued professional development on the new SAT

MONITORING:

- All assessments (and a student work sample) submitted to department leadership for review and analyzed during department leadership meetings.
- Department leaders visit classrooms regularly and check in with department members at monthly meetings.
- Teachers will report students' individual benchmark results to a master spreadsheet for department chairs to analyze.

- Increase communication home regarding benchmark assessments, including scores and what they indicate.

PERSON(S) RESPONSIBLE

- Department leaders are responsible for monitoring benchmarks, assessments, and implementation of SAT-style questions and formatting.
- Teachers are responsible for having data conversations with their students and with colleagues in Professional Learning Communities.
- Department leaders will visit classrooms weekly and check in with department members.

TIMELINE

- Will be dictated by the testing dates; periodic check-ins will occur during monthly department meetings.
- PREP rallies will be conducted during classes/advisories prior to major assessments or assessment windows (PSAT, SAT, SBAC, NGSS, and AP).
- Three PSAT math benchmarks will be administered in September, December and April.
- Three PSAT English benchmarks will be administered in September, December, and April.
- AP Mock Exams will be administered during the month of April.
- NGSS and SBAC Interim assessments will be administered in September, December, and April

School Culture Theory of Action:

If we promote a safe, healthy, welcoming learning environment THEN students will be encouraged to take ownership of their own learning, take academic risks, and extend their civic engagement locally and globally.

SCHOOL CULTURE- Student Goals

Goal: Students will be encouraged to take ownership of their own learning, take academic risks, and extend their civic engagement locally and globally.

Student Performance Indicator(s):

Participation in the Advisory Program, 3TR period, club activity period, and schoolwide activities

Target:

Students will participate in the Advisory Program, 3TR period, club activity period, and schoolwide activities.

STRATEGIES**Student Culture- We will...**

- Continue advisory program to address students' social-emotional needs.
- Cultivate opportunities for students to engage with the community locally and globally.
- Develop and empower student leaders to build a more inclusive community.
- Use Unified Classroom Behavior Support (PBIS) to manage and improve student well-being.
- Increase our social media presence to promote student and group success.

ACTION STEPS: SCHOOL CULTURE

1. Create a School Culture Committee
2. Implement a revised 7-12 advisory program school-wide
3. Continue to implement an Activity Period 7-12
4. Student Council encouragement to take part in the processes above
5. Activities Fair

PD/RESOURCES TO SUPPORT ACTION STEPS:

Survey of Students and Teachers to gather activities that will be offered.
SEL lessons to use as needed in Advisory
Create School Culture Committee
Utilize two additional Social Workers

MONITORING:

Teachers will provide feedback after each Activity Period
The committee will report to teachers and administrators
Advisory Period success will be discussed in department and faculty meetings

PERSON(S) RESPONSIBLE

Chris Affie - Activity Period Planning
TBD- School Culture Committee Chair
Department Chairs report Advisory Period progress
Principal - Facebook and Instagram
Sam Zaprzalka - Student Council
Josh Penn - Activity Fair

TIMELINE

The advisory period will meet every Monday and Friday.
3TR will meet every Tuesday and Thursday.
The activity Period will start in October and meet on a monthly basis.

Aspirations Theory of Action:

If we create learning experiences that support student aspirations for life beyond school THEN students will graduate with the knowledge and skills to meet the demands of the 21st century.

ASPIRATION- Student Goals

Goal: Each student will set, pursue, and achieve challenging educational goals tailored to student interests, abilities, and aspirations.

Student Performance Indicator(s):

Student-derived SMART goals through advisory

Target:

100% participation

STRATEGIES**Aspirations- We will...**

- Work with students to develop and refine their ability to communicate using a variety of media, utilize technology, solve problems, and be civically and socially responsible members of our global society
- Help students achieve their goals and aspirations through hard work, grit, honest reflection, and self-advocacy using critical thinking & problem-solving
- Foster confidence by providing a variety of experiences inside and outside of the classroom that will lead to student success

ACTION STEPS: ASPIRATIONS

1. Develop a research-based 7-12 career awareness/explorations program
 - a. Utilize Naviance
2. Continued use of Developmental Guidance:
 - a. Naviance
 - i. SMART Goals
 - ii. Possible Wingman Leader to instruct advisories on how to do this.
 - b. Transition to/from high school
 - c. College/Career

- d. Course Selection
 - i. Grades 8-11 future planning
- 3. Create partnerships with local agencies, organizations and colleges/universities to maximize exposure
 - a. Mock Interviews
 - b. Career Speaker Panel Discussion
 - c. Create Distinguished speaker series throughout school year during advisory
- 4. Engage with alumni to create connections with current students
 - a. Mock Interviews
 - b. Career Speaker Panel Discussion
 - c. Create Distinguished speaker series throughout school year during advisory

PD/RESOURCES TO SUPPORT ACTION STEPS:

- Naviance tutorial for staff & students - Director of School Counseling
Wingman group

MONITORING:

Goal setting monitored by school counseling in Naviance

- Advisors monitor student goals weekly
- School counselors monitor goals in Naviance
 - School counselors support students and advisors to ensure continuous attention to goals throughout school year

PERSON(S) RESPONSIBLE

- Director of School Counseling and School to Career Liaison - Mock Interviews, career speaker panel, distinguished speaker series
- Director of School Counseling- Setting up Naviance for students and teachers re: Goal setting

TIMELINE

- SMART GOALS - Ongoing throughout the school year in Advisory
- Goal-setting/Future Planning - ongoing by grade through Developmental School Counseling Curriculum

Student Belonging Theory of Action:

If we foster an inclusive school environment that respects and values all stakeholders within the community THEN student engagement and connectedness will increase.

BELONGING- Student Goals

Goal: Student engagement and connectedness will increase.

Student Performance Indicator(s):

- Student attendance in club and activity periods
- Student daily attendance in school
- Students will continue with goal-setting through Naviance
- Students' participation in activity period, extracurriculars, and athletics will increase
- Students will be able to connect with staff in a variety of schoolwide activities outside the academic classroom

Target:

The percentage of students indicating they feel a sense of belonging to our school community will maintain or increase by 10 percentage points as measured by year-end surveys.

STRATEGIES**Belonging- We will...**

- Respect and value others in our global learning community and beyond, treating each person with professionalism, courtesy and a sense of kindness
- Empower students to apply their insightfulness, creativity, curiosity, and learning experiences to foster a culture of achievement, belonging, and trust
- Nurture cultural awareness and responsiveness

ACTION STEPS: STUDENT BELONGING

1. Develop regular, recurring activities that help to build relationships among adults and students in the school community
2. Promote strong partnerships with families and community organizations

3. Promote a school culture that reinforces positive interactions with all stakeholders thus producing an accepting school community environment
4. Strive to build a more diverse staff through the hiring and recruitment process
5. Start the year with an activity fair to increase involvement
6. Continue with attendance awards/recognition
7. Encourage student voice through Student Council
8. Empower student leaders utilizing *Wingman* programming
9. Additional Social Workers (2.0) will allow increased home visits for absent students and SEL groups during the school day
10. Adapted Athletics awards ceremony (Espy-type) to increase exposure and recognition of student-athletes
11. Offer the Seal of Biliteracy for all students that are fluent in English and at least one other language by meeting proficiency standards on the AAPPL (Assessment of Performance toward Proficiency in Languages) exam.
12. Staff Gallery Walk

PD/RESOURCES TO SUPPORT ACTION STEPS:

- Frequent check-ins with faculty & staff
- Training on Unified Classroom Behavior Support

MONITORING:

- Teachers will provide feedback after each Activity Period
- The committee will report to teachers and administrators
- Advisory Period success will be discussed in department and faculty meetings

PERSON(S) RESPONSIBLE

- All faculty and staff
- Analyzed data from Belonging Survey: School Climate & Culture Chairs

TIMELINE

- Year long

School Data

SAT

SAT Benchmark	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean	2024 District Mean
ERW - 480 % at benchmark	ERW - 479 (48%)	ERW - 516 (70%)	ERW - 467 (53%)	ERW - 464 (41%)	ERW - 483 (53%)	ERW - 481 (52%)
MATH - 530 % at benchmark	MATH - 466 (31%)	MATH - 478 (26%)	MATH - 448 (18%)	MATH - 458 (29%)	MATH - 452 (19%)	MATH - 453 (20%)

PSAT

PSAT 8 Benchmark	2017 District Mean	2018 District Mean	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean
ERW 390	ERW - 412	ERW - 394 (49%)	ERW - 431 (75%)	ERW - 411 (63%)	no results due to Covid 19	ERW - 403 (53%)	ERW - 393 (52%)
Math 430	MATH - 393	MATH - 370 (21%)	MATH - 400 (30%)	MATH - 396 (30%)	no results due to Covid 19	MATH - 389 (24%)	MATH - 404 (30%)

PSAT 9 Benchmark	2017 District Mean	2018 District Mean	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean
ERW 410	ERW - 419	ERW - 430 (55%)	ERW - 461 (61%)	ERW - 451 (69%)	no results due to Covid 19	ERW - 429 (57%)	ERW - 429 (59%)
Math 450	MATH - 418	MATH - 397 (36%)	MATH - 432 (32%)	MATH - 435 (55%)	no results due to Covid 19	MATH - 416 (38%)	MATH - 412 (35%)

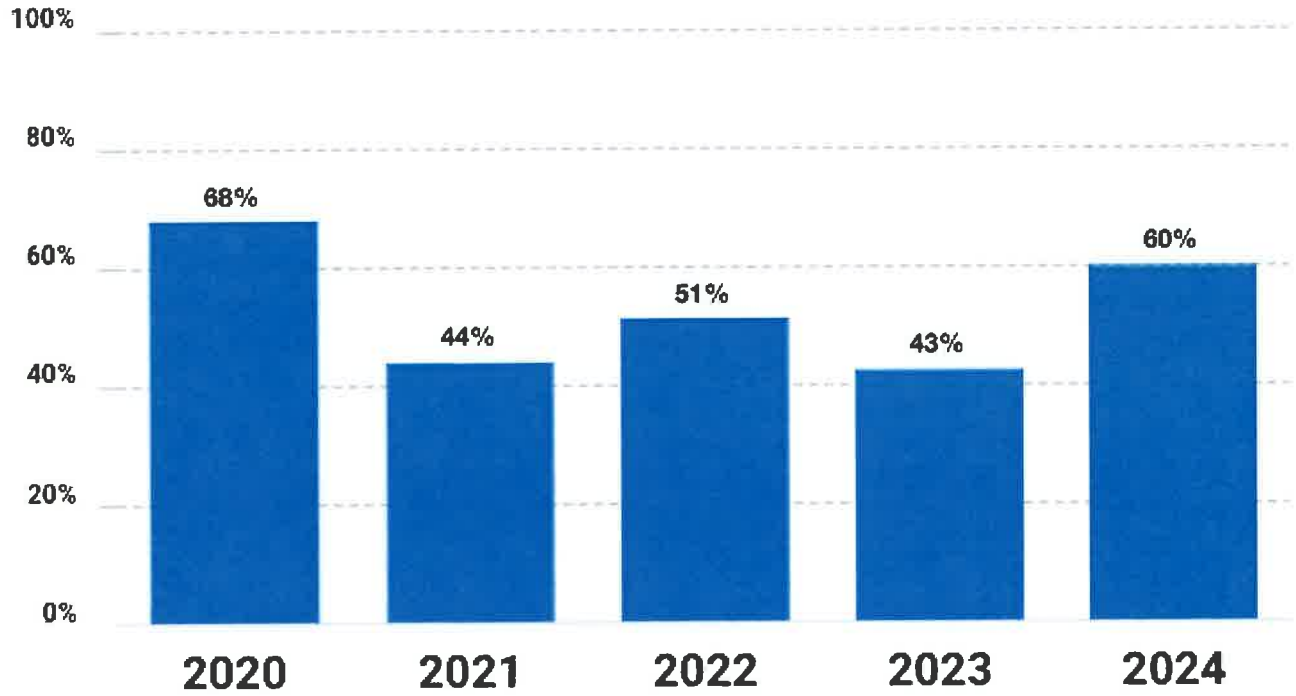
PSAT 10 Benchmark	2017 District Mean	2018 District Mean	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean
ERW 430	ERW - 439	ERW - 456 (67%)	ERW - 432 (50%)	ERW - 463 (65%)	no results due to Covid 19	ERW - 456 (67%)	ERW - 423 (42%)
Math 480	MATH-463	MATH-436 (32%)	MATH-436 (25%)	MATH-428 (22%)	no results due to Covid 19	MATH-446 (31%)	MATH-448 (39%)

PSAT 11 Benchmark	2017 District Mean	2018 District Mean	2019 District Mean	2020 District Mean	2021 District Mean	2022 District Mean	2023 District Mean
ERW 460	ERW - 456	ERW - 462 (57%)	ERW - 479 (62%)	ERW - 484 (60%)	no results due to Covid 19	ERW - 479 (57%)	ERW - 456 (49%)
Math 510	MATH-486	MATH-450 (32%)	MATH-453 (23%)	MATH-436 (16%)	no results due to Covid 19	MATH-442 (25%)	MATH-461 (29%)

AP



% OF TOTAL AP STUDENTS WITH SCORES 3+



Total AP Students in Your School: 55

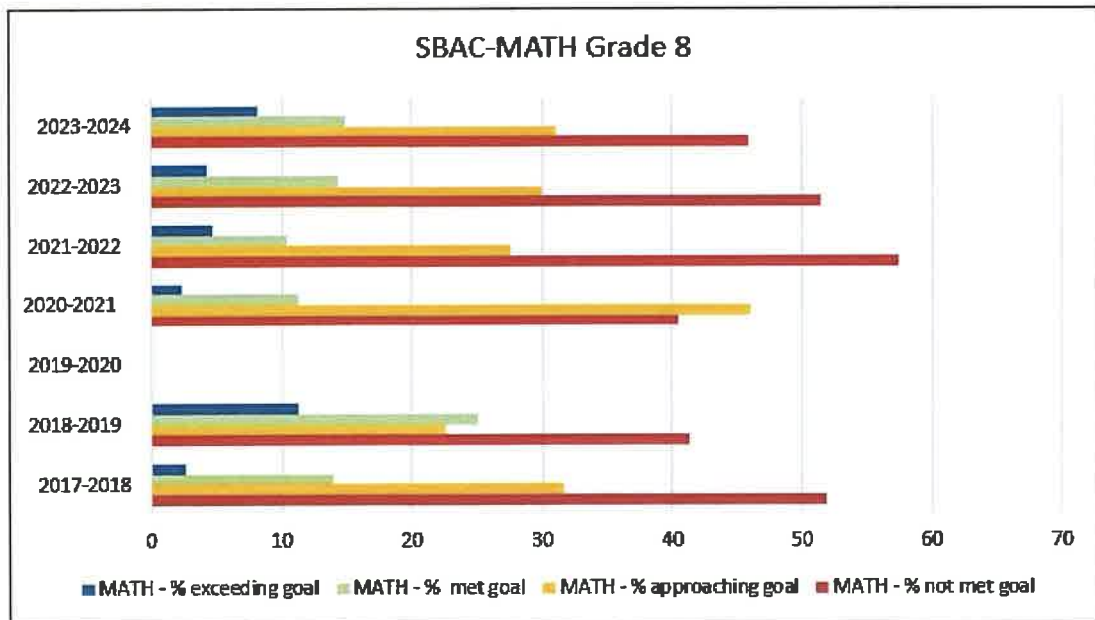
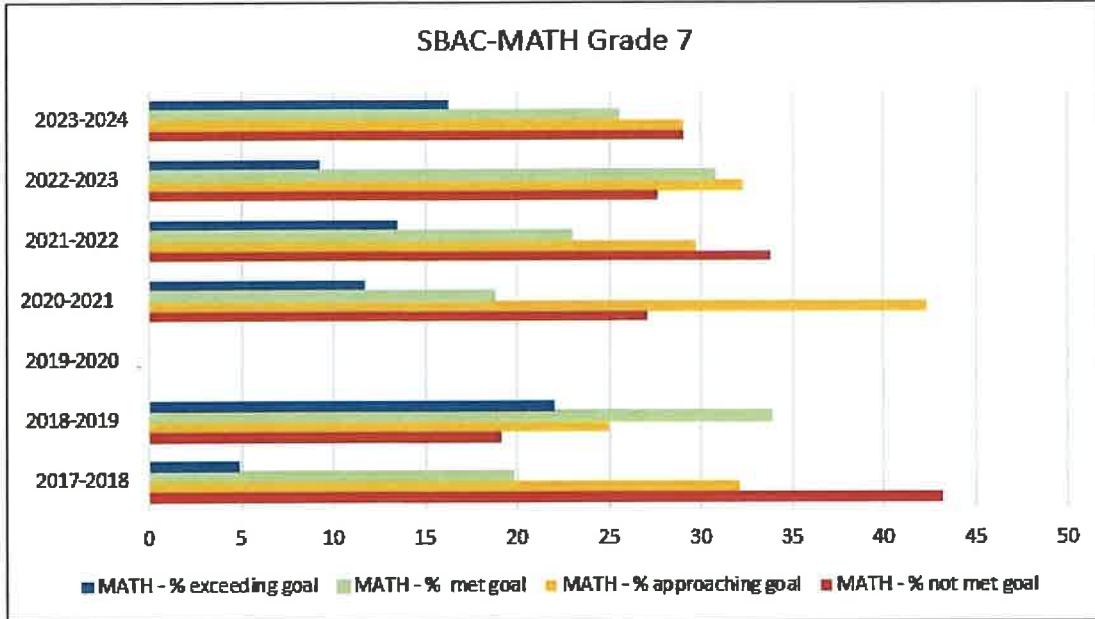
Totals for this view ?	1	2	3	4	5	Total Exams
Number of Exams	21	31	34	25	4	115
Percentage of Total Exams	18%	27%	30%	22%	3%	100%
Number of AP Students	17	27	24	18	3	

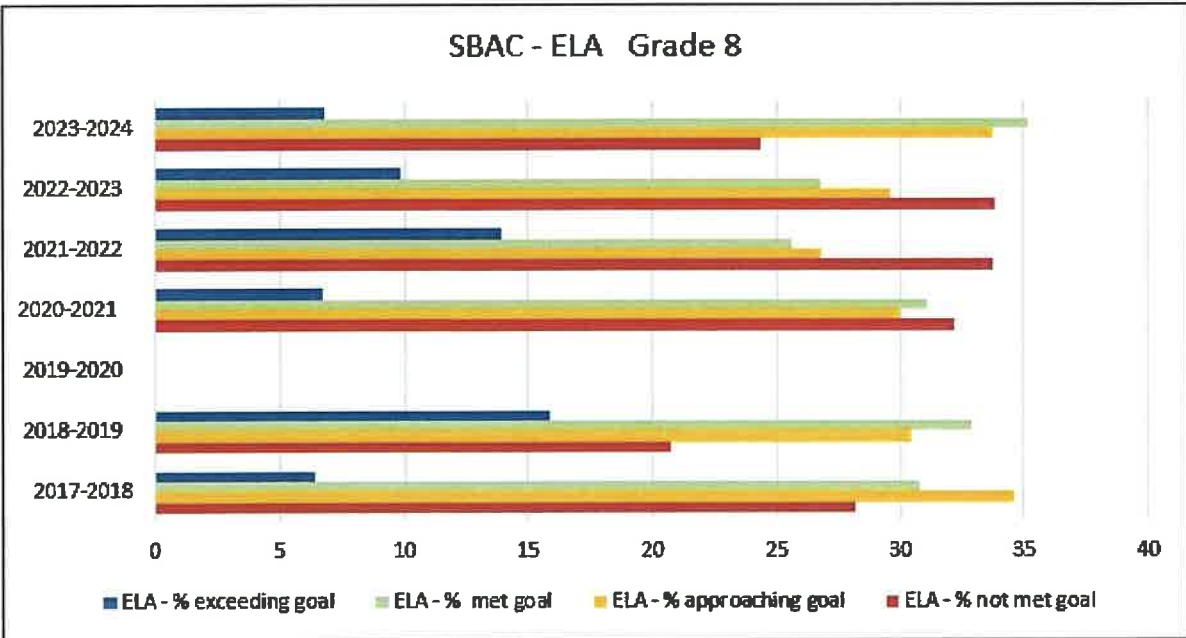
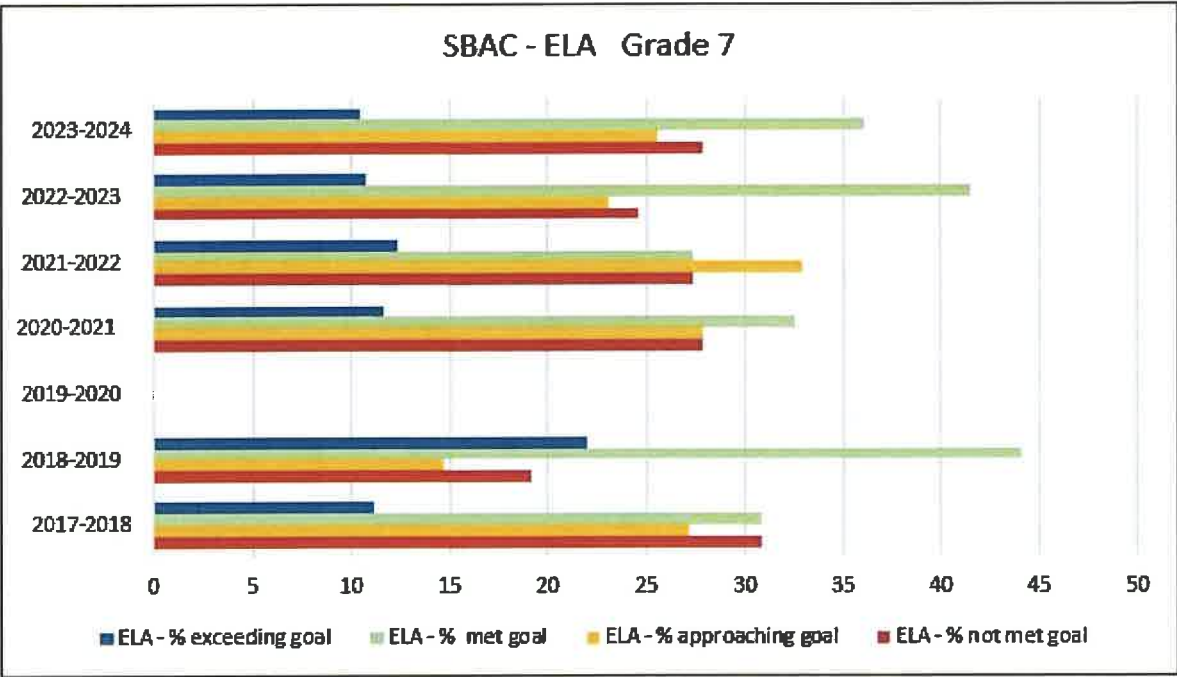


SCHOOL SUMMARY

	2020	2021	2022	2023	2024
Total AP Students	56	50	39	47	55
Number of Exams	107	95	77	94	115
AP Students with Scores 3+	38	22	20	20	33
% of Total AP Students with Scores 3+	67.86	44.00	51.28	42.55	60.00

SBAC





Average Score and Performance Distribution, by Assessment: The Gilbert School District, 2022-2023

ENGLISH

Filtered By School: All Schools | Test Reasons: All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 7 ELA - Summative	Summative	7	Spring 2023 (Smarter Summative)	68	2543 ± 11		05/25/2023
Grade 6 ELA - Summative	Summative	6	Spring 2023 (Smarter Summative)	65	2526 ± 10		05/23/2023
Grade 8 ELA - Summative	Summative	8	Spring 2023 (Smarter Summative)	63	2531 ± 13		05/23/2023

Average Score and Performance Distribution, by Assessment: The Gilbert School District, 2023-2024

Filtered By School: All Schools | Test Reasons: All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 8 ELA - Summative	Summative	8	Spring 2024 (Smarter Summative)	74	2546 ± 10		05/28/2024
Grade 7 ELA - Summative	Summative	7	Spring 2024 (Smarter Summative)	65	2537 ± 10		05/28/2024

PORTRAIT OF A LEARNER



COMMUNICATION

Our students will effectively express thoughts and ideas using oral, written, and nonverbal skills while being active listeners able to decipher meaning and intention.

COLLABORATION

Our students will build collective commitments and actions across different contents that elicit diverse perspectives while seeking, contributing, and responding to feedback.

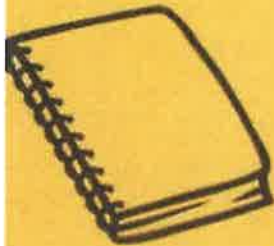
CRITICAL THINKING

Our students will analyze and apply evidence-based reasoning to understand "big picture" challenges and how solutions affect other parts of a system.



CREATIVITY

Our students will be imaginative and explore original ideas and innovative solutions by transcending traditional thoughts, patterns, and relationships.



INTEGRITY

Our students will make ethical decisions and strong relationships by building trust, respect, and credibility.

PERSEVERANCE

Our students will persevere in the face of challenges and believe that they can improve their skills and abilities with time, hardwork, and effort.



THE GILBERT SCHOOL

GROWTH MINDSET

Our students will see challenges as opportunities, persist in the face of difficulty, take risk and try new things, be more open to feedback, and be more motivated to learn.

INCLUSIVE PERSON

Our students will be more open-minded, respectful, tolerant, empathetic, and compassionate regardless of their differences to build stronger relationships.