

Gifford Middle School

4530 28TH CT, Vero Beach, FL 32967

www.indianriverschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	46%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Gifford Middle School will improve student achievement by providing rigor, relevance and relationships to prepare our students for college and careers.

Provide the school's vision statement

Students of Gifford Middle School will know that they are valued and cared about so they may learn in a supportive environment and succeed as a 21st Century learners.

School Environment

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

During classroom meetings, teachers and students may build relationships. After school clubs, music programs and athletics allows students to learn about each other. In October a Fall Family Cultural Fest will be held to build family relationships to the school.

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

Gifford Middle School has a a Positive Behavior Program which recognizes students who are following our FINS expectations. Follow directions, Interact Safely, Negotiate Conflict and Show Respect. Students are also using our "No, Go, Tell" anti-bullying program to report bullying and harassment. This year we are also phasing in Restorative Justice with our social studies classes starting in 6th grade. These techniques are used before, during and after school.

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

Positive Behavior Support Reward System

- Quarterly rewards developed by grade levels
- Success Celebrations given to students for being: FINS
- Dolphin Dollars are used in exchange for priviledges such as preferred seating, lunch speed passes to advance the lunch line, and other tangible rewards.

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

MTSS- Multi-Tiered Systems of Support --Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP are structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
The MTSS team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Function and responsibility of each school-based leadership team member as related to MTSS are as follows:

Craig Kinsley (AP) and Jaime Tanner (Student Support Specialist) -Co-Chairs

Eathal Hart and Ivonne Ferraro - Guidance Counsellors- Data Co-Chairs

Dr. Ralph Schroeder- School Psychologist

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

GMS utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the

detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Early Warning Systems

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

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

GMS uses our District's Baseball Card data inside of PM2 to look at students with specific indicators. Students who miss 10 percent or more of available instructional time

Students retained, pursuant to s. 1008.25, F.S.

Students who receive two or more behavior referrals

Students who receive one or more behavior referrals that lead to suspension.

Students who failed courses in the prior year in ELA or math.

The Baseball Card allows MTSS to look at students in the yellow, or red categories to see at what level of severity the student is identified inside PM2.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	33	33	65	131
One or more suspensions	18	18	33	69
Course failure in ELA or Math	0	34	60	94
Level 1 on statewide assessment	23	27	41	91
Homeless	3	9	12	24

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	25	56	75	156

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

- *Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
 - *Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
 - *Facilitate implementation of MTSS in your building
 - *Provide or coordinate valuable and continuous professional development
 - *Assign paraprofessionals to support MTSS when possible
 - *Attend MTSS Team meetings to be active in the MTSS change process
 - *Conduct classroom Walk-Throughs to monitor fidelity
- School Counselor
- *Schedule and attend MTSS Team meetings
 - *Maintain log of all students involved in the MTSS process
 - *Send parent invites
 - *Complete necessary MTSS forms
 - *Conduct social-development history interviews when requested
- School Psychologist
- *Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3.
 - *Monitor data collection process for fidelity
 - *Review & interpret progress monitoring data
 - *Collaborate with MTSS Team on effective instruction & specific interventions
 - *Incorporate MTSS data when guiding a possible ESE referral when making eligibility decisions
 - *Conduct social-development history interviews and share with MTSS Team
 - *Attend MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - *Conduct language screenings and assessments
 - *Provide ELL interventions at all tiers
- Use Data source(s) and management system(s) to check for fidelity

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

GMS communicates regularly through Blackboard Connect phone calling system, newsletters, Open Houses, and Facebook posts. A Back To School BBQ was held for families who had not picked up their schedules and God students who wanted one more opportunity to tour the campus. Our GMS App has steadily increased its users. Individual teachers use EdModo and Canvas in addition to communicate with parents. Honor Roll and On-A-Roll assemblies will be used to also build parent involvement. In October a Fall Family Cultural Fest will be held to get families involved and recognize the diverse nature of our school through speakers, dance and food.

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

GMS has an active PTSA, Band Booster Association and active business partners who sponsor events, clubs and programs at GMS. Community Business Partners are invited to sponsor programs such as Girls on Track, PBS and Success Celebrations. SAFIR , formerly Substance Abuse of Indian Rive County, has partnered with us on two events so far.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Decker, Roxanne	Principal
Walker, Lavonne	Guidance Counselor
Cannon, Liz	Teacher, K-12
Kostick, Barbara	Teacher, K-12
Tomlinson, Paul	Teacher, K-12
Heppern , Felice	Assistant Principal

Duties

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

GMS Principal leads meetings. Meetings of the instructional leaders and school leaders are held once every month to accomplish our goals and more often when needed. The team maintains a focus on the overall implementation of reading instruction throughout the school. Additionally, data is analyzed on student reading performance across grade levels. Recommendations for adjustments to content area instruction and strategies that will enable students to read successfully are shared.

Major initiatives of the Leadership Team

The major initiatives of our LLT this year are:

- 1) To successfully plan and implement school-wide Culture of Caring.
- 2) To build standards based instructional practices.

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

We examine the educational and social needs of all students in the school, as well as the programs and/or funding currently in place to support those needs. In the space provided, include a description of how the following programs integrate and coordinate to meet student needs.

The coordination and integration of federal, state, and local funds reduces the duplication of services and ensures that all needs of economically disadvantaged students are met. These wrap-around

services make up a comprehensive framework to give all children a greater chance of academic success.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Beth Stanley	Parent
Jennifer Cummings	Business/Community
Betty VanHest	Teacher
Amber Aracena	Parent
Patrece Bagley	Parent
Liz Riley	Parent
Sherina Phillips	Parent
Theresa Bounassi	Parent
Tammy King	Parent
Tpring Asencio	Education Support Employee
Becky Villardi	Teacher
Melisa Sleeper	Student
Roxanne Decker	Principal

Duties

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

Evaluation of last year's school improvement plan

Involvement of the SAC in the development of the SIP and review of last year's plan takes place at monthly meetings.

The SAC reviewed the 14-15 data and discussed the strengths and areas where improvement is needed. Goals, barriers and strategies were discussed.

Development of this school improvement plan

Activities of the SAC for the upcoming school year

The SAC will review data related to the SIP and strategies to assist in decreasing noted barriers. The SAC will also review and discuss school safety concerns and increasing student achievement.

Project Lead The Way funding will be discussed. Data regarding absences and suspension rates will be discussed. Survey results from last year will also be discussed with regard to student and parent concerns.

Preparation of the school's annual budget and plan

Budget is prepared by Principal allocating resources for necessary areas of improvement. With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and

refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals

(Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7),

and
determine how they will monitor progress toward each goal (Step 8).

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

Last year's budget for SAC was allocated to Dolphin a Days 5th grade transition, after school programming and staff development initiatives using Kagan strategies.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Decker, Roxanne	Principal
Ridlen, Susan	Other
Kinsley, Craig	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Incorporate best practice strategies for teachers to assist with time on task such as: Cooperative Learning techniques, Differentiated Instruction, AR is used to incorporate the reading goal of independent reading.

Public and Collaborative Teaching

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

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

GMS uses a once a week collaboration period for teachers to collaborate on Standards based instruction by breaking down the standards, creating learning goals and developing proficiency scales. This time is each Monday from 2:50-3:15 and teachers are organized into "twins" or "triplets" who teach the same subject, grade level or students. monitoring of this will take place through the collection of log-in sheets for each work session and products such as formative assessments or proficiency scales.

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

Administration will hold monthly meetings and trainings with new teachers including preschool. Administration has partnered new teachers and teachers new to the school with veteran staff for ongoing support. All staff members are currently participating in weekly Professional Learning Communities on Mondays that support school improvement, student learning, and professional growth.

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

This year our EPIC teachers are paired in Reading/Language Arts groups so that collaboration for cooperative learning and literacy may take place. The mentors of new teachers are within the same department or grade level.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

GMS has provided staff development for cPalms as a resource for standards, lesson planning and materials. Our new reading and language arts adoption has been vetted by groups of teachers on the selection committee to assure it is standards based.

Teachers of math and ELA are using icmaps to deconstruct standards. District IRTIPS professional development will be continued on the school based Early Release Days.

Instructional Strategies

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

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

The MTSS team assists with the analysis of school, classroom, and student level data in order to identify

areas for school improvement. Additionally, the team assists with the evaluation of the student response

to current interventions, curricula, and school systems.

Modifications take place at the classroom level. Supplemental resources are derived from cPalms.

Tier two meetings are held each Monday to identify students who need Tier two interventions for behavior or academic focus.

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

Strategy: After School Program

Minutes added to school year: 600

After school programming includes opportunities for enrichment and remediation. ALS allows students to recover courses. Gifted and accelerated students work on enrichment activities such as Hydrogen Fuel Cell and Envirothon. Accelerated students stay for Mighty Mu Math competitions and various academic games competitions. Cross Over Mission provides mentorship and tutoring on a one to one basis each Tuesday.

Strategy Rationale

Having students stay after school allows relationships to be formed that allow the student to feel that they are valued and cared about by the teachers and mentors who are supporting them.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Number of students passing courses in ALS and number of students participating in academic competitions. we will also survey students to see if after school tutoring is effective for the students.

Strategy: Before School Program

Minutes added to school year: 200

Teachers invite students to before school tutoring.

Strategy Rationale

Protection of instructional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Decker, Roxanne, roxanne.decker@indianriverschools.org

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

Students passing classes at semester.

Student Transition and Readiness

PreK-12 Transition

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

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

Incoming students are supported through 5th grade transition strategies to learn about middle school during Dolphin Days. In the first week of school students are given specific lessons to learn about GMS and what it means to be a 6th grader. Our PBS program sets expectations for behavior and is monitored through the benchmarks of quality. Outgoing students receive Lifeskills in each grade level to ensure they will make good choices as they leave GMS. students are transitioned to VBHS when guidance arranges a presentation to our 8th graders.

College and Career Readiness

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

Relationships between subjects and relevance to their future is taught through classroom guidance lessons.

Business and Computer Applications with Career Planning works along with classroom guidance lessons to inform

our students about their choices for high school, college, and career planning. Through the activities in

these classes students understand that their academic skills are just as important as their business soft

skills.

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

This course implements the use of the My Career Shines website as a tool to prepare and guide for future planning. High school counselors are invited to GMS to discuss course options and courses of study. Eighth grade teachers are an important part of the course selection process to select appropriate courses for each student's success.

Strategies for improving student readiness for the public postsecondary level include college days and awareness through college and career information in our media center's college center.

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

Students may earn industry certification in Media Essentials while in technology elective.

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

This year we are phasing in Project Lead The Way with a unit of study for 6th graders that focuses on the application of biotech in the health field. Through this STEM initiative, students will solve a murder mystery using DNA extractions, perform virtual autopsies, dissect a sheep's brain, take blood pressure readings and apply research to stop the outbreak of a hypothetical virus causing a global outbreak.

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through collaboration we will provide standards based instruction which is observed and monitored for continuous improvement.
- G2.** Create a school- wide Culture of Caring where teachers, students and staff value and care for each other and the learning environment.
- G3.** Maximize instructional time by improving student engagement, attendance and reducing disproportionate suspension rates.

Strategic Goals Detail

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

G1. Through collaboration we will provide standards based instruction which is observed and monitored for continuous improvement. 1a

G071101

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0
AMO Math - SWD	
AMO Math - All Students	
AMO Reading - SWD	
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Experienced teachers who are dedicated and willing to teach the standards.
- PD offered by district to overview CPalms and unpack the standards.
- Department Heads that are deeply trained in standards.
- Willingness for ESE and Gen. Ed teachers of language arts and math to be part of the ESE Support Facilitation Model.
- Using the "glow" and "grow" informal feedback to provide actionable feedback. Administrators who have been trained in Florida Standards use the coaching cycle to provide job embedded PD to teachers during contract time.
- FLDOE Test Item Specifications for EOCs and FCAT Science
- Collections textbook for Reading and Language Arts tutorials

Targeted Barriers to Achieving the Goal 3

- Time for teachers to deconstruct the standards , create learning goals with proficiency scales,create strategies to teach with engagement and make formative assessments.

Plan to Monitor Progress Toward G1. 8

Through formative, summative, and progress monitoring assessments (FAIR testing, Aims web - ORF, MAZE, benchmarks, common semester exams, FSAs, EOCs, Final exams).

Person Responsible

Roxanne Decker

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

The evidence collected will be test score results and progress monitoring tools. At predetermined quarterly intervals our team will decide to continue, intensify, modify or discontinue strategies, revisit barriers or modify the goal itself based on data. We will look at our annual target from step 1.

G2. Create a school- wide Culture of Caring where teachers, students and staff value and care for each other and the learning environment. 1a

G071102

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	0.65
Attendance Below 90%	97.0

Resources Available to Support the Goal 2

- GMS teachers have been trained twice in cooperative learning techniques to increase engagement.
- GMS teachers have all been trained in Restorative Justice techniques to establish classroom culture of caring.
- GMS teachers were instructed in the use of Level 1 and Level 2 interventions in the new Positive Climate Code of Conduct.

Targeted Barriers to Achieving the Goal 3

- GMS had a .937 rate of ISS and OSS when compared to district average of .649. Our attendance rate of chronic attendance issues went from 17% in 2014 to 25% in 2015, an increase of 8%.

Plan to Monitor Progress Toward G2. 8

Attendance data, suspension data and climate surveys will be used to measure annual increases or decreases, but more timely data methods such as surveys will be used quarterly. Quarterly surveys will be given to parents, students and staff to increase favorable percentages by 10% per quarter.

Person Responsible

Felice Heppern

Schedule

Quarterly, from 10/5/2015 to 6/30/2016

Evidence of Completion

Results will be shared with the team. At quarterly intervals, we will decide as a team to continue, intensify, modify or discontinue strategies, revisit barriers or modify the goal itself based on data.

G3. Maximize instructional time by improving student engagement, attendance and reducing disproportionate suspension rates. 1a

G071103

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	25.0
Attendance Below 90%	95.0
One or More Suspensions	25.0
2+ Course Failures - Middle Grades	10.0

Resources Available to Support the Goal 2

- Admin. and teachers are using school-wide expectations of FINS as part of PBS program.
- Willingness of school and students to use the school-wide expectations.
- PTSA and SAC supporting the PBS program through donations, fundraising and awareness.
- PTSA and guidance creating recognition programs such as Honor Roll and On-A-roll which recognizes students who are showing increasing effort.
- Success Celebrations which recognize students for their attendance and following school =wide expectations.
- Admin. and teachers trained in Restorative Justice framework.
- SAC willing to support after school buses for course recovery.
- Willingness of faculty to embrace cooperative learning techniques as part of Tier 1 classroom practices.

Targeted Barriers to Achieving the Goal 3

- Low level of parent involvement with students who are absent or failing classes.
- A disproportionate number of ESE African American males are sent out of classrooms and receive office referrals.
- Need for intensive reading teachers to become familiar with AIMS web and Easy CBM for progress monitoring.

Plan to Monitor Progress Toward G3. 8

Early Warning System, Course failure report, suspension rates and attendance rates will all be sources of data.

Person Responsible

Roxanne Decker

Schedule

Quarterly, from 8/31/2015 to 6/8/2016

Evidence of Completion

Student engagement will be measured through quarterly survey of students. In the meantime, course failures reports will show how students are engaged. The climate survey question , "My teacher makes learning fun and interesting" will be used. Our results last year were 34.16 % as compared to a district average of 59.39%

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Through collaboration we will provide standards based instruction which is observed and monitored for continuous improvement. **1**

 G071101

G1.B1 Time for teachers to deconstruct the standards , create learning goals with proficiency scales,create strategies to teach with engagement and make formative assessments. **2**

 B185490

G1.B1.S1 Provide time through Monday Collaborative meetings and school controlled in-service days. Each teacher has received printed copies of the standards for the course they teach to alleviate the time needed to find the standards and to make the work more efficient. The KUD (Know Understand, Do) method has been taught in the pre-service week and again on 8/31 to assure teachers had practice deconstructing the standards. **4**

 S196904

Strategy Rationale

Providing time on a common day allows professional development to deepen the knowledge of standards and will help improve instruction and assure it is on grade level and being presented at the appropriate depth of knowledge,

Action Step 1 **5**

Provide PD on the deconstruction of standards using the KUD method on the school-based in-service days.

Person Responsible

Felice Heppern

Schedule

Monthly, from 8/19/2015 to 5/31/2016

Evidence of Completion

Teachers will document their collaborative sessions on a roster and turn in products of deconstructed standards , strategies for teaching , proficiency scales and eventually products of their observations of each other participating in instructional rounds.

Action Step 2 5

Provide duty schedules and adjust work hours that allows teachers time for collaboration

Person Responsible

Craig Kinsley

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Sign-in logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Standards based instruction will be monitored through instructional rounds and administrative walk throughs.

Person Responsible

Roxanne Decker

Schedule

On 6/8/2016

Evidence of Completion

Instructional Rounds will be used to provide over all feedback on trends for the school using the tool we will learn about in IRFIL. Glows and Grows will be collected for over all school trends observed by the instructional leaders and reported back to teachers weekly in the Monday Memo. Individual teachers will receive grow and glow feedback and instructional leaders will schedule coaching sessions with teachers. Student awareness of the standards through daily learning objectives.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Standards based instruction will be monitored through collecting overall trends during instructional rounds and walkthroughs. At predetermined intervals, we will decide as a team to continue, intensify, modify or discontinue strategies, revisit barriers or modify the goal itself based on data. We will use multiple measures to determine criteria to evaluate results. We will address each type of result (positive, questionable or poor) through recognition, coaching sessions and school-wide PD where we begin to see a need. Teachers will be surveyed to see if the time barrier has been effectively resolved by providing the collaboration time and reducing the amount of teachers assigned together.

Person Responsible

Roxanne Decker

Schedule

On 5/31/2016

Evidence of Completion

Results of a survey will be used to determine if teachers used the time effectively.

G1.B1.S2 In an effort to narrow the focus to a common grade level and subject area, teachers have been strategically placed into "twins" or "triplet" groups to collaborate on Mondays from 2:50-3:15. Every other afternoon is also available. Teachers have been given the freedom to choose their preferred time and location. 4

 S196905

Strategy Rationale

Provides flexibility for vertical and horizontal planning.

Action Step 1 5

Collaboration will take place each Monday with the focus on unpacking standards

Person Responsible

Felice Heppern

Schedule

Weekly, from 9/21/2015 to 6/6/2016

Evidence of Completion

Attendance sheets, logs, observations, coaching cycle, work products

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Collection of products, observations, walkthroughs, coaching cycle, informal feedback

Person Responsible

Roxanne Decker

Schedule

Monthly, from 9/21/2015 to 6/6/2016

Evidence of Completion

Sign-in sheets, logs, observations , informal walkthroughs, coaching cycle

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Successful implementation will produce engaged learning of standards based instruction .Our success will be measured by informal feedback "glows" that show the teacher is using the techniques created during the collaborative sessions. If questionable or poor implementation is produced, will we use the coaching cycle to provide actionable feedback, model an effective strategy and provide support for teachers who are struggling.

Person Responsible

Craig Kinsley

Schedule

Weekly, from 9/21/2015 to 6/6/2016

Evidence of Completion

AP's must turn in their weekly "grows" and "glows" to Principal Decker. The instructional leaders then discuss the instructional focus for the next week's coaching cycle.

G2. Create a school- wide Culture of Caring where teachers, students and staff value and care for each other and the learning environment. 1

G071102

G2.B1 GMS had a .937 rate of ISS and OSS when compared to district average of .649. Our attendance rate of chronic attendance issues went from 17% in 2014 to 25% in 2015, an increase of 8%. 2

B185491

G2.B1.S1 Restorative Justice class circles to establish Tier 1 Culture of Caring is being rolled out in each social studies class starting in 6th grade. As classes are trained in techniques students receive a culture of caring bracelet with B.R.A.G. inscribed on it. 4

S196910

Strategy Rationale

In this step it was important to examine the current programs of PBS and ISS already in place. Brainstorming of new strategies was done with members of IRFIL who decided a Culture of Caring was needed to address the ongoing lack of interest in school and the high suspension rate that resulted in chronic attendance issues for some students. Since we have a finite amount of time each day, for every new program or project added, the group looked toward Tier 1 as the best place to begin Restorative Justice.

Action Step 1 5

Provide a Culture of Caring for students by involving them in setting expectations of how they will treat each other , the teacher and the learning environment.

Person Responsible

Ivonne Ferraro

Schedule

Weekly, from 9/21/2015 to 10/30/2015

Evidence of Completion

Mrs. Ferraro and Mrs. Tanner will use surveys after the students have received RJ to see how they feel about their learning environment.

Action Step 2 5

Provide speaker on the effects of cultural bias on student achievement.

Person Responsible

Roxanne Decker

Schedule

Evidence of Completion

Staff sign-in rosters.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Evidence of completion submitted for each step of the action plan will be done by actually observing the steps and using surveys to see if our student climate results improve or a combination of the two.

Person Responsible

Felice Heppern

Schedule

Quarterly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Students, staff and parents will be surveyed on a quarterly basis so that we can be more responsive throughout the year.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Quarterly results will be analyzed to see if we are making progress in creating a culture of caring. The goal would be to increase favorable results in each of the three lowest areas by 10% each quarter.

Person Responsible

Felice Heppern

Schedule

Quarterly, from 9/28/2015 to 5/31/2016

Evidence of Completion

At predetermined intervals, the team will be made aware of any strategies that do not appear to be working so that they may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed. Our goal is to increase the three lowest areas of the staff, parent and student surveys by 10% each quarter.

G3. Maximize instructional time by improving student engagement, attendance and reducing disproportionate suspension rates. 1

 G071103

G3.B3 Low level of parent involvement with students who are absent or failing classes. 2

 B185497

G3.B3.S1 Invite parents to a Fall Family Cultural Fest in October which will emphasize cultural diversity and the family's involvement in their child's education. 4

 S196914

Strategy Rationale

Involved parents will support the school's mission and vision.

Action Step 1 5

Have a Fall Family Cultural Fest

Person Responsible

Craig Kinsley

Schedule

On 10/8/2015

Evidence of Completion

Advertisement, Flyers, Marquis, Progress reports, PTSA Bulletin, GMS Website, Posters, Announcements, Local churches, GYAC, Ed Connect

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

Checklist to ensure that action steps are carried out.

Person Responsible

Craig Kinsley

Schedule

On 10/8/2015

Evidence of Completion

Spreadsheet will be created with deadlines to ensure each action step implemented has been completed.

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

Parents will be asked to RSVP through form (orange) attached to progress report. Form will be submitted to 1st period teacher

Person Responsible

Craig Kinsley

Schedule

On 9/24/2015

Evidence of Completion

Form (orange) attached to progress report. Form will be submitted to 1st period teacher. Mrs. Decker will add an announcement on Connect Ed call. Attendance count, get feedback from parents, students, community, and teachers.

G3.B4 A disproportionate number of ESE African American males are sent out of classrooms and receive office referrals. **2**

 B185498

G3.B4.S1 Use of restorative practices and de-escalation techniques will be implemented. **4**

 S196918

Strategy Rationale

Using restorative practices allows students to stay in class and repair the harm to the learning environment instead of losing instructional time in ISS

Action Step 1 **5**

Student will be given an opportunity to process the harm they have done to the learning environment. Teacher will use the Level 1 and Level 2 interventions and parents will be contacted before Office Referrals are written.

Person Responsible

Craig Kinsley

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher Documentation i.e. CIR, Logs

Plan to Monitor Fidelity of Implementation of G3.B4.S1 **6**

Documentation of level 1 and 2 interventions and consequences.

Person Responsible

Felice Heppern

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

CIR and other teacher created documentation

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Successful implementation will decrease our Office Referral rate of 4 or more to under 10% of the student population monthly. Our OSS and ISS rate of suspension will decrease from .355 for OSS and .937 for ISS.

Person Responsible

Felice Heppern

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

At monthly intervals, Mrs. Tanner will present the discipline data during the Tier 2 Monday Meeting to see what we should be made aware , any strategies that do not appear to be working so that we may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed.

G3.B6 Need for intensive reading teachers to become familiar with AIMS web and Easy CBM for progress monitoring. 2

 B185500

G3.B6.S1 Use progress monitoring tools in intensive reading and in foundational reading classes (Just Words) to monitor decoding, fluency, vocabulary and comprehension. 4

 S196919

Strategy Rationale

Reading teacher must use progress monitoring to assist with instruction and differentiate for students who have skill deficits in specific areas.

Action Step 1 5

Increase reading proficiency of lowest quartile from 58% to 68%. (FSA data 2014-5). Use of AIMS web, MAZE and ORF measures will help teacher differentiate instruction in the Wilson Just Words and in National Geographic Levels A, B or C.

Person Responsible

Susan Ridlen

Schedule

Biweekly, from 9/7/2015 to 6/1/2016

Evidence of Completion

Assessment results from the tests administered on a biweekly basis.

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

To monitor implementation of the action we will look at the evidence from student assessments and observe tests being done or a combination of the two. Support will be provided for the Mrs. Ridlen who is implementing the action plan in the form of days for a substitute and access to our Literacy Coach Tabi Johnston on her monthly visits to GMS.

Person Responsible

Craig Kinsley

Schedule

Monthly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Test results in AIMS web, Just Words assessments and National Geo assessments will be monitored.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Successful implementation will produce an increase on benchmark assessments, and data gained through Aims Web. Questionable or poor implementation will produce a decreasing trend and we will develop new strategies to reach the students.

Person Responsible

Roxanne Decker

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Evidence of Completion

At predetermined monthly intervals, Mrs. Decker, Mr. Kinsley , Tabi Johnston and Sue Ridlen will look at all data gathered. Mrs. Ridlen will be made aware of any strategies that do not appear to be working so that they may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide PD on the deconstruction of standards using the KUD method on the school-based in-service days.	Heppern , Felice	8/19/2015	Teachers will document their collaborative sessions on a roster and turn in products of deconstructed standards , strategies for teaching , proficiency scales and eventually products of their observations of each	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				other participating in instructional rounds.	
G1.B1.S2.A1	Collaboration will take place each Monday with the focus on unpacking standards	Heppern , Felice	9/21/2015	Attendance sheets, logs, observations, coaching cycle, work products	6/6/2016 weekly
G2.B1.S1.A1	Provide a Culture of Caring for students by involving them in setting expectations of how they will treat each other , the teacher and the learning environment.	Ferraro, Ivonne	9/21/2015	Mrs. Ferraro and Mrs. Tanner will use surveys after the students have received RJ to see how they feel about their learning environment.	10/30/2015 weekly
G3.B3.S1.A1	Have a Fall Family Cultural Fest	Kinsley, Craig	10/8/2015	Advertisement, Flyers, Marquis, Progress reports, PTSA Bulletin, GMS Website, Posters, Announcements, Local churches, GYAC, Ed Connect	10/8/2015 one-time
G3.B4.S1.A1	Student will be given an opportunity to process the harm they have done to the learning environment. Teacher will use the Level 1 and Level 2 interventions and parents will be contacted before Office Referrals are written.	Kinsley, Craig	8/24/2015	Teacher Documentation i.e. CIR, Logs	6/3/2016 daily
G3.B6.S1.A1	Increase reading proficiency of lowest quartile from 58% to 68%. (FSA data 2014-5). Use of AIMS web, MAZE and ORF measures will help teacher differentiate instruction in the Wilson Just Words and in National Geographic Levels A, B or C.	Ridlen, Susan	9/7/2015	Assessment results from the tests administered on a biweekly basis.	6/1/2016 biweekly
G1.B1.S1.A2	Provide duty schedules and adjust work hours that allows teachers time for collaboration	Kinsley, Craig	9/21/2015	Sign-in logs	6/3/2016 weekly
G2.B1.S1.A2	Provide speaker on the effects of cultural bias on student achievement.	Decker, Roxanne	8/19/2015	Staff sign-in rosters.	one-time
G1.MA1	Through formative, summative, and progress monitoring assessments (FAIR testing, Aims web - ORF, MAZE, benchmarks, common semester exams, FSAs, EOCs, Final exams).	Decker, Roxanne	8/24/2015	The evidence collected will be test score results and progress monitoring tools. At predetermined quarterly intervals our team will decide to continue, intensify, modify or discontinue strategies, revisit barriers or modify the goal itself based on data. We will look at our annual target from step 1.	6/8/2016 weekly
G1.B1.S1.MA1	Standards based instruction will be monitored through collecting overall trends during instructional rounds and walkthroughs. At predetermined intervals, we will decide as a team to continue, intensify, modify or discontinue strategies, revisit barriers or modify the goal itself based on data. We will use multiple measures to determine criteria to evaluate results .We will address each type of result (positive, questionable or poor) through recognition, coaching sessions and school-wide PD where we begin to see a need. Teachers will be surveyed to see if the time barrier has been effectively resolved by providing the collaboration time and reducing the amount of teachers assigned together.	Decker, Roxanne	9/28/2015	Results of a survey will be used to determine if teachers used the time effectively.	5/31/2016 one-time
G1.B1.S1.MA1	Standards based instruction will be monitored through instructional rounds and administrative walk throughs.	Decker, Roxanne	9/28/2015	Instructional Rounds will be used to provide over all feedback on trends for the school using the tool we will learn	6/8/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				about in IRFIL. Glows and Grows will be collected for over all school trends observed by the instructional leaders and reported back to teachers weekly in the Monday Memo. Individual teachers will receive grow and glow feedback and instructional leaders will schedule coaching sessions with teachers. Student awareness of the standards through daily learning objectives.	
G1.B1.S2.MA1	Successful implementation will produce engaged learning of standards based instruction .Our success will be measured by informal feedback "glows" that show the teacher is using the techniques created during the collaborative sessions. If questionable or poor implementation is produced, will we use the coaching cycle to provide actionable feedback, model an effective strategy and provide support for teachers who are struggling.	Kinsley, Craig	9/21/2015	AP's must turn in their weekly "grows" and "glows" to Principal Decker. The instructional leaders then discuss the instructional focus for the next week's coaching cycle.	6/6/2016 weekly
G1.B1.S2.MA1	Collection of products, observations, walkthroughs, coaching cycle, informal feedback	Decker, Roxanne	9/21/2015	Sign-in sheets, logs, observations , informal walkthroughs, coaching cycle	6/6/2016 monthly
G2.MA1	Attendance data, suspension data and climate surveys will be used to measure annual increases or decreases, but more timely data methods such as surveys will be used quarterly. Quarterly surveys will be given to parents, students and staff to increase favorable percentages by 10% per quarter.	Heppern , Felice	10/5/2015	Results will be shared with the team. At quarterly intervals, we will decide as a team to continue, intensify, modify or discontinue strategies, revisit barriers or modify the goal itself based on data.	6/30/2016 quarterly
G2.B1.S1.MA1	Quarterly results will be analyzed to see if we are making progress in creating a culture of caring. The goal would be to increase favorable results in each of the three lowest areas by 10% each quarter.	Heppern , Felice	9/28/2015	At predetermined intervals, the team will be made aware of any strategies that do not appear to be working so that they may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed. Our goal is to increase the three lowest areas of the staff, parent and student surveys by 10% each quarter.	5/31/2016 quarterly
G2.B1.S1.MA1	Evidence of completion submitted for each step of the action plan will be done by actually observing the steps and using surveys to see if our student climate results improve or a combination of the two.	Heppern , Felice	9/28/2015	Students, staff and parents will be surveyed on a quarterly basis so that we can be more responsive throughout the year.	5/31/2016 quarterly
G3.MA1	Early Warning System, Course failure report, suspension rates and attendance rates will all be sources of data.	Decker, Roxanne	8/31/2015	Student engagement will be measured through quarterly survey of students. In the meantime, course failures reports will show how students are engaged. The climate survey question , "My teacher makes learning fun and interesting" will be used. Our results last year were 34.16 % as compared to a district average of 59.39%	6/8/2016 quarterly
G3.B3.S1.MA1	Parents will be asked to RSVP through form (orange) attached to progress report. Form will be submitted to 1st period teacher	Kinsley, Craig	9/21/2015	Form (orange) attached to progress report. Form will be submitted to 1st period teacher. Mrs. Decker will add an announcement on Connect Ed call. Attendance count, get feedback from parents, students, community, and teachers.	9/24/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Checklist to ensure that action steps are carried out.	Kinsley, Craig	9/21/2015	Spreadsheet will be created with deadlines to ensure each action step implemented has been completed.	10/8/2015 one-time
G3.B4.S1.MA1	Successful implementation will decrease our Office Referral rate of 4 or more to under 10% of the student population monthly. Our OSS and ISS rate of suspension will decrease from .355 for OSS and .937 for ISS.	Heppern , Felice	8/24/2015	At monthly intervals, Mrs. Tanner will present the discipline data during the Tier 2 Monday Meeting to see what we should be made aware , any strategies that do not appear to be working so that we may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed.	6/3/2016 monthly
G3.B4.S1.MA1	Documentation of level 1 and 2 interventions and consequences.	Heppern , Felice	8/24/2015	CIR and other teacher created documentation	6/3/2016 weekly
G3.B6.S1.MA1	Successful implementation will produce an increase on benchmark assessments, and data gained through Aims Web. Questionable or poor implementation will produce a decreasing trend and we will develop new strategies to reach the students.	Decker, Roxanne	9/7/2015	At predetermined monthly intervals, Mrs. Decker, Mr. Kinsley , Tabi Johnston and Sue Ridlen will look at all data gathered. Mrs. Ridlen will be made aware of any strategies that do not appear to be working so that they may determine whether it is an issue of implementation fidelity (as evidenced in Step 6) or if the strategy itself is flawed.	5/31/2016 monthly
G3.B6.S1.MA1	To monitor implementation of the action we will look at the evidence from student assessments and observe tests being done or a combination of the two. Support will be provided for the Mrs. Ridlen who is implementing the action plan in the form of days for a substitute and access to our Literacy Coach Tabi Johnston on her monthly visits to GMS.	Kinsley, Craig	9/21/2015	Test results in AIMS web, Just Words assessments and National Geo assessments will be monitored.	5/31/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Through collaboration we will provide standards based instruction which is observed and monitored for continuous improvement.

G1.B1 Time for teachers to deconstruct the standards , create learning goals with proficiency scales,create strategies to teach with engagement and make formative assessments.

G1.B1.S1 Provide time through Monday Collaborative meetings and school controlled in-service days. Each teacher has received printed copies of the standards for the course they teach to alleviate the time needed to find the standards and to make the work more efficient. The KUD (Know Understand, Do) method has been taught in the pre-service week and again on 8/31 to assure teachers had practice deconstructing the standards.

PD Opportunity 1

Provide PD on the deconstruction of standards using the KUD method on the school-based in-service days.

Facilitator

Felice Heppern

Participants

GMS Faculty

Schedule

Monthly, from 8/19/2015 to 5/31/2016

G2. Create a school- wide Culture of Caring where teachers, students and staff value and care for each other and the learning environment.

G2.B1 GMS had a .937 rate of ISS and OSS when compared to district average of .649. Our attendance rate of chronic attendance issues went from 17% in 2014 to 25% in 2015, an increase of 8%.

G2.B1.S1 Restorative Justice class circles to establish Tier 1 Culture of Caring is being rolled out in each social studies class starting in 6th grade. As classes are trained in techniques students receive a culture of caring bracelet with B.R.A.G. inscribed on it.

PD Opportunity 1

Provide a Culture of Caring for students by involving them in setting expectations of how they will treat each other , the teacher and the learning environment.

Facilitator

Dr. Mara Schiff (consultant)

Participants

Students/Faculty

Schedule

Weekly, from 9/21/2015 to 10/30/2015

PD Opportunity 2

Provide speaker on the effects of cultural bias on student achievement.

Facilitator

Dr. Carlos Diaz

Participants

Faculty /Staff

Schedule