

Lake County Schools

Gray Middle School



2015-16 School Improvement Plan

Gray Middle School

205 E MAGNOLIA ST, Groveland, FL 34736

<http://lake.k12.fl.us/gms>

School Demographics

| | | |
|-------------------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Middle | No | 64% |
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 53% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | B* | B | 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 Lake 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

Our mission is to provide a safe, supportive learning environment with opportunities for all students to develop the skills and knowledge to become a responsible citizen in a global society.

La misión es proporcionar un ambiente de aprendizaje seguro y de apoyo con oportunidades para todos los estudiantes a desarrollar las habilidades y conocimientos para ser un ciudadano responsable en una sociedad global.

La mission est de fournir un environnement sûr et d'un grand soutien à l'apprentissage avec des opportunités pour tous les élèves à développer les compétences et les connaissances nécessaires pour devenir un citoyen responsable dans une société mondialisée.

Provide the school's vision statement

Gators are...

Gifted

Always in Attendance

Task Oriented

Over Achievers

Respectful

Striving to move GMS from Good to Great!

School Environment

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

The school has a culture in which everyone is treated equitably. The teachers and students start each morning with a five minute period to build relationships and provide assistance in daily preparation.

The school has several bi-lingual instructional and non-instructional staff members to support our students, parents and community members. We provide several activities which promotes this school wide culture such as, Meet and Greet, Open House, Gator Expo, Gator Camp, etc. Our SAC and PTO represent all ethnic groups and their support, input, and guidance is welcomed and encouraged.

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

When the students enter the campus each day, the administration, teachers, and school resource deputy cooperate to create an environment in which students feel safe and respected. Administration has organized a supervision schedule that ensures that each entry point and staging area are closely and adequately supervised while students are waiting for classes to begin. As students move between classes, teachers and administrators are present in the hallways and at the classroom doors to ensure that students are supervised both in the hallway and in the classrooms. This also ensures that students are welcomed into the classroom as they enter. Once the class time begins, all classroom doors are locked and students must obtain permission to leave the room. Students are also closely supervised during lunchtime by a team of faculty who is equipped to respond to any discipline or emergency situations. Throughout the day, teachers have the ability to contact the front office in order to call for assistance from administration or the school resource deputy. Classrooms are also equipped with phones so that administrators and first responders can be called in the case of a critical emergency. All visitors are required to enter the school through the main office, sign in, and

wait for an escort if approved to enter the campus. During the year, the entire school population rehearses procedures for fire, tornado, and intruder issues. After the academic day is complete, faculty and staff again work together to supervise all students in the pick-up areas. A routine has been established to limit the number of students congregated in any one area while waiting for transportation home. Administration ensures that the entry points to the school are secure and remain visible to handle any issues that arise. Teachers and administrators on duty are equipped with radios and schedules to answer students' questions and ensure an appropriate response time.

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

Gray Middle School has School-wide Rules that are posted in each classroom and help to maintain consistent behavior expectations and consequences school-wide. Student friendly posters share the expectations/consequences and are used to help reteach appropriate behavior.

Gray Middle School uses the district approved Positive Behavior Support (PBS) which is a school-wide behavior support system. PBS is proactive, educative, and reinforcement-based. It is structured to provide additional positive behavior support for those who need extra support. As positive behaviors are reinforced, negative behaviors are significantly reduced. It is proactive, educative and reinforcement-based.

- Proactive: PBS prevents inappropriate behaviors by developing consistent procedures and teaching procedures and expectations.
- Educative: The PBS model teaches students appropriate behaviors through continuous modeling and practice of expectations.
- Reinforcement-Based: Students are consistently rewarded for demonstrating exceptional behavior. The PBS team includes teachers, parents and students who plan to meet monthly to review data to see what needs to be done to strengthen our system. Students are rewarded with Gator Bucks for meeting Gator Expectations and a PBS Store is held in the cafeteria during lunches where they may redeem Gator Bucks for various rewards. Surveys are given to students & staff to help us identify items that they want in their Gator Store.

Gray Middle School Expectations are shared with staff, parents, teachers and the community. Our school team developed the following to identify our GATORS.

Give Respect

Attendance is Key

Take Responsibility

On Task

Ready with Materials

Striving for Success

WE ARE GATORS!

Parent brochures were sent home with information on PBS and it is posted on our school web site.

Parents, We Need You! There are several ways you can help:

- Review the GATORS expectations with your student.
- Reinforce these expectations at home.
- At home, and on our campus, reward good behavior with verbal praise.
- Join PTO (Parent Teacher Organization) or SAC (School Advisory Council), get involved.
- Be a part of the positive atmosphere we are creating at Gray Middle.

* Go on the school website. Under PBS, you can leave positive comments about staff members.

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

Students start their day with an extended first period. During this time, the teachers meet with the students to provide them a strong start of their school day. They organize their AVID binders, make

sure they have their agendas, listen and help solve any issues that could prevent learning throughout the day. Students begin first period prepared and ready to be successful for the day. The grade level counselors work with each individual student based on their individual needs. Administrators mentor students who exhibit many of the early warning indicators. Many of our instructional and non-instructional personnel are bi-lingual and offer support to both students and families.

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

The Early Warning indicators used in recognizing students at Cecil E. Gray Middle school are as follows:

- Attendance greater than ten days
- One or more out of school suspensions
- Course failure in English Language Arts or Mathematics
- A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts and Mathematics
- Retained for one or more years
- Writing score below a 3.5

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 | 38 | 52 | 50 | 140 |
| One or more suspensions | 25 | 53 | 45 | 123 |
| Course failure in ELA or Math | 7 | 6 | 4 | 17 |
| Level 1 on statewide assessment | 61 | 106 | 76 | 243 |
| | 0 | 0 | 0 | |

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 | 47 | 39 | 111 |

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

Grade Recovery Program: Students making a "D" or "F" on their report card are required to make up missing assignments one day after school per week and/or twice a grading period on Saturday mornings until the grade improves to passing.

Mentoring: Administrators will mentor students who display at least two of the Early Warning System indicators.

Extended first period: Ten minutes are utilized every morning for teachers to assist students with organization/planning for the week.

MTSS/RtI

PBS
Time provided to teachers for collaboration
Tutoring
AVID Binders

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

NA

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

Increase parental involvement through

1. Meet the Teacher event held on August 20th, from 10:00 am - Noon to orient parents and students to a new schedule and set of teachers.
2. INSYNC online educational resources parents and students access from home.
3. AVID parent night.
4. Encourage parents to volunteer more at school through the Newsletter, Website, Marquee, and Call Out System
5. Gator expo.
6. PTO and SAC

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 |
|----------------------|---------------------------|
| Chateaufneuf, Pam | Principal |
| Smallridge, Greg | Assistant Principal |
| Skelton, William | Assistant Principal |
| Rhodes, Stephanie | Assistant Principal |
| Heitman, Natalie | Instructional Coach |
| Sorrells, Michelle | Teacher, K-12 |
| Wright, Kimberly | Other |
| Miller, Matthew | Teacher, K-12 |
| Copeland, Megan | Teacher, K-12 |
| Messer, Jessica | Teacher, Career/Technical |
| Jones, Christine | Teacher, K-12 |
| Marshburn, Bridgitte | Instructional Media |
| Delaney, Linda | Instructional Coach |
| Roca, Yamilisa | Guidance Counselor |

Duties

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

MTSS - Each team member is responsible for gathering, reviewing, synthesizing, and sharing data with their content area teachers. They lead their team in planning and implementing instructional practices and school based initiatives focused on improving student achievement and increasing instructional effectiveness.

SIP - each team member is responsible for facilitating problem solving discussion regarding data and plan for improvement for thier content area. Each uses the SIP Problem Solving Process to create goals and action steps.

Leadership team reviews data each month to identify any trends.

SAI - Each team member reviews previous years data to determine the appropriate strategies and needs of the school.

C2 Cohorts - Administration, Literacy Coach, and Florida Standards Teacher attend the C2 Cohort meetings. The knowledge gained is shared with the appropriate school based personnel.

Florida Standards - The Florida Standards Teacher

PLCs

Literacy council

PBS

Professional Development

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

The Response to Intervention (RTI) approach represents a process for assessing and maximizing the opportunity for students who are struggling in any content area. RTI emphasizes the importance of effective and responsive instruction and early intervention for all students. Core Teachers who

observes students struggling will document interventions attempted using the GMS form "At Risk for Failure of a Class". Additionally, administrators continually review students' grades to determine student success rates in each class and monitor effective core instruction. If students continue to struggle, the student and their parents will be invited to the Problem Solving/MTSS team for brainstorming and discussion. New interventions will be instituted with fidelity and will be monitored and graphed by the team. The MTSS team will continue to meet concerning the student as needed to determine if the interventions are successful or if students need to move to higher tier of intervention. Through the analysis of data collected from the interventions, staff can continue to perfect interventions to ensure that all students reach their academic potential.

Gray Middle has SAI funds in the amount of \$20,308.00 for the 2015-16 school year. Sixth, seventh, and eighth grade students who at risk in Math and Reading requiring tier 2 interventions will have extended learning time and homework help along with additional tutoring after school throughout the school year. A Learning Center (Gator Help) will offer one on one help to students by a highly qualified teacher. The KHAN academy, PENDA, Achieve 3000, Edgenuity, Moby Max, Blended Learning, BYOD, Personalized Learning, Differentiated Instructional Strategies, AR Books, and Classroom Libraries will be utilized to assist students in problem areas. This data will be used for Progress Monitoring for Tier 2 and 3 interventions. PENDA, Moby Max, AR, Benchmark Assessments, and students grades will be analyzed by Guidance Counselors, Administrators and Teachers and the MTSS Team to determine the effectiveness of the Learning Center. During weekly PLCs data is analyzed and lesson plans are revised.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Ryan Milchman | Teacher |
| Anthony Gismonde | Teacher |
| Pam Chateauneuf | Principal |
| Sita Price | Parent |
| LaShawn Irvin | Education Support Employee |
| Ashley Irvin | Teacher |
| Amy Sweeney | Parent |
| Leslie Miller | Parent |
| Paul Rountree | Parent |
| Tonya Rountree | Parent |
| Barry Brock | Parent |
| Stacey Brock | Parent |
| Alexis Lewis | Parent |
| Amy Dreager | Parent |
| Lisa Jensen | Parent |
| Ana Freay | Parent |
| Courtney Franklin | Parent |
| Julie Hall | Parent |
| Adel Ramirez | Parent |
| Maria Ramirez | Parent |
| Holly Sigler | Parent |
| Ricky Sigler | Student |
| Grisel Santiago | Teacher |
| Ricardo Orsini | Teacher |
| Jose Ramirez | Education Support Employee |
| Luisa Rodriguez | Teacher |
| Erica Vergara | Parent |
| Katheryn Werner | Education Support Employee |

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

During the 2015-16 school year, Gray Middle School emailed a copy of the School Improvement Plan to the SAC members prior to the SAC meeting. This gave additional time to the SAC members to come prepared with questions and suggestions at the meeting. The SIP was then presented to the SAC and the administration answered questions and noted suggestions. The SAC then voted on approving the SIP. The SIP strategies were discussed throughout the school year at the SAC meeting to monitor and update members on progress.

Development of this school improvement plan

During the first week of school, Principal Chateaufeuf distributed the previous year's School Improvement Plan to the Leadership team. The Leadership team consists of the Principal, three Assistant Principals, Literacy Coach, Florida Standards teacher, all Department Heads and the Media Specialist. All of the Department Heads, Literacy Coach, and the Florida Standards Teacher, were asked to collaborate with their respective teachers and bring suggestions and revisions to the next meeting. The Leadership team then met again two weeks later and a round table discussion was shared for everyone to hear. More revisions were made and recorded at that time. This information was entered into the SIP template and then emailed to the SAC members for their review before the first SAC meeting. The SAC members then had the opportunity to offer suggestions and ask questions concerning the plan during the first SAC meeting. Further revisions were made after the SAC meeting and the SIP was then shared with the entire faculty for review before submitting to the district for review.

Preparation of the school's annual budget and plan

The annual budget was discussed with the SAC on September 3, 2015. The SAC members gave their input on the budget and the members agreed with allocation of the funds.

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

There were no School Improvement Funds provided to Gray Middle School in 2014-2015.

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

We reach out to all ethnic groups that match the demographics of Gray Middle School.

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|----------------------|------------------------|
| Chateauneuf, Pam | Principal |
| Heitman, Natalie | Instructional Coach |
| Sorrells, Michelle | Teacher, K-12 |
| Fiske, Sara | Teacher, K-12 |
| Krebs, Faith | Teacher, K-12 |
| Mayo, Christina | Teacher, K-12 |
| Marshburn, Bridgitte | Instructional Media |
| Werner, Kathy | Administrative Support |
| Boone, Christine | Teacher, K-12 |
| Arizpe, Annalisa | Teacher, K-12 |
| Gordon, Maryellen | Teacher, K-12 |
| Alaniz, Reanna | Teacher, K-12 |
| Wentzell, Jennifer | Guidance Counselor |
| Wright, Kimberly | Other |
| Rodriguez, Louisa | Teacher, K-12 |
| Messer, Jessica | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team this year incorporates five major areas: Florida Standards/College and Career Readiness; Developing and sustaining a progress monitoring plan; Implementing AVID WICOR Strategies; Fostering family/community support, and; Student Engagement/Motivation. Within these five areas, the Literacy Leadership Team will develop and implement various initiatives that promote literacy school wide.

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 is using blended learning and personalized learning to create collaborative time for team teachers to effectively plan. To do this, we offered blended learning opportunities to students by coding "YES" to the Blended Learning Course Data Element found under the heading of Florida State Specific. This will provide a full day of collaboration, once a month for our core teachers.

The faculty and staff are provided with several opportunities throughout the year to participate in social gatherings on the school campus to review data and celebrate successes. Every Thursday, and one whole day each month for core teachers, a PLC will be held by the teachers who have common planning. Strategies, daily lesson plans, common assessments, remediation and enrichment (or acceleration) will be discussed at these meetings. Scope and Sequence and Blueprint Unit Plans will guide these discussions along with data obtained through common assessments.

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

The Principal and Assistant Principals are involved in hiring personnel for Gray Middle School. A great effort is made to begin interviewing highly qualified candidates as soon as a position is vacant. This is done by dividing the hiring duties between the Principal and three Assistant Principals. The thinking is that a wider range of candidates are available toward the end of the school year and the beginning of the Summer. With four administrators interviewing, more candidates can be interviewed/hired in a short period of time from a large number of candidates.

The Assistant Principal is responsible for Teacher Quality and Retention programs. He plans monthly trainings with our new teachers. They are assigned a teacher mentor. They are allotted plan time with teachers of their content area and common planning with teachers who teach the same subject (PLC). We try to provide them with the support they need to succeed in the classroom.

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

All new teachers are given an experienced teacher as a mentor who teaches in the same subject area. Each mentor teacher has been tasked with training the new teacher in the technology offered at Gray. Monthly new teacher meetings are lead by the Principal. At each monthly new teacher meeting, the Professional Educational Competencies (PEC) are discussed, the PEC Portfolios are reviewed, and professional development opportunities are given. Since all teachers have a common planning period with their departments members, new teachers have a daily opportunity to work with their mentor on the School Based Mentor Checklist. The Principal met with all of the new teachers to Gray on Friday, August 14 to orient the new teachers to Gray Middle School. The new teachers were given a tour of the school grounds by an assistant principal, a technology training by the media specialist, and were given keys to their rooms to get a jump start before the rest of the faculty returned that following Monday. A New Teacher PLC has been implemented to provide support and training. This group meets quarterly.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The Florida Standards teacher ensures and assists in the implementation of the Florida Standards in Lake County middle/high schools. This teacher models enthusiasm, commitment, and intensity focused on Florida standards, assists and supports the school leadership team and all teachers in implementing Florida standards and building instructional capacity. This teacher will also demonstrate and model strategies, provide consultation to teachers, work directly with students, and organize and facilitate professional development opportunities. A team of educators worked together for a year to build the Scope and Sequence and Blueprints for the Florida standards for all classrooms to provide the framework for the teachers to implement the standards in each classroom with fidelity and rigor. Embedded in the blueprints are the materials needed to successfully deliver these standards to all students.

Gray Middle School is using blended learning and personalized learning to create collaborative time for team teachers to effectively plan and ensure its core instructional programs and materials are aligned to Florida's standards. In order to provide teachers this time we needed to create an option within our school allocation formula. To do this, we offered blended learning opportunities to students by coding "YES" to the Blended Learning Course Data Element found under the heading of Florida State Specific. This will provide alleviation from class size requirements, and provide a full day of collaboration, once a month for our core teachers to align their instruction to the Florida standards. Every Thursday, and for one whole school day, a PLC will be held by the teachers who have common planning. Strategies, daily lesson plans, common assessments, remediation and enrichment (or

acceleration) will be discussed at these meetings. Scope and Sequence and Blueprint Unit Plans will guide these discussions along with data obtained through common assessments.

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

Strategy Type: Intensive Reading

Purpose: To provide intensive intervention instruction in Reading for students who do not meet grade level Reading expectations.

Description: Students who are deemed behind one or more grade levels in Reading are placed in a 1 hour Reading intervention class. The data used to determine placement comes from previous FCAT scores and/or FAIR-FS progress. The students will receive instruction that includes evidence-based best practices, Achieve 3000 instructional technology, Kagan Cooperative Structures, Thinking Maps, and various other strategies to improve achievement.

Rationale: Person Responsible: N. Heitman, Literacy Coach; Intensive Reading Teachers – Mary Ellen Gordon, Annalisa Dattoma, Katheryn McGrath.

Data that will be collected: Assessments from FAIR-FS three times a year which will determine the students' growth throughout the year; reports from Achieve 3000 that will indicate monthly progress; teacher assessments for daily/weekly progress.

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: Extended School Day

Minutes added to school year: 19,530

Extended learning time will be provided for homework help through the school year to students who are failing in a core subject in grades 6, 7, and 8 and students requiring Tier 2 interventions. A Learning Center (Gator help/Grade Recovery) will be offered after school every week to help these students and core teachers will be used as tutors. Any students who receive a "D" or "F" grade on a reportcard are required to attend and make up assignments to have their class averages increased. The Khan academy, PENDA, Edgenuity, Differentiated Instructional Strategies, Personalized Learning, AR Books, and Classroom Libraries will be utilized to assist students in problem areas

The data from these strategies will also be used for Progress Monitoring for Tier 2 interventions.

Strategy Rationale

Instead of providing a Summer School for students who did not meet the requirements of the Student Progression Plan, we are offering help to students early and throughout the school year to prevent them from being retained. Students are given the opportunity to sit down with a Highly Qualified teacher to receive one on one help with any of the core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smallridge, Greg, smallridgeg@lake.k12.fl.us

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

PENDA, Benchmark Assessments, and students grades will be analyzed by Guidance Counselors, Administrators and Teachers to determine the effectiveness of the Learning Center and Academic Wednesday.

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

Gray Middle has a program called GATOR CAMP that is designed to help incoming sixth graders become familiar with the campus, classrooms, and some of the sixth grade teachers. Students participate in various "classes" and take a tour of the Gray Middle School campus. Students are given information on social, emotional, and academic strategies for a successful transition into middle school. Prior to Gator Camp, a counselor from Gray visits the feeder elementary schools to discuss school culture at Gray (dress code, enrichments, Gator Camp, etc.) to help promote attendance at Gator camp.

Vertical planning between the middle and the high school helped transition our eighth graders into ninth grade. For our outgoing eighth grade students, Guidance counselors from South Lake High School visit Gray to assist with scheduling questions during the fourth quarter grading period. Parents and students have the opportunity to ask questions.

During the second semester of the school year, high school coaches and club sponsors are given the opportunity to present information about their organization during the school day in the cafeteria.

There is also a presentation from the Career and Technical Schools department on possible certifications that can be earned in high school as well as the classes needed to complete those certifications. 8th grade students also participate in Florida Choices, an online program that helps map out their 4 years at high school towards college and career. The site also has Interest and Personality Surveys to assist with determining possible career choices.

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

Every student generates a Personal Education Plan in the career component of their U.S. History course. This enables students to plan the appropriate course selections to prepare them for the career of their choice. Gray also offers 7th and 8th grade students a course in AVID which also promotes academic and career planning. AVID is dedicated to deepen students academic planning through students taking advanced courses, as well as, giving the students strategies such as Cornell Notes and Tutorials to succeed in all classes. AVID is also dedicated to promoting career planning. Students write cover letters for portfolios and also have a career research unit. This unit focuses on the types of jobs available, comparing advantages and disadvantages, education needed, and what classes students should focus on in school.

We offer a CAP Academy, Introduction to Informational Technology (IT) where students can earn industry certification and High School Credit. Copy CTE

Gray is offering Spanish I for the first time to 7th grade students for High School Credit and plans on offering Spanish II to eighth grade students next school year.

All of Gray's 7th and 8th grade students took the PSAT, paid for by the Florida Partnership.

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

Gray Middle School is offering two career and technical education programs that have industry certifications. The first course offered to students is Introduction to Information Technology and the program is in its second year and students earn high school credit. For the first time at Gray, our Fundamentals of Culinary Careers course has an industry certification. Agriscience is our last CTE course but does not have an industry certification.

Career planning is a component of every United States History course and is incorporated throughout the school year. The purpose of this unit is to prepare students for the career of their choice as they enter high school. Students explore important background information on the career they plan to pursue throughout high school. Students learn educational requirements, realistic hiring prospects, and financial benefits of their chosen career. Students will also practice valuable real world skills to acquire a job such as: correctly filling out a job application, preparing for and participating in a job interview.

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

We offer the following career and technical education classes on campus: Agriscience, Fundamentals of Culinary Careers, and Introduction to Information Technology (IT). The IT teacher has earned his certification to become a CAP academy.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Gray Middle School will utilize three plus teachers to teach a series of five lessons on, "Bully Proofing Your School" to all students as evidenced by lesson plans, classroom walk-throughs, and student artifacts.
- G2.** Gray Middle School will increase student achievement by implementing Blended Learning and personalized learning in core subject areas.
- G3.** Gray Middle School will increase the effectiveness with which all teachers differentiate standards based instruction in all content areas by utilizing Bring Your Own Device (BYOD), Blended Learning, and Personalized Learning.

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. Gray Middle School will utilize three plus teachers to teach a series of five lessons on, "Bully Proofing Your School" to all students as evidenced by lesson plans, classroom walk-throughs, and student artifacts.

1a

G071252

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| | 100.0 |

Resources Available to Support the Goal 2

- Florida Standards Teacher
- School Resource Deputy
- Prevention Education on Safe School Site
- www.stopbullying.gov
- Bully Proofing Your School, by Maria Bonds, Psy.D.
- Prevention Education on Safe Schools Site

Targeted Barriers to Achieving the Goal 3

- Utilizing three first year teachers to teach the series of bullying lessons.

Plan to Monitor Progress Toward G1. 8

Discipline data will be analyzed and compared to previous years to establish the progress toward eliminating bullying behaviors.

Person Responsible

Pam Chateaufneuf

Schedule

Monthly, from 9/30/2015 to 6/3/2016

Evidence of Completion

Student complaint forms, Discipline Data, and Attendance reports.

G2. Gray Middle School will increase student achievement by implementing Blended Learning and personalized learning in core subject areas. 1a

G071253

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| Math Achievement District Assessment | 70.0 |
| CELLA Writing Proficiency | 35.0 |
| ELA/Reading Gains District Assessment | 70.0 |
| Civics EOC Pass | 70.0 |
| Science Achievement - Satisfactory or Above | 65.0 |

Resources Available to Support the Goal 2

- KHAN Academy
- Florida Standards Teacher
- Literacy Coach
- Instructional Coach for New Teachers
- Additional one full day a month planning (PLC) for core teachers
- Student Devices
- iPD Training
- ILS Support
- Program Specialist Support
- Achieve 3000
- Penda
- Scope and Sequence/Curriculum Blueprints
- AVID Strategies

Targeted Barriers to Achieving the Goal 3

- Teachers will have to find a way to incorporate at least 60 minutes of Technology per week into the students learning time.

Plan to Monitor Progress Toward G2. 8

Lake Progress Monitoring data, teacher made tests, lesson plans, and classroom walkthrough data will be monitored for progress in meeting our Blended Learning Goal.

Person Responsible

Pam Chateauf

Schedule

Daily, from 9/8/2015 to 6/9/2016

Evidence of Completion

Lake Progress Monitoring data, teacher made tests, Lesson Plans and classroom walkthrough data will be monitored for progress in meeting our Blended Learning Goal.

G3. Gray Middle School will increase the effectiveness with which all teachers differentiate standards based instruction in all content areas by utilizing Bring Your Own Device (BYOD), Blended Learning, and Personalized Learning. 1a

G071254

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| Algebra I FSA EOC Pass Rate | 93.0 |
| FAA Science Proficiency | 62.0 |
| AMO Reading - ELL | 54.0 |
| Science Achievement - Satisfactory or Above | 65.0 |

Resources Available to Support the Goal 2

- Thinking Maps
- Florida Standards Teacher
- One full day a month for core curriculum teachers to plan for blended learning and Bring Your Own Device in a PLC.
- Print rich environment
- Peer classroom observations
- Project based instruction
- Student's technology devices
- iPD Training
- ILS Support
- Program Specialist Support
- Scope and Sequence/Curriculum Blueprints
- Penda
- ILS Support

Targeted Barriers to Achieving the Goal 3

- Creating lessons utilizing student's own devices correlated to the Florida Standards.

Plan to Monitor Progress Toward G3. 8

Lake Progress Monitoring Assessments in ELA Reading, ELA Writing, Math, Science and Civics will be given between September 8 and October 9th. Our midyear assessments will occur between January 26th and February 12th. This data will be reviewed and will offer insight into the effectiveness of the technology utilization in the core subject areas. Lesson Plans and PLC meeting notes will also be monitored to show how often the technology is being used in core subject lessons. Surveys will also be given to the teachers on the usefulness of the full day PLC to best utilize the collaboration time.

Person Responsible

Pam Chateaufneuf

Schedule

Semiannually, from 9/8/2015 to 2/12/2016

Evidence of Completion

Baseline test scores, Department tests, Lesson Plans, PLC meeting notes, Lake Progress Monitoring Assessment Data

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. Gray Middle School will utilize three plus teachers to teach a series of five lessons on, "Bully Proofing Your School" to all students as evidenced by lesson plans, classroom walk-throughs, and student artifacts. **1**

 G071252

G1.B1 Utilizing three first year teachers to teach the series of bullying lessons. **2**

 B185867

G1.B1.S1 Mrs. Linda Delaney, the Florida Standards Teacher, will be the mentor for all three of the 1st year plus teachers. Part of the Master Schedule Change for 2015-16, includes one week a month for the new plus teachers to co-teach with experienced teachers. **4**

 S197280

Strategy Rationale

The Florida Standards Teacher has the most flexibility in scheduling, therefore she can spend more time mentoring the new teachers. The more time the new teachers spend with their mentor and in planning and teaching with experienced teachers, the more they will grow in their professional practices.

Action Step 1 **5**

The Florida Standards Teacher will work with the new plus teachers on lesson planning, classroom management, and will co-teach to insure quality instruction.

Person Responsible

Linda Delaney

Schedule

Daily, from 8/31/2015 to 12/14/2015

Evidence of Completion

The success of this strategy will be evidenced by lesson plans, classroom walkthroughs, and student artifacts.

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

The Principal and all three Assistant Principals will conduct classroom walkthroughs, TEAM observations and closely monitor lesson plans and student artifacts.

Person Responsible

Pam Chateauneuf

Schedule

Biweekly, from 8/31/2015 to 12/14/2015

Evidence of Completion

Student artifacts, Classroom Walkthrough Data, TEAM Observation Data, and Lesson Plans will serve as evidence of successful implementation.

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

The effectiveness of implementation will be monitored by administration through analyzing TEAM observations, Classroom Walkthrough Data, Lesson Plans and Student Artifacts.

Person Responsible

Pam Chateauneuf

Schedule

Biweekly, from 8/31/2015 to 12/14/2015

Evidence of Completion

Classroom Walkthrough Data, TEAM observation data, Lesson Plans and Student Artifacts.

G2. Gray Middle School will increase student achievement by implementing Blended Learning and personalized learning in core subject areas. 1

G071253

G2.B1 Teachers will have to find a way to incorporate at least 60 minutes of Technology per week into the students learning time. 2

B185868

G2.B1.S1 Since over 85% of our students have Technology Devices and signed permission forms, teachers can use classroom instruction time utilizing technology to meet the 60 minute requirement per week. 4

S197281

Strategy Rationale

Blended Learning and Personalized Learning reaches numerous learning styles and therefore will increase student achievement.

Action Step 1 5

Gray Middle School is using blended learning, personalized learning, and PLUS teachers and time for core teachers to have one full day a month to collaborate. To do this, we offered blended learning opportunities to students by coding "yes" to the Blended Learning Course Data Element found under the heading of Florida State Specific in Skyward.

Person Responsible

Pam Chateauneuf

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Blended Learning Verification Form, Lesson Plans, PLC meeting notes, Classroom Walkthroughs, TEAM observations.

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

All core curriculum courses with 22 or more students will have an administrator observe and he/she will fill out a Blended Learning Verification Form to show compliance. After compliance is established, continued classroom visits will take place for the remainder of the school year.

Person Responsible

Pam Chateauneuf

Schedule

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

Evidence of Completion

Blended Learning Verification Forms, Lesson Plans, Classroom Walkthrough Data, PLC meeting notes, TEAM observations.

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

Regular classroom walkthroughs will be performed to ensure teachers are utilizing the technology brought in by the students. The 60 minute time requirement is also documented in the teachers' lesson plans. Evidence will also be found during Team observations and PLC meeting notes.

Person Responsible

Natalie Heitman

Schedule

Daily, from 9/7/2015 to 6/9/2016

Evidence of Completion

Lake Progress Monitoring data, teacher made tests, classroom walkthrough data, TEAM observations, Teacher Lesson Plans, PLC meeting notes.

G3. Gray Middle School will increase the effectiveness with which all teachers differentiate standards based instruction in all content areas by utilizing Bring Your Own Device (BYOD), Blended Learning, and Personalized Learning. 1

G071254

G3.B1 Creating lessons utilizing student's own devices correlated to the Florida Standards. 2

B185870

G3.B1.S1 One full day a month for core teachers to plan together in a PLC. 4

S197282

Strategy Rationale

Teachers will be able to share research and best practices in how to best incorporate technology into lesson plans and to meet the expectations of the Florida Standards.

Action Step 1 5

GMS will use district personnel to train our teachers on how to implement, "Bring Your Own Device" and Personalized Learning.

Person Responsible

Pam Chateaufneuf

Schedule

Monthly, from 6/5/2015 to 6/9/2016

Evidence of Completion

Lesson plans, CWT data, TEAM Assessment Observations, PLC meeting notes, Professional Training Agendas

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

All four administrators will verify that "Bring Your Own Device" is taking place by having students and parents fill out a permission form and agreement and have teachers highlight the use in their Lesson plans and PLC meeting notes. Classroom Walkthrough data and TEAM assessments will also be analyzed to monitor for fidelity.

Person Responsible

Pam Chateaufneuf

Schedule

Daily, from 9/14/2015 to 6/9/2016

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, PLC meeting notes, TEAM Assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration will attend the once a month full day of PLC collaboration to gather information on "Bring Your Own Device" and Personalized Learning implementation and effectiveness. District personnel is also brought in to train teachers on how to integrate technology into their teaching during this full day PLC. Classroom Walkthroughs, Lesson Plans, PLC meeting notes and TEAM Assessments will also serve as avenues for monitoring effectiveness on student achievement.

Person Responsible

Pam Chateaufeuf

Schedule

Weekly, from 9/7/2015 to 6/9/2016

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, PLC meeting notes, and TEAM Assessments will serve as evidence that student's devices are utilized in core academic lessons.

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 | The Florida Standards Teacher will work with the new plus teachers on lesson planning, classroom management, and will co-teach to insure quality instruction. | Delaney, Linda | 8/31/2015 | The success of this strategy will be evidenced by lesson plans, classroom walkthroughs, and student artifacts. | 12/14/2015 daily |
| G2.B1.S1.A1 | Gray Middle School is using blended learning, personalized learning, and PLUS teachers and time for core teachers to have one full day a month to collaborate. To do this, we offered blended learning opportunities to students by coding "yes" to the Blended Learning Course Data Element found under the heading of Florida State Specific in Skyward. | Chateaufeuf, Pam | 8/24/2015 | Blended Learning Verification Form, Lesson Plans, PLC meeting notes, Classroom Walkthroughs, TEAM observations. | 6/9/2016 monthly |
| G3.B1.S1.A1 | GMS will use district personnel to train our teachers on how to implement, "Bring Your Own Device" and Personalized Learning. | Chateaufeuf, Pam | 6/5/2015 | Lesson plans, CWT data, TEAM Assessment Observations, PLC meeting notes, Professional Training Agendas | 6/9/2016 monthly |
| G1.MA1 | Discipline data will be analyzed and compared to previous years to establish the progress toward eliminating bullying behaviors. | Chateaufeuf, Pam | 9/30/2015 | Student complaint forms, Discipline Data, and Attendance reports. | 6/3/2016 monthly |
| G1.B1.S1.MA1 | The effectiveness of implementation will monitored by administration through analyzing TEAM observations, Classroom Walkthrough Data, Lesson Plans and Student Artifacts. | Chateaufeuf, Pam | 8/31/2015 | Classroom Walkthrough Data, TEAM observation data, Lesson Plans and Student Artifacts. | 12/14/2015 biweekly |
| G1.B1.S1.MA1 | The Principal and all three Assistant Principals will conduct classroom walkthroughs, TEAM observations and | Chateaufeuf, Pam | 8/31/2015 | Student artifacts, Classroom Walkthrough Data, TEAM Observation Data, and Lesson Plans will serve as evidence of successful implementation. | 12/14/2015 biweekly |

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Gray Middle School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|------------------|-------------------------------|---|------------------------|
| | closely monitor lesson plans and student artifacts. | | | | |
| G2.MA1 | Lake Progress Monitoring data, teacher made tests, lesson plans, and classroom walkthrough data will be monitored for progress in meeting our Blended Learning Goal. | Chateauneuf, Pam | 9/8/2015 | Lake Progress Monitoring data, teacher made tests, Lesson Plans and classroom walkthrough data will be monitored for progress in meeting our Blended Learning Goal. | 6/9/2016 daily |
| G2.B1.S1.MA1 | Regular classroom walkthroughs will be performed to ensure teachers are utilizing the technology brought in by the students. The 60 minute time requirement is also documented in the teachers' lesson plans. Evidence will also be found during Team observations and PLC meeting notes. | Heitman, Natalie | 9/7/2015 | Lake Progress Monitoring data, teacher made tests, classroom walkthrough data, TEAM observations, Teacher Lesson Plans, PLC meeting notes. | 6/9/2016 daily |
| G2.B1.S1.MA1 | All core curriculum courses with 22 or more students will have an administrator observe and he/she will fill out a Blended Learning Verification Form to show compliance. After compliance is established, continued classroom visits will take place for the remainder of the school year. | Chateauneuf, Pam | 9/21/2015 | Blended Learning Verification Forms, Lesson Plans, Classroom Walkthrough Data, PLC meeting notes, TEAM observations. | 6/9/2016 weekly |
| G3.MA1 | Lake Progress Monitoring Assessments in ELA Reading, ELA Writing, Math, Science and Civics will be given between September 8 and October 9th. Our midyear assessments will occur between January 26th and February 12th. This data will be reviewed and will offer insight into the effectiveness of the technology utilization in the core subject areas. Lesson Plans and PLC meeting notes will also be monitored to show how often the technology is being used in core subject lessons. Surveys will also be given to the teachers on the usefulness of the full day PLC to best utilize the collaboration time. | Chateauneuf, Pam | 9/8/2015 | Baseline test scores, Department tests, Lesson Plans, PLC meeting notes, Lake Progress Monitoring Assessment Data | 2/12/2016 semiannually |
| G3.B1.S1.MA1 | Administration will attend the once a month full day of PLC collaboration to gather information on "Bring Your Own Device" and Personalized Learning implementation and effectiveness. District personnel is also brought in to train teachers on how to integrate technology into their teaching during this full day PLC. Classroom Walkthroughs, Lesson Plans, PLC meeting notes and TEAM Assessments will also serve as avenues for monitoring effectiveness on student achievement. | Chateauneuf, Pam | 9/7/2015 | Classroom Walkthroughs, Lesson Plans, PLC meeting notes, and TEAM Assessments will serve as evidence that student's devices are utilized in core academic lessons. | 6/9/2016 weekly |
| G3.B1.S1.MA1 | All four administrators will verify that "Bring Your Own Device" is taking place by having students and parents fill out a permission form and agreement and have teachers highlight the use in their Lesson plans and PLC meeting notes. Classroom Walkthrough data and TEAM assessments will also be analyzed to monitor for fidelity. | Chateauneuf, Pam | 9/14/2015 | Classroom Walkthroughs, Lesson Plans, PLC meeting notes, TEAM Assessments | 6/9/2016 daily |

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.

G2. Gray Middle School will increase student achievement by implementing Blended Learning and personalized learning in core subject areas.

G2.B1 Teachers will have to find a way to incorporate at least 60 minutes of Technology per week into the students learning time.

G2.B1.S1 Since over 85% of our students have Technology Devices and signed permission forms, teachers can use classroom instruction time utilizing technology to meet the 60 minute requirement per week.

PD Opportunity 1

Gray Middle School is using blended learning, personalized learning, and PLUS teachers and time for core teachers to have one full day a month to collaborate. To do this, we offered blended learning opportunities to students by coding "yes" to the Blended Learning Course Data Element found under the heading of Florida State Specific in Skyward.

Facilitator

See attachment

Participants

Gray Middle School Faculty

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

G3. Gray Middle School will increase the effectiveness with which all teachers differentiate standards based instruction in all content areas by utilizing Bring Your Own Device (BYOD), Blended Learning, and Personalized Learning.

G3.B1 Creating lessons utilizing student's own devices correlated to the Florida Standards.

G3.B1.S1 One full day a month for core teachers to plan together in a PLC.

PD Opportunity 1

GMS will use district personnel to train our teachers on how to implement, "Bring Your Own Device" and Personalized Learning.

Facilitator

Pam Chateaufneuf

Participants

Core Curriculum Teachers

Schedule

Monthly, from 6/5/2015 to 6/9/2016

Budget

| Budget Data | | | |
|--------------------|-------------|--|---------------|
| 1 | G1.B1.S1.A1 | The Florida Standards Teacher will work with the new plus teachers on lesson planning, classroom management, and will co-teach to insure quality instruction. | \$0.00 |
| 2 | G2.B1.S1.A1 | Gray Middle School is using blended learning, personalized learning, and PLUS teachers and time for core teachers to have one full day a month to collaborate. To do this, we offered blended learning opportunities to students by coding "yes" to the Blended Learning Course Data Element found under the heading of Florida State Specific in Skyward. | \$0.00 |
| 3 | G3.B1.S1.A1 | GMS will use district personnel to train our teachers on how to implement, "Bring Your Own Device" and Personalized Learning. | \$0.00 |
| Total: | | | \$0.00 |