

Pasco County Schools

# Gulf Middle School



2015-16 School Improvement Plan

# Gulf Middle School

6419 LOUISIANA AVE, New Port Richey, FL 34653

www.pasco.k12.fl.us

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	Yes	83%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	41%

## School Grades History

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

*\*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 Pasco 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
Focus	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

"Dream it, Own it, Live it"

##### Provide the school's vision statement

All GMS students will be life, career and college ready.

#### School Environment

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

We identify the needs of GMS students through the Early Warning Systems data. This data includes grades/common assessments, attendance, and discipline. Also, we gather the social economic status of our families in order to address basic needs as a precursor to the learning process. Staff and School Advisory Council use this data to develop the the learning environment for GMS.

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

Shared values of respect, responsibility and problem solver are the cornerstones for acceptable behaviors of students, staff and stakeholders. These values are taught to students via Student Handbook by their Social Studies Teacher the first two days of school. Preventive, Support and Corrective strategies are used to support the Tier 1 environment. School recognition program supports the academic and social On Track behaviors on a regular basis.

##### 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

The GMS behavioral system is a comprehensive plan of preventative, corrective and supportive strategies focused on addressing the academic and social needs of a developing adolescent learner in a Title One school. School shared values of respect, responsibility and problem solving define acceptable behaviors by students, staff and all stakeholders in supporting our students' desired effects and four student outcomes. Desired effect is for GMS students to be college, career and life ready. Our three student outcomes include: 1) Mastery of grade level standards, 2) Middle School to High School promotion and 3) High School Diploma.

The GMS comprehensive plan includes protocols and expectations for both students and staff. The student handbook is taught the first two days of school by the Social Studies Teachers. Our social matrix of our three shared values are taught by our ELA, Science and Math instructors.

Academic and Social Goal setting meetings by grade level (first week of semester 1 & 2) help students make connections of "On Track" behaviors and incentives. The staff have aligned the research based instructional strategies from Robert Marzano's to connect academic and social interventions/strategies in supporting our students' Desired Effect of instructional practices and our three GMS Student Outcomes.

Teachers address struggling student academic and social behaviors by implementing a data inquiry cycle that recognizes the undesired behavior, yet focuses on the desired behavior. The inquiry based



cycle seeks to understand the "why" or root of the undesired behavior in order to develop intervention and supports that will result in the desired behavior. Professional development is offered to assist Teachers in implementing this system not only for the benefit of student progress towards their DE and three Student Outcomes, but to support the 50% of Teacher Evaluation determined by Student assessment scores.

The staff reviews academic and social student response data @ 4.5 weeks to continually reflect upon our preventative, corrective and supportive strategies for Tier 1, Tier 2 and Tier 3 students. Our academic and social strategies will continually adjust as per student response rates and reflective practice from staff.

**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**

The social emotional needs of GMS Students are identified from previous Early Warning System (EWS) along with social economic data. Because of the "gap" between home and school (students who lack support for schooling) Title One funds were used to hire a MTSS Coach (School Psychologist) and an additional Social Worker (total of two) and an additional Administrative Assistant for Discipline to join with other School Wide Problem Solving Team (SBPST) members at bi-monthly meetings to complete PLC work to identify and address the social emotional needs of students. The SBPST Team consists of: MTSS Coach (School Psychologist), two Social Workers, School Nurse, ESE Department Chair, SSAP Teacher, Administration and Administrative Assistant for Discipline. MTSS Coach and Social Workers conduct student observations and assist Teachers in developing Tier 1 supports and interventions for GMS, and Tier 2 (for groups of students) and Tier 3 student success plans (for individual students).

Our Parent Involvement Coordinator implements parent involvement activities and events in order to align the work of the school and parents in being "Partners in their child's education."

**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 System (EWS) at Gulf Middle School is based upon a data inquiry cycle focused on continually monitoring student response rates in progress of our three student outcomes. Our three student outcomes include: 1) Mastery of grade level standards, 2) Middle School to High School promotion and 3) High School Diploma. The GMS EWS cycle monitors student response rates in the areas of grades, attendance and social behaviors. Based upon student response rates, students are identified in each of these three areas in the categories of: 1) On Track, 2) At Risk or 3) Off Track.

The following scale is used to identify students in each of the three categories:

Grades - On Track = Grades A-C

Grades - At Risk = Grades of D

Grades - Off Track = Grades of F

Attendance - On Track = Less than 5% absences per year (45 days=2 @qrt.),

Attendance At Risk = 6 to 10% absences per year (45 days= 3-4 @qrt.)

Attendance Off Track = 11+% absences per year (45 days=5+ @qrt.)

Social Behaviors (Discipline) - On Track = 0-1 referrals @ qrt.

Social Behaviors (Discipline) - At Risk = 2-4 referrals @ qrt.

Social Behaviors (Discipline) - Off Track = 5+ referrals @ qrt.

The GMS EWS cycle starts with pre-identifying "Off Track" students from the previous year data. This "Off Track" list is used during "Schedule pickup day" (week prior to student start of school) for the Student Services Support Team (School Psychologist and two Social Workers) to make a positive contact with student and their parent/caregiver. Students who are on this list are required to first

report to the Student Support Team to collaborate on the three student outcomes and discuss whether past behaviors support agreed upon student outcomes, then identify acceptable behaviors from our "Shared Values" social matrix. Also, shared are incentives that student will earn throughout the year for demonstrating "On Track" behaviors that support their four student outcomes. Also at this time, students are introduced to their grade appropriate Student Support Team in order to provide support for students who lack support for school.

The GMS EWS inquiry cycle continues throughout the year with the entire staff review student response data in these three categories on a 4.5 week cycle. This review allows staff to identify students' needs and adjust academic and social strategies with the goal of having at least 80% of students responding in the Tier One area. Students identified in the "At Risk" and "Off Track" subgroups are provided appropriate support and interventions with the goal of bringing them back to "On Track" status and making positive progress towards our GMS desired effect and four student outcomes.

**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	39	51	67	157
One or more suspensions	14	46	51	111
Course failure in ELA or Math	45	39	46	130
Level 1 on statewide assessment	74	77	84	235

***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	41	50	71	162

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

The GMS EWS cycle starts with pre-identifying "Off Track" students from the previous year data. This "Off Track" list is used during "Schedule pickup day" (week prior to student start of school) for the Principal to make a positive contact with student and their parent/caregiver. Students who are on this list are required to first report to the Principal to collaborate on the four student outcomes and discuss whether past behaviors support agreed upon student outcomes, then identify acceptable behaviors from our "Shared Values" social matrix. Also, shared are incentives that student will earn throughout the year for demonstrating "On Track" behaviors that support their four student outcomes. Also at this time, students are introduced to one of our two Social Workers in order to provide support for students who lack support for school.

The GMS EWS inquiry cycle continues throughout the year with the entire staff review student response data in these three categories on a 4.5 week cycle. This review allows staff to identify students' needs and adjust academic and social strategies with the goal of having at least 80% of students responding in the Tier One area. Students identified in the "At Risk" and "Off Track" subgroups are provided appropriate support and interventions with the goal of bringing them back to "On Track" status and making positive progress towards our GMS desired effect and four student outcomes.

## 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?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/176882>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

#### Mission Statement

"Buccaneer Nation! Dream it, Own it, Live it!"

#### Title 1 Families/Parents/Caregivers

Gulf Middle School will involve parents in the development of the Title 1 plan and the school improvement process.

- An annual meeting will be held to which all GMS families are invited and encouraged to attend. The purpose of the meeting is to inform parents of the school's participation in the Title I program and of the parent's right to be involved.
- Parents will be provided access to information on school performance data and assistance interpreting their child's individual assessment results.
- Parents will be provided a description and explanation of the curriculum and standards used at the school, the forms of assessment used to measure student progress, and the proficient levels students are expected to meet.
- Parents will be invited and encouraged to attend monthly SAC (School Advisory Council) meetings to offer suggestions, share experiences and to participate in decisions related to the education of their children.

#### Parent Involvement Opportunities

Gulf Middle School will support and encourage active parent involvement in the home and at school in many ways. In order to meet the needs of our families Gulf Middle School will provide the following:

- Parent workshops will be offered at convenient times to assist parents with providing a supportive home environment.
- Opportunities for volunteering.
- A variety of school events that families are invited to and encouraged to attend.
- Opportunities for families to share their feedback about school events.
- Parent / teacher conferences.
- An annual survey for parents to complete to help the school meet the needs of Gulf Middle families.

#### Communication

Gulf Middle School provides their families with ongoing and timely communication. Some of the ways that Gulf Middle School communicates information to families include:

- Emails
- Ongoing Parent/Teacher/Student Conferences
- Individual and automated phone calls (School Connects)

- eSembler (electronic grade book and attendance)
- Social Media: Twitter and Facebook
- GMS Website
- Buccaneer Marquee (school sign)
- MTSS (Multi-Tiered Systems of Support) / EWS (Early Warning System) parent meetings

The Gulf Middle School web site will be updated and easy to use. It will provide the following information:

- Teacher and Staff Contact Information including email
- District School calendar
- Parent and Student Resources
- School lunch menu
- Current school events calendar
- Athletic Information
- Social media

Gulf Middle School will partner with our families using a School/Home Compact. The compact will state the expectations and goals for the student, parents and school. Parents, students, and the entire staff will share the responsibility for improving academic achievement and social well-being. This shared partnership will provide all students with opportunities to be college, career and life ready.

Annually, the SAC will review and make recommendations for the Parent Involvement Plan and the School/Home Compact. Families are encouraged to submit their feedback regarding school events and the Parent Involvement Plan and to participate in our annual parent survey.

For more parent resources, parents may view the website [www.floridapartnership.usf.edu](http://www.floridapartnership.usf.edu) for more information.

This document will be made available to all parents annually. Gulf Middle School shall ensure opportunities and information are accessible to all families. Please contact the school if you require additional assistance.

## 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
Mobley, Lori	Assistant Principal
Bruno, Daniela	Teacher, K-12
Kledzik, Karen	Assistant Principal
Joens, Jason	Principal
Bruno, Matthew	Teacher, Adult
Barnett, Kenny	Teacher, Adult
Cannon, Anne	Teacher, Adult
Figliomeni, Anthony	Teacher, Adult
Jennings, Holly	Teacher, Adult
Larsen, Jeff	Teacher, Adult
Lenhard, Tara	Teacher, Adult
Levy, Dana	Teacher, Adult
Loveless, Joyce	Teacher, Adult
Michaelides, Kathy	Teacher, Adult
Myers, Mark	Teacher, Adult
Rulison, Kerri	Teacher, Adult

### Duties

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

Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.

- Identification of critical MTSS infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of schoolwide and grade-level data in order to identify student achievement trends.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars
- Development of data review plans, supports, and calendars.
- Development of processes to ensure intervention fidelity
- Review of Progress Monitoring data.
- Planning for Interventions.
- Assessment of MTSS implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI).
- Assessment of school staff's skill development.
- Development of professional development/technical assistance plan to support MTSS implementation.

***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***

Dashboard School-wide Needs Assessment Completed in March and Updated in August  
 4.5 week data collection and analysis of Early Warning System Data by MTSS Team, SBLT and

Faculty.

Professional Learning Community Proficiency Data Base reviewed biweekly by Academic Steering Committee.

Title One Part A: Working with our district we are able to fund a MTSS Coach, 1.8 Social Workers, 1 AVID Teacher and an Administrative Assistant. A full time ELA, Math and Science Coach is funded by the district through a School Improvement Grant.

Supplemental Academic Instruction: Extended School Day provides additional instructional opportunities for students who are not proficient based upon student response rates to Common Assessments developed by PLCs. Both Support for struggling students and enrichment for students already at mastery level is provide after regular school hours.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Jason Joens	Principal
Debra Brosseau	Parent
Michelle Andrews	Parent
Mary Emerson	Parent
Barbara Michels	Parent
Annika Santagelo	Business/Community
Carl Serpe	Parent
Renee Tyner	Parent
Chuck Keay	Teacher
Karol MacQuarrie	Teacher

**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*

As the 2013-14 plan resulted in a "D" grade for the third year in a row, we have decided to move in another direction. A new Principal, Jason Joens was named to lead the school in a new direction. The 2014-15 School Advisory Council will continue to provide input in shaping the educational environment by reviewing EWS data on a 4.5 week data inquiry cycle with the focus on student success as measured by our Desired effect: All GMS students will be college, career and life ready, along with our four student outcomes of 1) Annual progress in each subject area, 2) Mastery of grade level standards, 3) Middle to High School promotion and 4) High School Diploma.

*Development of this school improvement plan*

The School Advisory Council will also function as a parent focus group providing feedback to administration and staff regarding support and interventions that support student success whether they are struggling or require enrichment. The SAC will meet monthly to make recommendations to our "Living Plan."

*Preparation of the school's annual budget and plan*



Since the school's annual budget plan is due prior to the establishment of the 2014-15 SAC, the plan will be shared and input will be used to make any final decisions of allocating resources to support student success.

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

Staff Development: \$1,000.00  
 Student Incentives: \$1,000.00  
 Materials and Supplies: \$500.00  
 After School Intervention Program: \$1,000.00

**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
Joens, Jason	Principal
Kledzik, Karen	Assistant Principal
Mobley, Lori	Assistant Principal
Bruno, Daniela	Teacher, K-12
Bruno, Matthew	Teacher, K-12
Loveless, Joyce	Teacher, ESE
O'Dell, Ronda	Teacher, K-12
Taylor, Hope	Teacher, Adult

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT performs the following functions with a primary focus steering the curriculum, instruction and assessment for this year:

- Monthly
- Collects, analyzes student response data
- Identifies preventive, corrective and supportive interventions for Tier 1, 2 and 3 needs
- Identifies research based instructional practices that support student success
- Supports work of Professional Learning Communities
- Contributes to the School Improvement Plan

**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**

Professional Learning Community structures are used to align teachers, standards, student response data and collaborative decision making to inform instruction. PLC structure is aligned with expectations on the Step 0 and Five Planning Questions rubrics. Professional development will be provided with formative feedback and coaching in order to support the on going professional growth of teachers.

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

The Principal oversees the hiring process. High-qualified applicants are considered first. School vision, student goals and acceptable adult behaviors/instructional practices are discussed during the interview process. Specific questions during the interview process allow the interviewer to gain insight on how the applicant address the various needs of the developing adolescent in a Title One school. Gallup survey questions on student hope and encouragement are also considered.

Teacher retention is supported by providing clear goals, outcomes and how they will be supported in their work. A professional growth model mindset is shared in order to support the staff in safe environment where they are encouraged for stepping outside of their comfort zone with instructional practices that align with student success.

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

A new teacher training program is prepared with formative feedback and coaching sessions from August until June. PLC are developed based upon standards based content. PLC members collaborate in "Just the right work" and defined by the five planning questions rubric.

## **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***

Our first SIP goal is through the lense of High Impact Instruction.

Goal/Target: By June 2016, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.

Our PLC structure and work is guided by the Step 0 and Five planning questions rubric. Deliverables from the PLCs and Teachers include copy of :

Florida Standards

District pacing guide

Common Syllabus and Quarterly newsletter

Documentation of PLC work with five planning questions to include the data driven discussions around student response to PLC developed common assessments.

School wide agreement that any student scoring less than 70% proficiency on assessment receives additional instruction and re-assessment.

Students demonstrating 70%+ proficiency on the first attempt may receive enrichment.

Formative feedback and coaching will be provided by Administration and Subject area Coaches.

Summative evaluation will be provided by Administration

#### **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***



Robert Marzano's framework of research based educational practices will be used to determine appropriate actions/behaviors from the staff. Student response data from PLC, District and State generated assessments are used to collect evidence of student learning (response rates) and provide the platform for collaborative data based decisions to inform future instruction and improve instructional practice. Students scoring below 70% will be provided additional instruction and assessment.

***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:** 1,800

Student response data from PLC generated common assessments are used to collect evidence of student learning and provide the platform for collaborative data based decisions to improve instructional practice. Student scoring below 70% will be provided additional instruction and assessment.

### ***Strategy Rationale***

Timely identification of skill/mastery levels are addressed through re-teaching or re-establishing background knowledge levels so students can connect prior knowledge to new knowledge. Identification of student needs are determined by PLC generated common assessments. Student response rates to these assessments are used as formative assessment information to drive future instruction. Once student reaches acceptable level of mastery (70%+), the student response information is noted as a summative score/assessment.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Joens, Jason, [jjoens@pasco.k12.fl.us](mailto:jjoens@pasco.k12.fl.us)

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

Identification of student needs are determined by PLC generated common assessments. Student response rates to these assessments are used as formative assessment information to drive future instruction. Once student reaches acceptable level of mastery (70%+), the student response information is noted as a summative score/assessment.

## **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***

GMS does a 6th grade articulation in the spring to include tours of the facility and opportunities for students to participate in 6th grade classroom activities. Open House is provided for parents at night which includes a tour to acclimate them to GMS student outcomes and middle school requirements.

## 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***

The school promotes academic and career planning by:

- \*providing lessons in Career and Technical Education courses (students explore the Florida Choices website as well as completing other career related activities throughout the year);
- \*surveying each 8th grade student to further determine specific career areas that students can explore during classroom guidance lessons;
- \*giving information on local high school career academies to specific students with interests in those areas;
- \*offering students opportunities to visit local high schools to learn about those vocational and career academies;
- \*providing and assisting 8th grade students with individualized course selection forms for zoned or chosen high schools.

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

All seventh grade students participate in the Career and Technical Education. The courses are Food and Consumer Science and Business Computers Technology. In 2016-17, we are planning to start a middle school academy, "Computer gaming and simulation" to align with our feeder Gulf High School.

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

Reseached based instructional practices along with Florida Standards are threaded across the CTE and the Core Content areas.

***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***

Our Early Warning Systems is used to continually provide student response data on our desired effect of all GMS students being college, career and life ready along with our three student outcome of 1) Mastery of grade level standards, 2) Middle to High School promotion and 3) High School Diploma. Our data inquiry cycle runs every 4.5 weeks to continually focus on providing supports and interventions with the goal of the HS diploma.

## 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.** By June 2016, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.
- G2.** By June 2016, GMS Employee Engagement will increase from 39% to 44% on Gallup.
- G3.** By June 2016, GMS will increase percent of students “On Track” in grades from 54% to 59% and in attendance from 41% to 46%.

## 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.** By June 2016, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments. 1a

G072875

**Targets Supported** 1b

Indicator	Annual Target
Math Achievement District Assessment	80.0
ELA Achievement District Assessment	80.0
Science Achievement District Assessment	80.0
Civics EOC Pass	80.0
U.S. History EOC Pass	80.0

**Resources Available to Support the Goal** 2

- Academic Coaches and Administration
- Classroom and PLC visit logs
- Grade level PLC
- Student binders will include binder checks with dates and Cornell notes

**Targeted Barriers to Achieving the Goal** 3

- Research-based educational practices are not being implemented with fidelity

**Plan to Monitor Progress Toward G1.** 8

Common Assessment data will be charted by quarter

**Person Responsible**

Daniela Bruno

**Schedule**

On 6/1/2016

**Evidence of Completion**

80% of students will be on track with mastery of standards

**G2. By June 2016, GMS Employee Engagement will increase from 39% to 44% on Gallup.** 1a

G072876

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Staff	44.0

**Resources Available to Support the Goal** 2

- ITC for Literacy
- Common Planning Periods for PLC's
- SW Regional Support Team, District, and State Team
- Common Core Bell Ringers and Caught Ya's
- State Writing Rubric and Anchor Sets
- DBQ's for Social Studies
- Math and Science Coach
- Interactive Notebooks
- Kagan Cooperative Learning Training

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of meaningful work that promotes staff engagement in a Collaborative Culture

**Plan to Monitor Progress Toward G2.** 8

Employee Engagement Focus Groups through SBLT

**Person Responsible**

Jason Joens

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Employee Engagement increased as measured by district implemented Gallup survey

**G3.** By June 2016, GMS will increase percent of students “On Track” in grades from 54% to 59% and in attendance from 41% to 46%. **1a**

G072877

**Targets Supported** **1b**

Indicator	Annual Target
Attendance rate	46.0
Course Failures ELA	59.0

**Resources Available to Support the Goal** **2**

- PLC Facilitators
- Academic Coaches, school and district
- Master Schedule
- Refining structure and process from previous year
- Monitoring Tool with resources aligned around a hybrid of DuFour Four Essential Questions for PLC's
- Marzano Professional Growth Model

**Targeted Barriers to Achieving the Goal** **3**

- Ability to identify and match timely interventions and supports for the GMS Title One developing adolescent learner

**Plan to Monitor Progress Toward G3.** **8**

Monitor EWS every 4 1/2 weeks by School wide Problem Solving Team

**Person Responsible**

Jason Joens

**Schedule**

Monthly, from 9/25/2015 to 6/1/2016

**Evidence of Completion**

Increase in percent of students on track in EWS

## 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.** By June 2016, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments. **1**

 G072875

**G1.B1** Research-based educational practices are not being implemented with fidelity **2**

 B190267

**G1.B1.S1** Provide professional development to Outline components of instructional planning as defined in domain 2 **4**

 S201641

### Strategy Rationale

We need to intentionally plan for intentional results

### Action Step 1 **5**

Provide professional development to Outline components of instructional planning as defined in domain 2

#### Person Responsible

Daniela Bruno

#### Schedule

Semiannually, from 8/17/2015 to 9/9/2015

#### Evidence of Completion

Planning week agenda, staff PD attendance log

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

Planning week agenda, staff PD attendance log

**Person Responsible**

Daniela Bruno

**Schedule**

Semiannually, from 8/17/2015 to 9/9/2015

***Evidence of Completion***

Planning week agendas, staff PD calendar, attendance sign in log

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

walkthroughs

**Person Responsible**

Jason Joens

**Schedule**


Monthly, from 8/31/2015 to 6/1/2016

***Evidence of Completion***

80% of instructional practices are observed and scored at applying or higher



**G1.B1.S2** Provide formative feedback and coaching on domains 1-4 **4**

 S201642

**Strategy Rationale**

As Educators, we need to increase our levels of expertise with implementing the right intervention/support/strategy with the right student at the right time.

**Action Step 1** **5**

Provide formative feedback and coaching on domains 1-4

**Person Responsible**

Jason Joens

**Schedule**

On 6/1/2016

***Evidence of Completion***

Classroom and PLC visit logs kept by administration and academic coaches

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

Classroom observations are documented in myPGS

**Person Responsible**

Jason Joens

**Schedule**

On 6/1/2016

***Evidence of Completion***

observation reports of classroom observations (generated in myPGS)

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

Common Assessment results will be charted by quarter

**Person Responsible**

Jason Joens

**Schedule**

On 6/1/2016

**Evidence of Completion**

80% of all students will score at least 70% on common assessments

**G1.B1.S3** PLCs will implement Reflective Practice on student response rates from Common Assessments (including D.O. Qrt. Benchmark Assessments) 4

 S201643

**Strategy Rationale**

If we implement reflective practice based upon student response rates in a collaborative culture of professionals, we can align our instructional practices to align with our three GMS outcomes.

**Action Step 1 5**

PLCs will implement Reflective Practice on student response rates from Common Assessments (including D.O. Qrt. Benchmark Assessments)

**Person Responsible**

Daniela Bruno

**Schedule**

Weekly, from 9/1/2015 to 6/1/2016

**Evidence of Completion**

PLC reflection documentation within lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

PLC Reflection documentation and charting students above or below 70% mastery on Common Assessments

**Person Responsible**

Daniela Bruno

**Schedule**

Weekly, from 9/1/2015 to 6/1/2016

***Evidence of Completion***

PLC Reflection documentation and charting

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Common Assessment data will be charted

**Person Responsible**

Daniela Bruno

**Schedule**

Weekly, from 9/1/2015 to 6/1/2016

***Evidence of Completion***

80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.

**G1.B1.S4** Provide professional growth around instructional strategies in the areas of Organization (Binders) & Identifying critical information and revising knowledge (Cornell notes) 4

 S201644

### **Strategy Rationale**

Implement AVID strategies across all GMS subgroups

### **Action Step 1** 5

Provide professional growth around instructional strategies in the areas of Organization (Binders) & Identifying critical information and revising knowledge (Cornell notes)

#### **Person Responsible**

Amanda Palermo

#### **Schedule**

#### ***Evidence of Completion***

sign in sheet and agenda

### **Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Student binders will include binder checks with dates and Cornell notes

#### **Person Responsible**

Amanda Palermo

#### **Schedule**

#### ***Evidence of Completion***

Schedule for school wide binder checks and the use of Cornell notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Common Assessment results will be charted

**Person Responsible**

Jason Joens

**Schedule**

Quarterly, from 9/1/2015 to 6/1/2016

**Evidence of Completion**


80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments

**G2.** By June 2016, GMS Employee Engagement will increase from 39% to 44% on Gallup. 1

 G072876

**G2.B1** Lack of understanding of meaningful work that promotes staff engagement in a Collaborative Culture

2

 B190268

**G2.B1.S1** Clarifying the work of PLCs (Rubrics: Step 0, 5PQs & PLC meeting calendar) 4

 S201645

**Strategy Rationale**

**Action Step 1** 5

Clarifying the work of PLCs (Rubrics: Step 0, 5PQs & PLC meeting calendar)

**Person Responsible**

Jason Joens

**Schedule**

Weekly, from 8/20/2015 to 6/1/2016

**Evidence of Completion**

Planning week agenda

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

Staff will self reflect on PLC work (Aug, Jan, June)

**Person Responsible**

Jason Joens

**Schedule**

***Evidence of Completion***

Planning week agenda, rubric results

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

Self Reflection Rubric (Aug, Jan, June)

**Person Responsible**

Jason Joens

**Schedule**

***Evidence of Completion***

Self reflections on PLC rubrics will increase from emerging to developed

**G2.B1.S2** Survey staff on input of staff incentives, staff feedback (recognition & corrective feedback), professional development opportunities and school culture items (One Buc refreshments, swag & gifts)

4

 S201646

### Strategy Rationale

#### Action Step 1 5

Survey staff on input of staff incentives, staff feedback (recognition & corrective feedback), professional development opportunities and school culture items (One Buc refreshments, swag & gifts)

#### **Person Responsible**

Jason Joens

#### **Schedule**

#### ***Evidence of Completion***

survey results

#### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Survey Results collected and reviewed with SBLT

#### **Person Responsible**

Jason Joens

#### **Schedule**

#### ***Evidence of Completion***

survey results

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Collect staff feedback on recognition program in January

**Person Responsible**

Jason Joens

**Schedule**


**Evidence of Completion**

results of feedback

**G3.** By June 2016, GMS will increase percent of students “On Track” in grades from 54% to 59% and in attendance from 41% to 46%. 1

 G072877

**G3.B1** Ability to identify and match timely interventions and supports for the GMS Title One developing adolescent learner 2

 B190269

**G3.B1.S1** Staff will take an active role in the development, implementation, and reflection of a multi-tiered system of supports that include preventive, corrective, and supportive interventions. 4

 S201647

**Strategy Rationale**

**Action Step 1** 5

Share school-wide student data

**Person Responsible**

Jason Joens

**Schedule**

Monthly, from 9/25/2015 to 6/1/2016

**Evidence of Completion**

PD schedule



## Action Step 2 5

Define and align supports and interventions

### **Person Responsible**

Jason Joens

### **Schedule**

Monthly, from 9/25/2015 to 6/1/2016

### **Evidence of Completion**

aligned supports

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

Staff Log will be kept

### **Person Responsible**

Jason Joens

### **Schedule**

Monthly, from 9/25/2015 to 6/1/2016

### **Evidence of Completion**

Staff participation log

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

School-wide and subgroup EWS and Common Assessment

### **Person Responsible**

Jason Joens

### **Schedule**

Monthly, from 9/25/2015 to 6/1/2016

### **Evidence of Completion**

School-wide and subgroup "On Track" is at least 80% or progress towards from previous 4.5 data cycle

## 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 professional development to Outline components of instructional planning as defined in domain 2	Bruno, Daniela	8/17/2015	Planning week agenda, staff PD attendance log	9/9/2015 semiannually
G1.B1.S2.A1	Provide formative feedback and coaching on domains 1-4	Joens, Jason	9/1/2015	Classroom and PLC visit logs kept by administration and academic coaches	6/1/2016 one-time
G1.B1.S3.A1	PLCs will implement Reflective Practice on student response rates from Common Assessments (including D.O. Qrt. Benchmark Assessments)	Bruno, Daniela	9/1/2015	PLC reflection documentation within lesson plans	6/1/2016 weekly
G1.B1.S4.A1	Provide professional growth around instructional strategies in the areas of Organization (Binders) & Identifying critical information and revising knowledge (Cornell notes)	Palermo, Amanda	8/20/2015	sign in sheet and agenda	one-time
G2.B1.S1.A1	Clarifying the work of PLCs (Rubrics: Step 0, 5PQs & PLC meeting calendar)	Joens, Jason	8/20/2015	Planning week agenda	6/1/2016 weekly
G2.B1.S2.A1	Survey staff on input of staff incentives, staff feedback (recognition & corrective feedback), professional development opportunities and school culture items (One Buc refreshments, swag & gifts)	Joens, Jason	8/20/2015	survey results	one-time
G3.B1.S1.A1	Share school-wide student data	Joens, Jason	9/25/2015	PD schedule	6/1/2016 monthly
G3.B1.S1.A2	Define and align supports and interventions	Joens, Jason	9/25/2015	aligned supports	6/1/2016 monthly
G1.MA1	Common Assessment data will be charted by quarter	Bruno, Daniela	10/16/2015	80% of students will be on track with mastery of standards	6/1/2016 one-time
G1.B1.S1.MA1	walkthroughs	Joens, Jason	8/31/2015	80% of instructional practices are observed and scored at applying or higher	6/1/2016 monthly
G1.B1.S1.MA1	Planning week agenda, staff PD attendance log	Bruno, Daniela	8/17/2015	Planning week agendas, staff PD calendar, attendance sign in log	9/9/2015 semiannually
G1.B1.S2.MA1	Common Assessment results will be charted by quarter	Joens, Jason	10/16/2015	80% of all students will score at least 70% on common assessments	6/1/2016 one-time
G1.B1.S2.MA1	Classroom observations are documented in myPGS	Joens, Jason	9/1/2015	observation reports of classroom observations (generated in myPGS)	6/1/2016 one-time
G1.B1.S3.MA1	Common Assessment data will be charted	Bruno, Daniela	9/1/2015	80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.	6/1/2016 weekly
G1.B1.S3.MA1	PLC Reflection documentation and charting students above or below 70% mastery on Common Assessments	Bruno, Daniela	9/1/2015	PLC Reflection documentation and charting	6/1/2016 weekly
G1.B1.S4.MA1	Common Assessment results will be charted	Joens, Jason	9/1/2015	80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments	6/1/2016 quarterly
G1.B1.S4.MA1	Student binders will include binder checks with dates and Cornell notes	Palermo, Amanda	8/20/2015	Schedule for school wide binder checks and the use of Cornell notes	one-time
G2.MA1	Employee Engagement Focus Groups through SBLT	Joens, Jason	8/18/2014	Employee Engagement increased as measured by district implemented Gallup survey	6/5/2015 weekly
G2.B1.S1.MA1	Self Reflection Rubric (Aug, Jan, June)	Joens, Jason	8/20/2015	Self reflections on PLC rubrics will increase from emerging to developed	one-time
G2.B1.S1.MA1	Staff will self reflect on PLC work (Aug, Jan, June)	Joens, Jason	8/20/2015	Planning week agenda, rubric results	one-time
G2.B1.S2.MA1	Collect staff feedback on recognition program in January	Joens, Jason	1/8/2016	results of feedback	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Survey Results collected and reviewed with SBLT	Joens, Jason	8/24/2015	survey results	one-time
G3.MA1	Monitor EWS every 4 1/2 weeks by School wide Problem Solving Team	Joens, Jason	9/25/2015	Increase in percent of students on track in EWS	6/1/2016 monthly
G3.B1.S1.MA1	School-wide and subgroup EWS and Common Assessment	Joens, Jason	9/25/2015	School-wide and subgroup "On Track" is at least 80% or progress towards from previous 4.5 data cycle	6/1/2016 monthly
G3.B1.S1.MA1	Staff Log will be kept	Joens, Jason	9/25/2015	Staff participation log	6/1/2016 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.** By June 2016, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.

**G1.B1** Research-based educational practices are not being implemented with fidelity

**G1.B1.S1** Provide professional development to Outline components of instructional planning as defined in domain 2

### PD Opportunity 1

Provide professional development to Outline components of instructional planning as defined in domain 2

#### Facilitator

ELA Coach and Regional Team

#### Participants

All instructional staff

#### Schedule

Semiannually, from 8/17/2015 to 9/9/2015

**G1.B1.S4** Provide professional growth around instructional strategies in the areas of Organization (Binders) & Identifying critical information and revising knowledge (Cornell notes)

### PD Opportunity 1

Provide professional growth around instructional strategies in the areas of Organization (Binders) & Identifying critical information and revising knowledge (Cornell notes)

#### Facilitator

Amanda Palermo

#### Participants

All instructional staff

#### Schedule

**G3.** By June 2016, GMS will increase percent of students “On Track” in grades from 54% to 59% and in attendance from 41% to 46%.

**G3.B1** Ability to identify and match timely interventions and supports for the GMS Title One developing adolescent learner

**G3.B1.S1** Staff will take an active role in the development, implementation, and reflection of a multi-tiered system of supports that include preventive, corrective, and supportive interventions.

**PD Opportunity 1**

Share school-wide student data

**Facilitator**

School wide Problem Solving Team

**Participants**

Faculty

**Schedule**

Monthly, from 9/25/2015 to 6/1/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Provide professional development to Outline components of instructional planning as defined in domain 2	\$0.00
2	G1.B1.S2.A1	Provide formative feedback and coaching on domains 1-4	\$0.00
3	G1.B1.S3.A1	PLCs will implement Reflective Practice on student response rates from Common Assessments (including D.O. Qrt. Benchmark Assessments)	\$0.00
4	G1.B1.S4.A1	Provide professional growth around instructional strategies in the areas of Organization (Binders) & Identifying critical information and revising knowledge (Cornell notes)	\$0.00
5	G2.B1.S1.A1	Clarifying the work of PLCs (Rubrics: Step 0, 5PQs & PLC meeting calendar)	\$0.00
6	G2.B1.S2.A1	Survey staff on input of staff incentives, staff feedback (recognition & corrective feedback), professional development opportunities and school culture items (One Buc refreshments, swag & gifts)	\$0.00
7	G3.B1.S1.A1	Share school-wide student data	\$0.00
8	G3.B1.S1.A2	Define and align supports and interventions	\$0.00
<b>Total:</b>			<b>\$0.00</b>