

Orange County Public Schools
Gotha Middle



2015-16 School Improvement Plan

Gotha Middle

9155 GOTHA RD, Windermere, FL 34786

www.ocps.net/lc/west/mgo

School Demographics

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

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	64%

School Grades History

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

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Through school events and community outreach, working with our PTO and PIE, we have been able to establish a positive relationship between staff and students. Through our relationships and events, we have been able to learn more about students' cultural diversity and the makeup of Gotha Middle School. This has enabled us to tailor our learning environment to meet the needs of our students. We have also incorporated a school wide den, in which we promote character development and the restorative justice initiative.

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

Gotha Middle School is a place where the staff is highly visible during all transitional periods as well as prior and after the school day. Students are housed in two central locations, to maximize supervision, before the school day and we also partner with the YMCA to provide a safe environment prior and after the school day. The school employees a SAFE counselor to help with safety issues throughout the school day. Through this program, we have invited guest speakers to speak on various topics such as bullying, self respect, and discipline. To help our students feel safe and successful, we offer a before and after school tutoring program that also works with building self esteem.

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

At Gotha Middle School, when it comes to discipline all of our three deans work together as a collaborative team to ensure that all students are treated fairly and have consistent enforcement. Staff utilizes CHAMPS, PBS, MTSS, and PLC group expectations within classrooms and all common areas of the school. School personnel are provided professional development on how to complete paperwork and handle crisis situations in the school. This school year, we have scheduled grade level assemblies and attended professional developments in Renaissance and Restorative Justice.

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

At Gotha, we strive to make sure that our students know that each teacher supports their needs, academically, socially, and emotionally. We use peer tutoring and meditation, guidance loops with students, and we also have a Gotha Guys group to provide support to the level 1 and 2 male students

in the school. We use the PASS model for intervention from suspension as well as MTSS. We offer tutoring programs: Bear Necessities and R.O.A.R. Academies, where students get academic help in a safe, nurturing environment. We have a school based intervention specialist that works with our students to provide additional support and guidance.

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

List of early warning indicators:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	44	51	56	151
One or more suspensions	17	14	29	60
Course failure in ELA or Math	0	3	17	20
Level 1 on statewide assessment	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	3	5	11	19

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

At Gotha we use the following interventions with these students:

- * Read 180/System 44
- * Double block instruction
- * Small Groups
- * AVID
- * Achieve 3000
- * Intensive Math rotational model
- * Restorative Justice

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

Gotha Middle School will increase the number of parents who participates in SAC meetings by 25 percent. We will also increase communication to parents by utilizing Progressbook, Remind 101, Connect Orange messages, teacher blogs and websites, student planners, flyers and newsletters, and the school marquee. Gotha will also provide opportunities for families to become an integral part of the school community through various opportunities including but not limited to curriculum nights, athletic events, family events, volunteer opportunities, field trips, and open house.

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

Through the Partners in Education program, we have been able to build and sustain partnerships with businesses in our community. These partners provide resources for our school and we offer vendor opportunities. We have also partnered with area churches and community centers to find mentors for some of our at risk students. These mentors provide guidance to our young men and women, as they begin a lifelong journey of learning.

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
Knowles, Patrice	Principal
Nealy, Angela	Other
Hayes, Kimberly	Dean
Bouler, Natalie	Other
Delamater, Richard	Dean
Fathi, Farideh	Psychologist
McCue, Keli	Instructional Coach
McGinley, Marjorie	Other
Mikolajczak, Janice	Guidance Counselor
Owens, Matthew	Assistant Principal
Permenter, Laura	Instructional Coach
Wilder, Christina	Guidance Counselor
Woodward, Rachel	Guidance Counselor
Hunter, Celeste	Assistant Principal
Bawden, Korey	Instructional Coach
Taylor, Richard	Dean
Corcino, Nanette	Teacher, Career/Technical
Mercado, Bia	Teacher, ESE

Duties

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

Principal:

Provides a common vision for the use of data-based decision-making and problem-solving process to ensure that the school based team is implementing MTSS, in addition to ensuring the implementation of intervention support and documentation. She will also provide professional development to support MTSS implementation, and communicates with parents and other stake holders regarding school-based MTSS/Rtl plans and activities.

Assistant Principals:

Identify and analyze existing research regarding scientifically based curriculum and behavior assessment and intervention approaches, identify systemic patterns of student needs while working to identify appropriate, evidence-based intervention strategies, assist with screening that will provide early intervening services for students who are considered to be "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

General Education Teachers:

Provide information regarding instruction in the core classes, collaborate with one another regarding best practices in curriculum, instruction, and assessment, participate in student data collection, deliver Tier 1 instruction and interventions, collaborate with other staff members to implement Tier 2 interventions, and integrate Tier 1 materials and instruction with Tier 2 and 3 activities.

ESE Teachers:

Participate in student data collection, integrate core curricular instruction, materials, and activities into Tier 2 and 3 instruction, and collaborate with general education teachers and participate in facilitating

in classrooms.

Reading Resource Teacher:

Provides guidance regarding the FL K-12 reading plan, facilitates and supports data collection, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, supports the implementation of Tier 1, 2, and 3 intervention plans.

SAFE Coordinator:

Participate in the collection, interpretation, and analysis of data, facilitate the development of intervention plans, provides support for intervention fidelity and documentation, and provides professional development and assistance for problem-solving activities including data collection, data analysis, intervention planning.

Technology Coordinator:

Maintains technology necessary to manage and display data, provides professional development and technical support to staff regarding data management and display.

Speech and Language Pathologist: Educates the staff in the role of speech and language in curriculum, instruction, and assessment as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of student needs in regards to language skills.

Guidance Counselors:

Provide quality services and expertise regarding issues ranging from program design to assessment and intervention with individual students, provides both in-school and home-community

interventions, connects students and families with community agencies to support the student's academic,

emotional, behavioral, and social success.

Members of the Leadership Team utilize all resources to increase student achievement.

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 school-based Leadership Team will focus all meetings to answer the question "How will we develop and maintain a problem-solving system to bring out the best in Gotha Middle School, our staff and our students? This includes but is not limited to lowering the disproportionate number of students classified into special education."

The school-based Leadership Team, consisting of Principal, Assistant Principals, and instructional coaches, will meet once per week to engage in the following activities and discussions: 1) Review the screening data and link to instructional decisions 2) Review progress monitoring data at both the grade level and classroom level to identify students who are meeting/exceeding standards/benchmarks, at moderate risk for not meeting standards/benchmarks, or at high risk for not meeting standards/benchmarks 3) Identify professional development and resources based on the data collected and analyzed. 4) Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The Instructional Coaches, perform classroom walk-throughs, create and facilitate professional development, coordinate student mentor groups, assist teachers with certification needs,

The Deans perform classroom walk-throughs, facilitate lunch shifts, process referrals, and implement positive behavior initiatives with students, and facilitate supervision before, during, and after school.

Our SAFE coordinator plans and implements school wide Restorative Justice, Red Ribbon events, bully prevention, and Renaissance Movement and activities.

Guidance Counselors complete classroom presentations, complete student schedules, counsel

students, facilitate 504 meetings and plans, monitor student progress per their course progression plan.

SAI Funds \$22,000.00:

1. Summer Math Camp
2. Literacy Coach

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Patrice Knowles	Principal
Korey Bawden	Teacher
Robin Bolden	Parent
Connie Ryczek	Parent
Linda Gardiner	Parent
Jeff Baker	Parent
Bart Rodier	Business/Community
Sophie Ryczek	Student
Lauren Ryczek	Student
Robert Hoffman	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

The Gotha Middle School SAC reviewed the implementation of the SIP throughout the school year. One of the initial SAC meetings in 2015-2016 will be a final review of the data from the 2014-2015 SIP and the review of the proposed SIP for 2015-2016. The review will include a determination of what worked well in 2014-2015 and what should be eliminated, or modified in 2015-2016.

Development of this school improvement plan

Gotha Middle School SAC assists in the development and the evaluating process of the School Improvement Plan. The SAC routinely reviews the school improvement plan's indicators which are measurable to ensure they are carried through with fidelity as a monthly agenda item.

Preparation of the school's annual budget and plan

The SAC reviews the proposed budget in the spring for the upcoming year and then again in the fall meetings of that year. The SAC participants in development of the SIP at the end of the school year and then finalizes the approval of the plan for that year in one of the initial meetings of the year.

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

The 2014-2015 School Improvement Fund began with \$32,872.69. \$4,167.44 was allocated and used for campus beautification by purchasing plants, mulch, pavers, and arbors. The remaining balance was \$28,705.25.

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
Permenter, Laura	Instructional Coach
Knowles, Patrice	Principal
Owens, Matthew	Assistant Principal
McCue, Keli	Teacher, K-12
Rose, Doug	Teacher, K-12
Hunter, Celeste	Assistant Principal
Burgess, Valerie	Teacher, K-12
Mikolajczak, Janice	Guidance Counselor
Gomilla, Jennifer	Teacher, K-12
Corcino, Nanette	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

This year, the LLT will work on incorporating literacy strategies across content areas. In addition, The LLT will bring literacy to the forefront during curriculum nights. The school will also develop model/ demonstration classrooms, use data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs. Additionally, the LLT will monitor and support the implementation of Florida Standards and research-based strategies in PLCs and through school-wide initiatives that promote literacy. Gotha will provide school-wide incentive to students to promote reading. Close Reading strategies will be embedded across content areas.

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

Teachers meet in PLCs once a week and also one Wednesday a month after the instructional day. Teachers also meet in teamed SLCs, where teachers that have the same students meet to discuss student's data. First year teachers and teachers new to Gotha are a part of the Gotha Grizzly Cubs mentoring program. One Wednesday a month we celebrate the staff with Bear Hugs (peer recognition), teacher and support person of the month, and recognition for those that are innovating in their craft and those that go above and beyond. Ongoing data meetings will take place within PLC's every Wednesday of the month to give instructional trajectory. The focus is building a sense of academic and social emotional community.

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

The administrative team at Gotha Middle School will retain and develop highly qualified teachers by creating a strong sense of community among the staff through team building and professional development activities. Teachers will work collaboratively in order to grow professionally and build strong relationships. Gotha has created common planning times and collaboration through Professional Learning Communities for all teachers to support collaboration and team building. Gotha participates in district-wide recruitment initiatives to target highly qualified teachers who are both effective and certified in their content area. The school also provides ongoing professional development that is aligned to the curriculum and needs of students based on data.

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

Mentors and mentees will participate in scheduled meetings, monthly, for the purpose of reflections, consultations and modeling lessons. All mentors are available to meet with mentee when the need arise. Mentors are selected based on their Effective Teacher Evaluation Rating.

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 District has a rigorous adoption process that analyzes the correlation between core materials and Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards.

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

Campus-wide, students are scheduled into classes based on data from state-wide testing. Students scoring at level 1 on previous state reading assessment are placed in a reading double block, completing the Read 180 and System 44 programs. Students scoring at Level 2 on previous state reading assessment are scheduled into a reading class which utilizes the Achieve 3000 program. Eighth grade math students scoring below grade level, are also placed in a double block math class. In the grade level content areas, PLC's will create an Instructional Focus Calendar to guide their daily instruction. Included in the IFC is a timeline for intervention; allowing for reteaching of critical standards. Students can be re-assessed on these standards during the school day in the academic PASS room.

Targeted content areas will be implementing the instructional rotational model, which supports differentiated instruction through small grouping. This model allows for targeted intervention per standard, specifically in our math and reading classrooms.

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

Strategy: After School Program

Minutes added to school year: 2,280

After School Tutoring Program will provide target instruction to students as identified by analyzing summative and formative assessment data.

Strategy Rationale

This strategy targets our level 1/2 students. The programs used are research-based intervention programs, i-Ready, iXLMath, Khan Academy.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bawden, Korey, korey.bawden@ocps.net

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

Student grades, formative assessments, and statewide/district test results are used to determine effectiveness of the program.

Strategy: Before School Program

Minutes added to school year: 2,850

Peer tutoring program where students receive help from other students and teachers in the morning prior to the school.

Strategy Rationale

This strategy allows for all students to receive help in core classes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bawden, Korey, korey.bawden@ocps.net

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

Student grades, formative and summative assessments and EOC's results are used to determine effectiveness of the program.

Strategy: After School Program

Minutes added to school year: 2,280

Students that are at level 4/5 will be provided with enrichment opportunities to increase knowledge through the use of science labs, creative problem solving, and higher order questioning.

Strategy Rationale

The strategy targets our higher leveled students providing them with more practice in DQ4 activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bawden, Korey, korey.bawden@ocps.net

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

Student grades, formative and summative assessments, and EOC's results are used to determine effectiveness of the program.

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

School based administrators from elementary to high school meet periodically to discuss perceived needs of incoming students. As a result of these collaborations, specific needs of students are met more effectively, and programs are able to be preemptively put in place to meet these needs. At Gotha Middle School, incoming 6th graders are invited to school-based evening events such as STEM night, and Step Up night, introducing them to middle school curriculum. These students also visit our campus in the spring of their 5th grade year. During their visit, they are provided a tour of the campus and information about the school. They also have the opportunity to provide us with information about their interests. Later in the summer, we host a "Bear Hunt" during which time the students complete a campus-wide scavenger hunt, allowing them to become familiar with the school. While students are "hunting", parents take part in an orientation, introducing them to all Gotha has to offer.

Gotha's outgoing 8th graders are exposed to high school curriculum early on, as they have the opportunity to earn high school credits during their middle school day. High school courses include Algebra I Honors, Geometry Honors, Spanish 1, Earth Space Science Honors, and Physical Science Honors. In the spring, the 8th graders are visited by their high school counselor who conducts an orientation, including information regarding high school credits, schedules, and policies and procedures. The high school counselor returns at a later date to receive and discuss schedule choices with the students. High schools also offer a Step Up night, where incoming 8th graders and their parents/guardians can learn about the curriculum and extra-curricular activities.

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

A comprehensive school counseling program is in place based on the ASCA National Standards for Students. Gotha's counselors cover all three strands of the ASCA National Model for School Counseling: career, personal/social, and academic. All students benefit from the guidance program as the counselors deliver

guidance lessons through the classroom. Students are given an opportunity for academic advisement where credits are checked, discussions are held about career plans, and courses are selected based on student goals. The mission of the school counseling program at Gotha Middle School is clearly stated and based

on the 11 essential outcomes of the Orange County Public Schools.

Gotha Middle School is in the process of becoming an AVID certified school. All students are exposed to college and career strategies and expectations.

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

Gotha Middle School incorporates applied and integrated course-work to help students see the relationship between core content subjects and the relevance to students' future by offering a Business Technology Program. Students in our Applied Program work towards meeting industry standards as measured by their performance on Industry Certification Exams. Within the program, there are ample opportunities for career exploration and career-linked experiences. The teacher works collaboratively with core content teachers so that students see the correlation of college and career readiness opportunities i.e. subjects taught. All teachers meet routinely during Professional Learning Communities (PLC) to examine and plan for key linkages to industry certification, scheduling, and real-world connections.

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

AVID students and Guys GROWL Group participate in college visits to increase student awareness and create a college going culture. We host guest speakers to speak with students regarding career and technical opportunities. In the fall, we participate in Teach-In, inviting community members to visit and share information about their jobs, exposing students to various career opportunities. In order to create a college going environment, we have college banners hanging throughout the campus, teachers' display alma mater at their door, and Fridays are college pride day in which faculty, staff, and students are encouraged to wear college apparel. Students have the opportunity to earn high school credits, including Algebra I Honors, Algebra 2 Honors, Spanish, Earth Space Science Honors, and virtual school opportunities during the day.

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.** Teachers will gain proficiency in standards based instruction and the instructional framework in order to increase rigor and student achievement. (Division Priority: Invest in human capital)

- G2.** Teachers will implement restorative justice practices, therefore, student suspension rates will decrease and student achievement will increase. (Division Priority: Provide empowering environments)

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. Teachers will gain proficiency in standards based instruction and the instructional framework in order to increase rigor and student achievement. (Division Priority: Invest in human capital) 1a

G072937

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	90.0
Algebra I FSA EOC Pass Rate	90.0
AMO Math - All Students	80.0
AMO Reading - All Students	82.0
FCAT 2.0 Science Proficiency	65.0
Civics EOC Pass	65.0

Resources Available to Support the Goal 2

- Coaches
- Marzano Library
- PLCs
- District Coaches
- IMS
- Reading 180, Achieve 3000, Systems 44
- Springboard

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty deconstructing the standards and using this process to guide their instructional delivery.

Plan to Monitor Progress Toward G1. 8

Analysis of formative assessment data, OC Writes data and other forms of formative and summative data. Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards.

Person Responsible

Patrice Knowles

Schedule

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

Evidence of Completion

Formative and summative data

G2. Teachers will implement restorative justice practices, therefore, student suspension rates will decrease and student achievement will increase.(Division Priority: Provide empowering environments) 1a

G072938

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0
Algebra I FSA EOC Pass Rate	90.0
AMO Math - All Students	80.0
AMO Reading - All Students	82.0
FCAT 2.0 Science Proficiency	70.0
Civics EOC Pass	72.0

Resources Available to Support the Goal 2

- Restorative justice
- SAFE coordinator
- Deans
- IMS
- SMS

Targeted Barriers to Achieving the Goal 3

- Limited time to implement the restorative justice process.

Plan to Monitor Progress Toward G2. 8

Progress will be monitored by participation and outcomes of restorative justice meetings, student attendance, discipline data, and student achievement data.

Person Responsible

Patrice Knowles

Schedule

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

Evidence of Completion

Formative and summative data and discipline data reports

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. Teachers will gain proficiency in standards based instruction and the instructional framework in order to increase rigor and student achievement. (Division Priority: Invest in human capital) **1**

 G072937

G1.B1 Teachers have difficulty deconstructing the standards and using this process to guide their instructional delivery. **2**

 B190433

G1.B1.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process. **4**

 S201857

Strategy Rationale

Based on initial classroom walk-throughs, teachers are not posting standards and instruction is not aligned to the standards.

Action Step 1 **5**

Targeted professional development on standards based instruction and using state and district resources to plan for tasks aligned to the standard.

Person Responsible

Keli McCue

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Sign-in sheets, handouts

Action Step 2 5

Professional development will be provided to teachers on creating and revising instructional focus calendars.

Person Responsible

Celeste Hunter

Schedule

On 9/30/2015

Evidence of Completion

Sign in Sheets

Action Step 3 5

The instructional leadership team will conduct observations and provide teachers feedback on standards based instructional lessons.

Person Responsible

Patrice Knowles

Schedule

Weekly, from 9/28/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers, lesson plans reviews

Action Step 4 5

Struggling teachers will be provided opportunities to observe their peers during instructional walks.

Person Responsible

Patrice Knowles

Schedule

Weekly, from 11/2/2015 to 6/8/2016

Evidence of Completion

Peer observation logs

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

Plan as a team the focus and target of the professional development

Person Responsible

Patrice Knowles

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Presentations, Sign in sheets, Handouts

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

Feedback from the participants on the professional development

Person Responsible

Matthew Owens

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

emails, observations

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

Implementation will be monitored through i-Observation, Deliberate Practice, and lesson plan review.

Person Responsible

Patrice Knowles

Schedule

Weekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback, DP plans and lesson plan reviews

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

Through i-Observation data and feedback to teachers, teachers will be embedding standards based lessons through delivery and align tasks to the standard.

Person Responsible

Patrice Knowles

Schedule

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

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

G2. Teachers will implement restorative justice practices, therefore, student suspension rates will decrease and student achievement will increase.(Division Priority: Provide empowering environments) 1

 G072938

G2.B1 Limited time to implement the restorative justice process. 2

 B190437

G2.B1.S2 Deans and the SAFE coordinator will provide professional development on restorative justice process to all teachers. 4

 S201860

Strategy Rationale

To ensure that the teachers have a grasp on how to lead RJ circles and strategies.

Action Step 1 5

Professional development will be provided to teachers on the implementation of restorative justice.

Person Responsible

Angela Nealy

Schedule

On 10/14/2015

Evidence of Completion

Sign in sheets, handouts, presentation and agendas

Action Step 2 5

During designated time, the deans and SAFE coordinator will provide support to teachers with the implementation of restorative justice to ensure the process is met with fidelity.

Person Responsible

Patrice Knowles

Schedule

Weekly, from 10/26/2015 to 6/8/2016

Evidence of Completion

Restorative justice notes, sign in sheets and PLC meeting notes

Action Step 3 5

Students who have participated in the restorative justice process will be monitored and provided additional support through multiple resources to ensure the process is successful.

Person Responsible

Patrice Knowles

Schedule

Weekly, from 10/26/2015 to 6/8/2016

Evidence of Completion

Student data reports and student chats

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

Dean and SAFE monitors restorative justice process through providing support to teachers.

Person Responsible

Matthew Owens

Schedule

Weekly, from 10/14/2015 to 6/8/2016

Evidence of Completion

Teacher surveys and restorative justice documents

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

Time allocated to implement restorative justice meetings will be effectively run and student suspension rates will decrease and student achievement will increase.

Person Responsible

Matthew Owens

Schedule

Weekly, from 10/28/2015 to 6/8/2016

Evidence of Completion

Data analysis charts, student attendance, student achievement, restorative justice meeting notes, discipline data

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	Targeted professional development on standards based instruction and using state and district resources to plan for tasks aligned to the standard.	McCue, Keli	8/31/2015	Sign-in sheets, handouts	5/31/2016 quarterly
G2.B1.S2.A1	Professional development will be provided to teachers on the implementation of restorative justice.	Nealy, Angela	10/14/2015	Sign in sheets, handouts, presentation and agendas	10/14/2015 one-time
G1.B1.S1.A2	Professional development will be provided to teachers on creating and revising instructional focus calendars.	Hunter, Celeste	9/30/2015	Sign in Sheets	9/30/2015 one-time
G2.B1.S2.A2	During designated time, the deans and SAFE coordinator will provide support to teachers with the implementation of restorative justice to ensure the process is met with fidelity.	Knowles, Patrice	10/26/2015	Restorative justice notes, sign in sheets and PLC meeting notes	6/8/2016 weekly
G1.B1.S1.A3	The instructional leadership team will conduct observations and provide teachers feedback on standards based instructional lessons.	Knowles, Patrice	9/28/2015	i-Observation data and feedback to teachers, lesson plans reviews	6/8/2016 weekly
G2.B1.S2.A3	Students who have participated in the restorative justice process will be monitored and provided additional support through multiple resources to ensure the process is successful.	Knowles, Patrice	10/26/2015	Student data reports and student chats	6/8/2016 weekly
G1.B1.S1.A4	Struggling teachers will be provided opportunities to observe their peers during instructional walks.	Knowles, Patrice	11/2/2015	Peer observation logs	6/8/2016 weekly
G1.MA1	Analysis of formative assessment data, OC Writes data and other forms of formative and summative data. Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards.	Knowles, Patrice	8/31/2015	Formative and summative data	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Through i-Observation data and feedback to teachers, teachers will be embedding standards based lessons through delivery and align tasks to the standard.	Knowles, Patrice	8/31/2015	i-Observation data and feedback to teachers and lesson plan reviews	5/31/2016 monthly
G1.B1.S1.MA1	Plan as a team the focus and target of the professional development	Knowles, Patrice	8/31/2015	Presentations, Sign in sheets, Handouts	5/31/2016 quarterly
G1.B1.S1.MA2	Feedback from the participants on the professional development	Owens, Matthew	8/31/2015	emails, observations	5/31/2016 quarterly
G1.B1.S1.MA4	Implementation will be monitored through i-Observation, Deliberate Practice, and lesson plan review.	Knowles, Patrice	9/7/2015	i-Observation data and feedback, DP plans and lesson plan reviews	6/8/2016 weekly
G2.MA1	Progress will be monitored by participation and outcomes of restorative justice meetings, student attendance, discipline data, and student achievement data.	Knowles, Patrice	8/31/2015	Formative and summative data and discipline data reports	6/8/2016 monthly
G2.B1.S2.MA1	Time allocated to implement restorative justice meetings will be effectively run and student suspension rates will decrease and student achievement will increase.	Owens, Matthew	10/28/2015	Data analysis charts, student attendance, student achievement, restorative justice meeting notes, discipline data	6/8/2016 weekly
G2.B1.S2.MA1	Dean and SAFE monitors restorative justice process through providing support to teachers.	Owens, Matthew	10/14/2015	Teacher surveys and restorative justice documents	6/8/2016 weekly

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. Teachers will gain proficiency in standards based instruction and the instructional framework in order to increase rigor and student achievement. (Division Priority: Invest in human capital)

G1.B1 Teachers have difficulty deconstructing the standards and using this process to guide their instructional delivery.

G1.B1.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process.

PD Opportunity 1

Targeted professional development on standards based instruction and using state and district resources to plan for tasks aligned to the standard.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

PD Opportunity 2

Professional development will be provided to teachers on creating and revising instructional focus calendars.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

On 9/30/2015

G2. Teachers will implement restorative justice practices, therefore, student suspension rates will decrease and student achievement will increase.(Division Priority: Provide empowering environments)

G2.B1 Limited time to implement the restorative justice process.

G2.B1.S2 Deans and the SAFE coordinator will provide professional development on restorative justice process to all teachers.

PD Opportunity 1

Professional development will be provided to teachers on the implementation of restorative justice.

Facilitator

Angela Nealy, Christina Wilder and deans

Participants

Teachers and staff

Schedule

On 10/14/2015

Budget

Budget Data

1	G1.B1.S1.A1	Targeted professional development on standards based instruction and using state and district resources to plan for tasks aligned to the standard.				\$0.00
2	G1.B1.S1.A2	Professional development will be provided to teachers on creating and revising instructional focus calendars.				\$0.00
3	G1.B1.S1.A3	The instructional leadership team will conduct observations and provide teachers feedback on standards based instructional lessons.				\$0.00
4	G1.B1.S1.A4	Struggling teachers will be provided opportunities to observe their peers during instructional walks.				\$33,851.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1681 - Gotha Middle	General Fund		\$33,851.00
<i>Notes: Additional Instructional Coach for teacher and student support</i>						
5	G2.B1.S2.A1	Professional development will be provided to teachers on the implementation of restorative justice.				\$0.00
6	G2.B1.S2.A2	During designated time, the deans and SAFE coordinator will provide support to teachers with the implementation of restorative justice to ensure the process is met with fidelity.				\$51,289.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	2110	100-Salaries	1681 - Gotha Middle	General Fund		\$51,289.00
			<i>Notes: Restorative Justice Facilitator and Student Den's Coordinator</i>			
7	G2.B1.S2.A3	Students who have participated in the restorative justice process will be monitored and provided additional support through multiple resources to ensure the process is successful.				\$0.00
					Total:	\$85,140.00