

Gulf Middle School

1809 SW 36TH TER, Cape Coral, FL 33914

<http://gfm.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	39%

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 Lee 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a safe, nurturing and well-managed environment, allowing staff to prepare all students for success in a global society.

Provide the school's vision statement

To be a world class-school.

School Environment

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

The school learns about students' cultures by encouraging teambuilding and classbuilding in the classroom, using Kagan strategies. Students write about themselves in journals and are encouraged to connect their personal experiences to their learning. In addition, Gulf Middle has a student mentor program in which students can develop a more personal relationship with a mentor teacher, who acts as a guide and advocate for the student. Teachers also utilize Parentlink to maintain open communication with students' families.

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

Gulf Middle actively promotes a culture of safety and respect. Our expectations motto is "Be Respectful, Be Responsible," and this motto is posted in every classroom and throughout the public areas of the building. Teachers, administration, and support staff also employ an open door policy so students always feel welcome to speak with any staff member, about anything, anytime. New for this year, we have initiated a new attitude slogan, #WeWill. This new slogan will encourage students to take ownership of their attitude, actions and learning. It will also promote a feeling of empowerment by spreading confidence in their ability to achieve success in any area.

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

Most instructional staff is trained in Kagan Cooperative Learning strategies which are utilized in most lessons in order to maximize student engagement during instruction. Gulf Middle's behavioral system includes Positive Behavior Support, through which students are rewarded for doing the right thing. We also employ a behavior card which each student carries in their student planner. The behavior card is used to keep track of minor infractions and offers students four chances to redirect inappropriate behavior. All teachers are trained to consistently use our behavior system with fidelity. In addition, students can earn rewards in the form of STAR BUCKS. These can be earned by illustrating our school values of being responsible and respectful students. Additionally, teachers may earn STAR BUCKS by going above and beyond the call of duty through advocacy for students and staff members.

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

Teachers maintain constant communication with each other through PLCs and team meetings to discuss student progress and ensure student needs are being met. Gulf Middle also offers a teacher mentor program for students in need of extra attention. Students are paired with a teacher who acts as a guide and advocate to ensure each student is reaching his/her fullest potential. In addition, counseling is available with our school counselor, Andrea Justice as well as our School Psychologist, Diana Powers. Our school Social Worker, Erin Dallacosta, also plays a vital role in the social-emotional development of our students.

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

Gulf Middle is a pilot school for the Castle program. Castle employs an early warning system that takes into account attendance, discipline and student achievement to flag students who may be at risk.

Gulf also employs an active MTSS team made up of the school intervention specialist, school counselor, teachers and administrators to ensure early supports for students who exhibit early signs of academic and behavioral struggles.

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	9	4	6	19
One or more suspensions	3	5	3	11
Course failure in ELA or Math	3	9	1	13
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
	7	
Students exhibiting two or more indicators	1	1

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

MTSS: The MTSS team works to identify students with early indicators of academic failure. The team consists of teachers, the school counselor, and support staff including the the school intervention specialist who decide on what interventions are appropriate for the student. Data is collected and regularly analyzed to determine the effectiveness of the interventions and make decisions on future interventions.

Teacher mentors: Our school counselor works with students in need of special attention and teachers volunteer to be mentors to these students. Student and mentor meet once per week to discuss any problem the student is facing and provide moral support to the student.

Differentiated instruction: Teachers differentiate instruction to help meet the individual needs of students. Differentiation may occur in the delivery of the lesson and/or assessment and environment. Dolphin cards: This is the disciplinary warning system of the school. Students are given 4 chances to redirect disruptive behavior before a referral is written. They are given a clean slate at the beginning of each quarter.

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

Gulf Middle makes regular use of Parentlink to communicate with families and also publishes a quarterly newsletter to keep families up to date on school events. Teachers have also received training on the Parentlink system in order to maintain direct communication with parents regarding grades and classroom activities.

We have an active PTO/SAC Committee. This year, we will be hosting a Fall Festival to encourage families and community partners to be more active in our school community.

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

Gulf Middle has partnered Florida Gulf Coast University to bring college work study students into the school as tutors and student mentors. These college students provide one-on-one support to students in need and Intensive Academics. They also assist with our English Language Learners.

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
Hopper, Donnie	Principal
Duttko, Julee	Assistant Principal
Woelke, Carol	Assistant Principal
Crussard, Carmen	Teacher, K-12
Kane, Laurie	Teacher, K-12
Roy, Leisha	Teacher, K-12
Katler, Deborah	Teacher, ESE
Brown, Karen	Instructional Coach
Lockard, Debra	Teacher, K-12
Powella, Renee	Teacher, K-12

Duties

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

Donnie Hopper-Principal-provides administrative support and allocates appropriate resources
Julee Duttko-Assistant Principal
Carol Woelke-Assistant Principal
Carmen Crussard-6th Grade Level Chair, School Improvement Coordinator, School Inservice Representative
Laurie Kane-Math team leader
Leisha Roy-Exploratory team leader
Mike Newman-Science Team Leader
Deborah Katler-ESE Team Leader
Karen Brown-Reading Coach/Reading Team Leader
Debra Lockard-ELA Team Leader
Renee Powella-Social Studies Team Leader
Matt Casey-PE Team Leader

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

Team Leaders lead weekly PLC meetings during which teams discuss student data, generate instructional objectives, and engage in professional development in enhance classroom instruction and maximize student achievement.

Title II funds will be used for professional development and teacher advancement initiatives that promote professional growth and lead to increased student achievement. SAI funds will be used to fund the Intensive Reading program and Reading Coach at Gulf Middle School.

Our PTO/SAC is also a valuable resource for funding instructional initiatives. Quarterly PTO meetings are held to bring instructional staff and community members together in an effort in maintain communication regarding resources and initiatives.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Donnie Hopper	Principal
Carmen Crussard	Teacher
Lisa Martin	Parent
Melissa Fortune	Parent
Lynette Thomas	Parent
Jennifer Fay	Parent
Kathy Mangone	Parent
Nicholas Tollner	Parent
Cyril Harvey	Parent
Mardell Moralez	Parent
Linda Manes	Parent
Leisha Roy	Teacher
Jayne Jensen	Parent
Mike Kovalick	Parent
Denise Kovalick	Parent
Michelle DiDtefano	Parent
Flora Regan	Parent
Cecilia Gouvea	Parent
Jamie Ayres	Teacher
Debra Lockard	Teacher
Lori McCarhty	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

As of October 15, 2015, state test scores have not been fully released. Professional development was focused around the new Florida State Assessment. ELA teachers received training on the new writing format and curriculum. All teachers received training on Kagan strategies and these are more evident in classroom practices. New technology resources were introduced including Safari Montage and Chromebooks, which were piloted at the end of last school year. All of these initiatives enhanced classroom instruction and rigor.

Development of this school improvement plan

The SAC will review the data that is available and provide feedback on progress and future goals.

Preparation of the school's annual budget and plan

The SAC will review the budget involved with this year's SIP and assist with recommendations for funding sources, especially with the PTO.

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

Professional development for best practices \$4373 (Title 2)
Positive Behavior Support System \$5000
Communications to parents \$500
Alternative to Suspension \$4400

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
Brown, Karen	Instructional Coach
Crussard, Carmen	Teacher, K-12
Duttko, Julee	Assistant Principal
Hopper, Donnie	Principal
Woelke, Carol	Assistant Principal
Justice, Andrea	Guidance Counselor
Phares, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of our LLT this year are:

- 1) Every students will have a Reading/Critical Thinking class in addition to English Language Arts
- 2) To promote the use of Close Reading and use of Complex Text that support effective integration reading strategies across content area classrooms school-wide.
- 3) Use of Teen Biz to increase student achievement in reading
- 4) District initiative of Backward Design & Differentiated Instruction based on data

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 participate in weekly Professional Learning Communities to discuss student data, individual students in need of early interventions, and professional development. Additionally, the master schedule includes common planning for teachers with common grade levels and subjects to further encourage collaborative planning. Teachers within departments also share lesson plans through Oncourse.

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

Administration will hold monthly meetings and trainings with new teachers including preschool. Administration has partnered new teachers and teachers new to the school with veteran staff for ongoing

support. All staff members are currently participating in weekly Professional Learning Communities that support school improvement, student learning, and professional growth.

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

Teacher mentors will collaboratively plan with mentees through the district Apples Program. Rationale for pairings include pairing new teachers with veteran teachers in the same subject area.

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

New adoptions are aligned with new 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

Departments use student data to drive weekly PLC meetings and collaborate to increase student achievement. Kagan strategies are used schoolwide to differentiate instruction and group students for maximum achievement. Students also keep data folders so they can take initiative in their own learning and keep track of their progress.

In addition, team teaching is utilized for ESE students and support staff and college volunteers are utilized to assist with ELL students and lower achieving students.⁹

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: 0

N/A

Strategy Rationale

N/A

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Hopper, Donnie, donnielh@leeschools.net

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

N/A

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

Gulf Middle utilizes teacher mentors as well as the Problem Solving Team to support students who may be struggling with the transition to Middle School.

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 Business and Computer Applications and Career Planning course is a required course before high school. This course implements the use of the Florida Choices website as a tool to prepare and guide for future planning. High school counselors are invited to Gulf Middle to discuss course options and courses of study. Eighth grade teachers are an important part of the course selection process to select appropriate courses for each student's success.

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

Business and Computer Applications, with Career Planning, informs our students about their choices for high school, college, and career planning. Through the activities in these classes, students understand that their academic skills are just as important as their business soft skills.

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

All students have been issued a Chromebook for use in all classes. These machines are outfitted with Google Apps which can be used to create documents, spreadsheets and other academic presentations.

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

Professional Development Opportunities

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

G1. Baseline - GMS Proficiency Test - Statewide Science Balanced Scorecard 2015 Grade - 8 Target - 59% proficient Actual - 62% proficient Discrepancy - +2% The 2016 Statewide Science Assessment 8th grade proficiency will continue to exceed the expected target by 3% as measured by the balanced scorecard.

G1.B2 Attendance - absences, tardies, early sign-outs

G1.B2.S2 Increase the use of technology in all core classes (ELA, math, science, social studies).

PD Opportunity 1

Train core teachers in appropriate use of technological resources - Google Docs, Classroom, Forms, Kahoot, etc.

Facilitator

Kristy Lavis, Michelle Haberman, Renee Powella, Donnie Hopper

Participants

All Core Subject Area Teachers

Schedule

Semiannually, from 10/26/2015 to 6/10/2016

G2. 100% of core subject areas teachers will be introduced to the CASTLE Standards Tracker for progress monitoring during FY16 as documented by inservice records and PLC minutes.

G2.B2 Inadequate amount of time to train the teachers on new software

G2.B2.S1 The Gulf Middle staff calendar has been designed with monthly professional development days dedicated to training teachers on new strategies and technology.

PD Opportunity 1

Monthly trainings facilitated by the CASTLE Champion will be held to acquaint teachers with CASTLE.

Facilitator

Carmen Crussard

Participants

Teachers and Administration

Schedule

Monthly, from 12/1/2015 to 5/3/2016

G3. Teacher engagement will increase at least .2% in the Q12 areas of "Best Friends" and "Opinion Matters" as measured by the FY16 Gallup Teacher Engagement Survey.

G3.B1 Discipline (not handled properly)

G3.B1.S1 Use full implementation of Positive Behavior Support Program.

PD Opportunity 1

Development of school wide expectations.

Facilitator

Participants

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Budget						
Budget Data						
1	G1.B2.S2.A1	Train core teachers in appropriate use of technological resources - Google Docs, Classroom, Forms, Kahoot, etc.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	120-Classroom Teachers	0671 - Gulf Middle School	School Improvement Funds	0.0	\$2,000.00
				<i>Notes: A small portion of training will be paid from SIP dollars. The majority of training will be paid from Title II.</i>		
2	G2.B2.S1.A1	Monthly trainings facilitated by the CASTLE Champion will be held to acquaint teachers with CASTLE.				\$0.00
3	G3.B1.S1.A1	Development of school wide expectations.				\$0.00
4	G3.B1.S1.A2	Development of reward menu such as Superstar Awards, quarterly rewards, and end of year rewards.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0671 - Gulf Middle School	School Improvement Funds		\$3,000.00
5	G3.B1.S1.A3	Grade level expectations assembly.				\$0.00
6	G3.B1.S1.A4	Monthly review of behavior incident referral data.				\$0.00
7	G3.B1.S2.A1	Teacher Mentor Program for struggling students.				\$0.00

Budget Data

8	G3.B1.S3.A1	Staff members will be invited to participate in social and extracurricular activities outside of the classroom, such as talent staff/student events (talent showcase, volleyball/basketball games), as well as holiday parties and picnics.	\$0.00
9	G3.B1.S3.A2	Administration will explain to staff the meaning of having a best friend at work.	\$0.00
10	G3.B1.S3.A3	Administration will solicit staff input for decisions that affect them by conducting formal and informal surveys through Outlook and during staff meetings.	\$0.00
11	G3.B2.S1.A1	To provide professional development of the new curriculum through various trainings at the school and district level.	\$0.00
Total:			\$5,000.00