

The School District of Lee County

# Gulf Middle School



2016-17 Schoolwide Improvement Plan

## Gulf Middle School

1809 SW 36TH TER, Cape Coral, FL 33914

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

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Gulf Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

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

To be a world class-school.

#### 2. School Environment

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

Gulf Middle learns about the students' cultures and builds relationships between teachers and students by creating an environment of respect and tolerance. The school has adopted classroom expectations that allow the students to be themselves and build the important relationships. The school is using Kagan strategies and structures school wide. This allows the students to get to know one another personally and educationally, The students build relationships and rapport with their teachers through the Kagan strategies and structures. These strategies and structures emphasize team building and class building. The school also has a mentor program where students in need are paired with an adult as a mentor. Gulf Middle students learn to be open minded, and not afraid to speak up for what they believe in while respecting each other..

##### b. 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". this motto is posted in every classroom and throughout 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.

We continue with our slogan, #WeWill. The slogan encourages students to take ownership of their attitude, actions and learning. It also promotes a feeling of empowerment by spreading confidence in their ability to achieve success in any area.

##### c. 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.

Gulf Middle School is a Positive Behavior Support (PBS) school. Our faculty and staff consistently encourage students to be respectful, responsible members of their school community. Students utilize a Discipline Dolphin Card to monitor minor behavior infractions. For more severe discipline infractions, our staff follows provisions outlined in the Lee County Code of Conduct. The school uses the Positive Behavior Support (PBS) model. Through this program, we regularly reward students for making good choices as by providing a Positive Dolphin Card, PBS celebrations, and grade level trips.

Both staff and students are given an overview of these discipline expectations at the start of each school these and a discipline flow chart is followed by staff members to ensure that this system is fairly and consistently enforced. These expectations are also reviewed at the beginning of each quarter.

**d. 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.**

Faculty and staff have high expectations for students and believe that all students can learn and excel. Through weekly professional learning communities, teachers collaborate on best practices to meet the needs all students. Additional time in classes, after school tutoring, and Learning Lunches are offered to students in need of extra academic support. Our guidance department and teachers provide many social-emotional support systems to students. Some examples of these support systems include: regular counseling meetings with students, bully awareness training for students, a mentoring program for students, Family Night, and Multi-Tiered System of Support (MTSS) meetings. Additionally, students are recognized for their successes through: Honor Roll Breakfast, Students of the Month, Do the Right Thing Award, and Positive Discipline.

**3. Early Warning Systems**

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

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

Gulf Middle school utilizes 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	9	4	6	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	3	5	3	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	3	9	1	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	1	0	0	0	0	0	1	



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

The Multi-Tiered System of Support (M.T.S.S.) Team meets regularly with parents to assist students who have academic or behavioral concerns. Teachers gather data on targeted areas where students need support, apply specific teaching strategies to help scaffold students, and meet regularly with the M.T.S.S. Team, parents, and student to evaluate students' progress. Additionally, students are often assigned staff mentors who meet with them on a regular basis to help support their success and offer guidance as needed. A further strategy employed by the school is that staff meets weekly in Professional Learning Communities (P.L.C.'s) to identify students exhibiting two or more early warning indicators, collaboratively work together to implement strategies to improve student performance, and monitor this student data on a regular basis. All staff members work collectively to monitor attendance, academics, and behavior progress for identified students.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. 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. We will be hosting a Fall Festival to encourage families and community partners to be more active in our school community. We also encourage parent volunteers to visit our campus and become involved in academic programs, sports, arts, and club activities on a regular basis, so that parents feel part of the Gulf family.

**2. 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 School seeks out strong community partnerships to secure resources to support student achievement in many ways. Business leaders are invited to attend our School Advisory Council (SAC) and volunteer meetings. School-wide needs are presented and members of the community are asked to contribute financial, advertising, or other means of support. We invite community members to participate in school events and later recognize them (school newsletter, marquee, SAC meetings, etc.) for their contribution.

Gulf Middle has also partnered Florida Gulf Coast University to bring college work study students into the school. These college students provide one-on-one support to students in need and Intensive Academics.

**C. Effective Leadership**



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

## 1. School Leadership Team

### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Cort-Mora, Michelle	Principal
Woelke, Carol	Assistant Principal
Roy, Leisha	Teacher, K-12
Powella, Renee	Teacher, K-12
Wallace, Suzanne	Teacher, K-12
Crussard, Carmen	Teacher, K-12
Shera, Douglas	Teacher, K-12
Lavis, Kristy	Teacher, K-12
Janigian, Theresa	Teacher, K-12

### b. Duties

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

Michelle Cort-Mora -Principal-provides administrative support and allocates appropriate resources  
 Carol Woelke-Assistant Principal  
 Suzanne Wallace- SIP Coordinator, Reading Team Leader  
 Theresa Janigian-Math Department Teacher  
 Leisha Roy-Exploratory team leader  
 Kristy Lavis- Science Department Teacher  
 Renee Powella-Social Studies Team Leader  
 Doug Shera- Social Science Teacher  
 Carmen Crussard- ELA and Drama Teacher

#### **2. 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 software utilized is Intensive Academic classes 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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michelle Cort-Mora	Principal
Lisa Martin	Parent
Lynette Thomas	Parent
Kathy Mangone	Parent
Leisha Roy	Teacher
Michelle DiCicco	Parent
Flora Regan	Parent
Lori McCarhty	Education Support Employee
Brooke Przespolewski	Parent
Jennifer Stagle	Parent
Karla Gonzalez	Parent
Joanne Paul	Parent
Carmen Corbett	Education Support Employee
Cameron Vu	Parent
Gloria Rodriguez	Parent
Lisa Taylor	Teacher

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

The SAC will assist in the evaluation of last year's school improvement plan to determine the degree to which each goal was met.

*b. Development of this school improvement plan*

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

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

The SAC will give advice to assist in the preparation of the school's annual budget.

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

Professional development for best practices \$4926 (Title 2)  
Security Cameras \$2400  
Student Tutoring \$1000

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

Yes

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

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cerabona, Jaime	Instructional Coach
Crussard, Carmen	Teacher, K-12
Woelke, Carol	Assistant Principal
Cort-Mora, Michelle	Principal
Lockard, Debra	Teacher, K-12
Wallace, Suzanne	Teacher, K-12
Phares, Jennifer	Teacher, K-12
Kane, Laurie	Teacher, K-12
Powella, Renee	Teacher, K-12
Newman, Michael	Teacher, K-12

#### b. Duties

##### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team will meet quarterly to determine needs based on the STAR assessments. The purpose of these meetings will be to analyze the data obtained and identify resources for necessary interventions to increase student learning gains and acquisition of reading comprehension skills. The team will be working to help implement reading strategies in content area classes, increase engagement, and differentiate instruction.

### D. Public and Collaborative Teaching

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

#### 1. 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 core subject area teachers to further encourage collaborative planning. Teachers within departments also share lesson plans through Oncourse.

#### 2. 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.

#### 3. 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

The school ensures its core instructional programs and materials are aligned to Florida's standards by only adopting instructional programs and materials that are on the approved state adoption list from the Florida Department of Education once they have been thoroughly reviewed and approved by a district adoption committee

#### **b. Instructional Strategies**

***1. 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.***

The school uses information from all of the following to identify specific needs of individual students: baseline data, progress monitoring, standards aligned assessments, and STAR assessments .

Professional

development will be provided during teachers' common planning time, Wednesday's professional development, whole group, and small sessions will occur throughout the year during planning times. Enrichment instruction for 94 minutes in reading and 94 minutes in math is provided each day of the week. Teaching areas will focus on weaknesses demonstrated on progress monitoring and formative assessments. In addition, our school provides additional time during lunch for students to get caught up in their subject area work.

***2. 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: 47,700**

Students participate in academic and social activities during the before or after school tutor programs.

The programs are run by a staff who is in constant communication with instructional staff to insure the students are succeeding in their academic classes. Understanding the value that health plays in a child's achievement in school, the students are given opportunities to engage in physical activities as well.

**Strategy Rationale**

The rationale for using this strategy is that through additional time spent on differentiation and reteaching, with a certified teacher, to focus on areas of need identified by the regular classroom teacher will lead to improved student achievement.

**Strategy Purpose(s)**

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

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

Cort-Mora, Michelle, michelleco@leeschools.net

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

Throughout the year student performance is monitored through grades and overall emotional well being. The true measure of effectiveness will be done by student achievement on the Florida Standards Assessment test.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

**1. 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 school counselor and administrators to support students who may be struggling with the transition to Middle School.

### **b. College and Career Readiness**

**1. 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 with 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.

**2. 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.

**3. 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.

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary


- G1.** To ensure student safety on campus by reducing the number of safety infractions by 10%.
- G2.** The lowest 25% of 7th grade students will increase 4% on the FSA-ELA assessment from 47% to 51%.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** To ensure student safety on campus by reducing the number of safety infractions by 10%. 1a

 G082962

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	3.0

**Targeted Barriers to Achieving the Goal** 3

- High traffic areas, unstructured times such as class changes, dismissal, and student restrooms

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- security specialist
- science department
- faculty and staff
- security cameras

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

Student warnings and discipline referrals will be tracked in CASTLE.

**Person Responsible**

Carol Woelke

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Warnings and discipline referrals

**G2.** The lowest 25% of 7th grade students will increase 4% on the FSA-ELA assessment from 47% to 51%.

1a

G082963

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	51.0

**Targeted Barriers to Achieving the Goal** 3

- High number of students scoring level 1 and 2 on FSA-ELA

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Learning lunch, school counselor, CASTLE and parent newsletter communication, MTSS intervention specialist, after school tutoring,

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

Administration will compile data to show gains made by lowest 25%. This data will be discussed at quarterly meetings with ELA teachers.

**Person Responsible**

Michelle Cort-Mora

**Schedule**

Quarterly, from 8/16/2016 to 5/16/2017

**Evidence of Completion**

STAR reports will be collected and reviewed each quarter to determine progress of lowest 25%

## 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

 = Problem Solving Step    S123456 = Quick Key

**G1.** To ensure student safety on campus by reducing the number of safety infractions by 10%. 1

 G082962

**G1.B1** High traffic areas, unstructured times such as class changes, dismissal, and student restrooms 2

 B219945

**G1.B1.S1** Supervision of students during breakfast and dismissal to class. 4

 S232209

### **Strategy Rationale**

To increase student supervision and monitoring during breakfast and dismissal.

### **Action Step 1** 5

Science department staff will supervise and dismiss students during breakfast in the cafeteria

#### **Person Responsible**

Michelle Cort-Mora

#### **Schedule**

Daily, from 8/10/2016 to 5/26/2017

#### **Evidence of Completion**

Master schedule

### **Action Step 2** 5

Students will be monitored and supervised while in the hallway by teachers at their post and security cameras.

#### **Person Responsible**

Michelle Cort-Mora

#### **Schedule**

Daily, from 8/16/2016 to 5/16/2017

#### **Evidence of Completion**

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

Administration will ensure science department teachers are in predetermined roles

**Person Responsible**

Carol Woelke

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Student incidents will be tracked in CASTLE to determine what if any incidents occur in the cafeteria during breakfast or dismissal of breakfast.

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

Administration will circulate and monitor hallways and cafeteria during breakfast and dismissal

**Person Responsible**

Carol Woelke

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

The number of discipline incidents will be reviewed and tracked by CASTLE

**G1.B1.S2** Supervision and monitoring of students during class changes. 4

 S232210

**Strategy Rationale**

To decrease the number of discipline incidents

**Action Step 1** 5

Teachers and staff will stand outside of classrooms and in the hallways during class changes to monitor students.

**Person Responsible**

Michelle Cort-Mora

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Student warnings and discipline referrals tracked in CASTLE

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

Security cameras will monitored for effectiveness.

**Person Responsible**

Carol Woelke

**Schedule**

Weekly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Student warnings and discipline referrals will be monitored in CASTLE

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

Student behavior during class changes will be reviewed during monthly PBS meetings.

### **Person Responsible**

Carol Woelke

### **Schedule**

Monthly, from 8/10/2016 to 5/26/2017

### **Evidence of Completion**

PBS meeting minutes

## G1.B1.S3 Structure student use of restrooms during the school day 4

 S232211

### **Strategy Rationale**

To decrease the number of students in the hallway during class

## Action Step 1 5

Restroom use will be structured to reduce the number of students in the hallway during class. Students will only be allowed out of class, one at a time. Also, students who are double-blocked will not use the restroom during single-block class change.

### **Person Responsible**

Michelle Cort-Mora

### **Schedule**

Daily, from 8/10/2016 to 5/26/2017

### **Evidence of Completion**

Student warnings and discipline referrals



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

Restroom sign-out sheets

**Person Responsible**

Carol Woelke

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Student warnings and discipline referrals tracked in CASTLE.

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

Monthly PBS meetings

**Person Responsible**

Michelle Cort-Mora


**Schedule**

Monthly, from 9/13/2016 to 5/26/2017

***Evidence of Completion***

Student warnings and discipline referrals tracked in CASTLE

## G1.B1.S4 Structure dismissal procedures 4

 S232212

### Strategy Rationale

To reduce the amount of traffic in the hallway during dismissal.

### Action Step 1 5

Dismissal will be staggered by grade level and time.

#### Person Responsible

Michelle Cort-Mora

#### Schedule

Daily, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Student warnings and discipline referrals tracked in CASTLE

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

Administration will execute and supervise dismissal at the bus ramp and parent pick up. Staff will position at classroom doors and high traffic areas.

#### Person Responsible

Michelle Cort-Mora

#### Schedule

Daily, from 8/10/2016 to 5/26/2017

#### Evidence of Completion

Student warnings and discipline referrals

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

Administration will announce dismissal and release students by grade level over the school-wide intercom

**Person Responsible**

Michelle Cort-Mora

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Student warnings and discipline referrals

**G2.** The lowest 25% of 7th grade students will increase 4% on the FSA-ELA assessment from 47% to 51%. 1

 G082963

**G2.B1** High number of students scoring level 1 and 2 on FSA-ELA 2

 B219946

**G2.B1.S1** All level 1 and 2 students are double blocked. 4

 S232213

**Strategy Rationale**

Ninety minutes of instruction will provide remediation to increase student achievement.

**Action Step 1** 5

All students scoring level 1 and 2 on FSA ELA are double blocked for 90 minutes of instruction.

**Person Responsible**

Michelle Cort-Mora

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

STAR data will determine level of student success.

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

Teachers will meet with administration to discuss and review STAR data on a quarterly basis.

### **Person Responsible**

Michelle Cort-Mora

### **Schedule**

Quarterly, from 10/14/2016 to 5/26/2017

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

Teachers will enter data in a spreadsheet to compare student performance for each data point

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

At year end, departments will review STAR data to determine effectiveness

### **Person Responsible**

Michelle Cort-Mora

### **Schedule**

Annually, from 8/10/2016 to 5/26/2017

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

STAR reports by grade level

**G2.B1.S2** Administer STAR each quarter. 4

 S232214

**Strategy Rationale**

To monitor student data in order to determine who needs further support.

**Action Step 1** 5

STAR will be administered each quarter

**Person Responsible**

Amy Hartmann-Scott

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

STAR growth reports will determine gains made by the lowest 25%

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

Reports will be run to identify students who have/have not taken STAR each quarter. Testing coordinators will provide make up sessions.

**Person Responsible**

Amy Hartmann-Scott

**Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

STAR usage.administration reports will detail what students have not taken quarterly assessments.

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

STAR administration reports will be reviewed to ensure effectiveness of implementation.

### **Person Responsible**

Amy Hartmann-Scott


### **Schedule**

Quarterly, from 8/10/2016 to 5/26/2017

### **Evidence of Completion**

STAR usage.administration reports will detail what students have not taken quarterly assessments.

## G2.B1.S3 Provide tutoring to students to enhance areas that are not proficient 4

 S232215

### **Strategy Rationale**

To assist students with skills they are not proficient in

## Action Step 1 5

Teachers will provide tutoring to students in the lowest 25%

### **Person Responsible**

Michelle Cort-Mora

### **Schedule**

Daily, from 8/16/2016 to 5/24/2017

### **Evidence of Completion**

Tutoring sign in sheets

**G2.B1.S4 Increase student and parent communications** 4

 S232216

**Strategy Rationale**

Increase awareness of student performance, educational activities, and events

**Action Step 1** 5

A newsletter will be produced to communicate student performance, school activities, and events

**Person Responsible**

Carol Woelke

**Schedule**

Quarterly, from 8/16/2016 to 5/16/2017

***Evidence of Completion***

**Action Step 2** 5

Castle will be used to track student data and communications with students and parents

**Person Responsible**

Michelle Cort-Mora

**Schedule**

Daily, from 8/16/2016 to 5/16/2017

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

Quarterly newsletters will be distributed and teachers will track student data in CASTLE

**Person Responsible**

Carol Woelke

**Schedule**

Quarterly, from 8/16/2016 to 5/16/2017

***Evidence of Completion***

Copies of newsletter, data reports



**Plan to Monitor Effectiveness of Implementation of G2.B1.S4** 7

Results from STAR assessment

**Person Responsible**

Michelle Cort-Mora

**Schedule**

Quarterly, from 8/16/2016 to 5/16/2017








***Evidence of Completion***

STAR Growth Reports

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M300719	Administration will compile data to show gains made by lowest 25%. This data will be discussed at...	Cort-Mora, Michelle	8/16/2016	STAR reports will be collected and reviewed each quarter to determine progress of lowest 25%	5/16/2017 quarterly
G1.B1.S1.A2 A297074	Students will be monitored and supervised while in the hallway by teachers at their post and...	Cort-Mora, Michelle	8/16/2016		5/16/2017 daily
G2.B1.S4.MA1 M300717	Results from STAR assessment	Cort-Mora, Michelle	8/16/2016	STAR Growth Reports	5/16/2017 quarterly
G2.B1.S4.MA1 M300718	Quarterly newsletters will be distributed and teachers will track student data in CASTLE	Woelke, Carol	8/16/2016	Copies of newsletter, data reports	5/16/2017 quarterly
G2.B1.S4.A1 A297081	A newsletter will be produced to communicate student performance, school activities, and events	Woelke, Carol	8/16/2016		5/16/2017 quarterly
G2.B1.S4.A2 A297082	Castle will be used to track student data and communications with students and parents	Cort-Mora, Michelle	8/16/2016		5/16/2017 daily
G2.B1.S3.A1 A297080	Teachers will provide tutoring to students in the lowest 25%	Cort-Mora, Michelle	8/16/2016	Tutoring sign in sheets	5/24/2017 daily
G1.MA1 M300712	Student warnings and discipline referrals will be tracked in CASTLE.	Woelke, Carol	8/10/2016	Warnings and discipline referrals	5/26/2017 monthly
G1.B1.S1.MA1 M300704	Administration will circulate and monitor hallways and cafeteria during breakfast and dismissal	Woelke, Carol	8/10/2016	The number of discipline incidents will be reviewed and tracked by CASTLE	5/26/2017 daily
G1.B1.S1.MA1 M300705	Administration will ensure science department teachers are in predetermined roles	Woelke, Carol	8/10/2016	Student incidents will be tracked in CASTLE to determine what if any incidents occur in the cafeteria during breakfast or dismissal of breakfast.	5/26/2017 daily
G1.B1.S1.A1 A297073	Science department staff will supervise and dismiss students during breakfast in the cafeteria	Cort-Mora, Michelle	8/10/2016	Master schedule	5/26/2017 daily
G2.B1.S1.MA1 M300713	At year end, departments will review STAR data to determine effectiveness	Cort-Mora, Michelle	8/10/2016	STAR reports by grade level	5/26/2017 annually
G2.B1.S1.MA1 M300714	Teachers will meet with administration to discuss and review STAR data on a quarterly basis.	Cort-Mora, Michelle	10/14/2016	Teachers will enter data in a spreadsheet to compare student performance for each data point	5/26/2017 quarterly
G2.B1.S1.A1 A297078	All students scoring level 1 and 2 on FSA ELA are double blocked for 90 minutes of instruction.	Cort-Mora, Michelle	8/10/2016	STAR data will determine level of student success.	5/26/2017 daily
G1.B1.S2.MA1 M300706	Student behavior during class changes will be reviewed during monthly PBS meetings.	Woelke, Carol	8/10/2016	PBS meeting minutes	5/26/2017 monthly
G1.B1.S2.MA1 M300707	Security cameras will monitored for effectiveness.	Woelke, Carol	8/10/2016	Student warnings and discipline referrals will be monitored in CASTLE	5/26/2017 weekly
G1.B1.S2.A1 A297075	Teachers and staff will stand outside of classrooms and in the hallways during class changes to...	Cort-Mora, Michelle	8/10/2016	Student warnings and discipline referrals tracked in CASTLE	5/26/2017 daily
G2.B1.S2.MA1 M300715	STAR administration reports will be reviewed to ensure effectiveness of implementation.	Hartmann-Scott, Amy	8/10/2016	STAR usage.administration reports will detail what students have not taken quarterly assessments.	5/26/2017 quarterly
G2.B1.S2.MA1 M300716	Reports will be run to identify students who have/have not taken STAR each quarter. Testing...	Hartmann-Scott, Amy	8/10/2016	STAR usage.administration reports will detail what students have not taken quarterly assessments.	5/26/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1  A297079	STAR will be administered each quarter	Hartmann-Scott, Amy	8/10/2016	STAR growth reports will determine gains made by the lowest 25%	5/26/2017 quarterly
G1.B1.S3.MA1  M300708	Monthly PBS meetings	Cort-Mora, Michelle	9/13/2016	Student warnings and discipline referrals tracked in CASTLE	5/26/2017 monthly
G1.B1.S3.MA1  M300709	Restroom sign-out sheets	Woelke, Carol	8/10/2016	Student warnings and discipline referrals tracked in CASTLE.	5/26/2017 daily
G1.B1.S3.A1  A297076	Restroom use will be structured to reduce the number of students in the hallway during class....	Cort-Mora, Michelle	8/10/2016	Student warnings and discipline referrals	5/26/2017 daily
G1.B1.S4.MA1  M300710	Administration will announce dismissal and release students by grade level over the school-wide....	Cort-Mora, Michelle	8/10/2016	Student warnings and discipline referrals	5/26/2017 daily
G1.B1.S4.MA1  M300711	Administration will execute and supervise dismissal at the bus ramp and parent pick up. Staff will...	Cort-Mora, Michelle	8/10/2016	Student warnings and discipline referrals	5/26/2017 daily
G1.B1.S4.A1  A297077	Dismissal will be staggered by grade level and time.	Cort-Mora, Michelle	8/10/2016	Student warnings and discipline referrals tracked in CASTLE	5/26/2017 daily

## V. Professional Development Opportunities

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

**G2.** The lowest 25% of 7th grade students will increase 4% on the FSA-ELA assessment from 47% to 51%.

**G2.B1** High number of students scoring level 1 and 2 on FSA-ELA

**G2.B1.S4** Increase student and parent communications

### PD Opportunity 1

Castle will be used to track student data and communications with students and parents

#### Facilitator

Brian Curls

#### Participants

Teachers, Administration, School Counselor

#### Schedule

Daily, from 8/16/2016 to 5/16/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Science department staff will supervise and dismiss students during breakfast in the cafeteria				\$0.00
2	G1.B1.S1.A2	Students will be monitored and supervised while in the hallway by teachers at their post and security cameras.				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	7900		0671 - Gulf Middle School	School Improvement Funds		\$2,400.00
3	G1.B1.S2.A1	Teachers and staff will stand outside of classrooms and in the hallways during class changes to monitor students.				\$0.00
4	G1.B1.S3.A1	Restroom use will be structured to reduce the number of students in the hallway during class. Students will only be allowed out of class, one at a time. Also, students who are double-blocked will not use the restroom during single-block class change.				\$0.00
5	G1.B1.S4.A1	Dismissal will be staggered by grade level and time.				\$0.00
6	G2.B1.S1.A1	All students scoring level 1 and 2 on FSA ELA are double blocked for 90 minutes of instruction.				\$0.00
7	G2.B1.S2.A1	STAR will be administered each quarter				\$0.00
8	G2.B1.S3.A1	Teachers will provide tutoring to students in the lowest 25%				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		0671 - Gulf Middle School	School Improvement Funds		\$1,000.00
9	G2.B1.S4.A1	A newsletter will be produced to communicate student performance, school activities, and events				\$0.00
10	G2.B1.S4.A2	Castle will be used to track student data and communications with students and parents				\$0.00
Total:						\$3,400.00