

Pasco County Schools

Gulf Middle School



2016-17 Schoolwide Improvement Plan

Gulf Middle School

6419 LOUISIANA AVE, New Port Richey, FL 34653

<https://gms.pasco.k12.fl.us>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2015-16 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">84%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">41%</p>

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	D	D

**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 was approved by the Pasco County School Board on 10/18/2016.

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
Central - Lucinda Thompson	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.

"Dream it, Own it, Live it"

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

The GMS behavioral system is a comprehensive plan of preventative, corrective and supportive strategies focused on addressing the academic and social needs of a developing adolescent learner in a Title One, Trauma sensitive school. School shared values of respect, responsibility and problem solving define acceptable behaviors by students, staff and all stakeholders in supporting our GMS Vision that all GMS students are life, career and college ready. We measure our progress and success of the implementation of our vision by monitoring our three student outcomes: 1) Mastery of grade level standards, 2) Middle School to High School promotion and 3) High School Diploma.

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

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

Teachers address struggling student academic and social behaviors by implementing a data inquiry cycle that recognizes the undesired behavior, yet focuses on the desired behavior. The inquiry based cycle seeks to understand the "why" or root of the undesired behavior in order to develop intervention and supports that will result in the desired behavior. Professional development is offered to assist Teachers in implementing this system not only for the benefit of student progress towards their DE and three Student Outcomes, but to support the 50% of Teacher Evaluation determined by Student assessment scores.

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

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.

The social emotional needs of GMS Students are identified from previous Early Warning System (EWS), Parent surveys, along with social economic data. Because of the "gap" between home and school (students who lack support for schooling) Title One funds were used to hire a MTSS Coach (School Psychologist) and an additional Social Worker (total of two) and an additional Administrative Assistant for Discipline to join with other School Wide Problem Solving Team (SWPST) members at bi-monthly meetings to complete PLC work to use data to address the social emotional needs of students. The SWPST Team consists of: MTSS Coach (School Psychologist), two Social Workers, School Nurse, ESE Department Chair, SSAP Teacher, Administration and Administrative Assistant for Discipline.

MTSS Coach and Social Workers conduct student observations and assist Teachers in developing Tier 1 supports and interventions for GMS, and Tier 2 (for groups of students) and Tier 3 student success plans (for individual students).

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

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.

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

Grades - On Track = Grades A-C

Grades - At Risk = Grades of D

Grades - Off Track = Grades of F

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

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

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

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

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

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

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

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

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	30	54	73	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	20	64	66	0	0	0	0	150
Course failure in ELA or Math	0	0	0	0	0	0	56	67	52	0	0	0	0	175
Level 1 on statewide assessment	0	0	0	0	0	0	113	145	160	0	0	0	0	418

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	55	95	90	0	0	0	0	240

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

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

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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?

Yes

1. PIP Link

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

2. Description

Mission Statement

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

Title 1 Families/Parents/Caregivers

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

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

Parent Involvement Opportunities

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

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

Communication

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

- Emails

- Ongoing Parent/Teacher/Student Conferences
 - Individual and automated phone calls (School Connects)
 - eSembler (electronic grade book and attendance)
 - Social Media: Twitter and Facebook
 - GMS Website
 - Buccaneer Marquee (school sign)
 - MTSS (Multi-Tiered Systems of Support) / EWS (Early Warning System) parent meetings
- The Gulf Middle School web site will be updated and easy to use. It will provide the following information:

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

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

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

For more parent resources, parents may view the website www.floridapartnership.usf.edu for more information.

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

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.

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

b. Duties

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

Monitor SuP Goals and Action Steps, Accreditation Standards, Identify and monitor RTI levels of support/intervention (Triangle), development of the PLC facilitator, providing coaching and feedback to peers, Facilitators bring PLC (common assessment data)

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

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

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.

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

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

Title One Part A: Working with our district we are able to fund a MTSS Coach, 2.0 Social Workers, 1 AVID Teacher and an Administrative Assistant. A full time ELA, Math and Science Coach is funded by the district through a School Improvement Grant.

Supplemental Academic Instruction: Extended School Day provides additional instructional opportunities for students who are not proficient based upon student response rates to Common Assessments developed by PLCs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jason Joens	Principal
Michelle Andrews	Parent
Barbara Michels	Parent
Annika Santagelo	Business/Community
Carl Serpe	Parent
Renee Tyner	Parent
Chuck Keay	Teacher
Karol MacQuarrie	Teacher
Jeff Larsen	Teacher
Elizabeth Brown	Business/Community
Micheal Morrow	Parent
Liz Kuhns	Education Support Employee

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 2015-16 school improvement plan was heavily influenced by a miss calculation in our average daily membership. GMS was allocated for 676 students, yet by October, GMS had over 820 students. Even though additional allocation was added, finding highly qualified teachers across various subjects and levels was not practical. The Leadership Team decided to allow teachers to teach a six period (no planning) day. Even though we had certified instructors, by the end of the day, teachers were tried and little PLC work occurred.

The 2016-17 school has been allocated correctly and we are excited to have PLC structures and work happening on a daily basis.

The School Advisory Council will continue to provide input in shaping the educational environment by reviewing EWS data on a 4.5 week data inquiry cycle with the focus on student success as measured by our GMS Vision: All GMS students will be life, career and college ready as measured by our three student outcomes of 1) Mastery of grade level standards, 2) Middle to High School promotion and 3) High School Diploma.

b. Development of this school improvement plan

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

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

Since the school's annual budget plan is due prior to the establishment of the 2016-17 SAC, the plan will be shared and input will be used to make any final decisions of allocating resources to support student success.

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

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

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

b. Duties

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

The School-Based Leadership Team performs the following functions with a primary focus steering the curriculum, instruction and assessment for this year:

Monthly

Collects, analyzes student response data

Identifies preventive, corrective and supportive interventions for Tier 1, 2 and 3 needs

Identifies research based instructional practices that support student success

Supports work of Professional Learning Communities

Contributes to the School Improvement Plan

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.

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

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

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

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

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

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

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.

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

Goal/Target: By June 2017, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.

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

Florida Standards

District pacing guide

Common Syllabus and Quarterly newsletter

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

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

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

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

Summative evaluation will be provided by Administration

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.

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

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: Extended School Day

Minutes added to school year: 1,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Joens, Jason, jjoens@pasco.k12.fl.us

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

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

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.

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

8th grade students are bused to Gulf High School for tours and program orientation.

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 school promotes academic and career planning by:

*providing lessons in Career and Technical Education courses (students explore the My Career Shines website as well as completing other career related activities throughout the year);

- *surveying each 8th grade student to further determine specific career areas that students can explore during classroom guidance lessons;
- *giving information on local high school career academies to specific students with interests in those areas;
- *offering students opportunities to visit local high schools to learn about those vocational and career academies;
- *providing and assisting 8th grade students with individualized course selection forms for zoned or chosen high schools.

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

All sixth and eighth grade students participate in the Career and Technical Education. The courses are Technology Education and Business Computers Applications.

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

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

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.

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By June 2017, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.
- G2.** By June 2017, GMS PLCs will be performing at the Developed level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate).
- G3.** By June 2017, GMS will increase percent of students “On Track” for a high school diploma in grades from from 54% to 59%, in attendance from 41% to 46%, and reduce the number of incidences that resulted in out of school suspensions from 28% to 25%.

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. By June 2017, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments. 1a

G083333

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Research-based educational practices are not being implemented with fidelity
- GMS Title One adolescent learners do not consistently demonstrate academic and social behaviors that support our vision and three student outcomes

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Common Assessment data including district quarterly assessments will be charted and monitored.

Person Responsible

Daniela Bruno

Schedule

Quarterly, from 10/14/2016 to 6/2/2017

Evidence of Completion

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

G2. By June 2017, GMS PLCs will be performing at the Developed level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate). 1a

G083334

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	44.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the work of collaborative cultures that directly align with our student outcomes

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers
- PLC Facilitators
- Academic Coaches
- Administration

Plan to Monitor Progress Toward G2. 8

Formative (GMS data) and Summative (PCSB data) will be analyzed

Person Responsible

Jason Joens

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Summative results reflect performance at a developing level of all PLC groups

G3. By June 2017, GMS will increase percent of students “On Track” for a high school diploma in grades from from 54% to 59%, in attendance from 41% to 46%, and reduce the number of incidences that resulted in out of school suspensions from 28% to 25%. 1a

G083335

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	25.0
Course Failures ELA	50.0
Attendance Below 90% Grade 07	40.0
Attendance Below 90% Grade 08	50.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC Facilitators
- Academic Coaches
- Master Schedule
- Refining structure and process from previous year
- Monitoring Tool with resources aligned around a hybrid of DuFour Four Essential Questions for PLC's
- Marzano Professional Growth Model
- Student Services Team/School Wide Problem Solving Team
- SW Regional
- Administration

Plan to Monitor Progress Toward G3. 8

Monitor EWS and Common Formative Assessment data every 4 1/2 weeks by School wide Problem Solving Team

Person Responsible

Jason Joens

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

EWS and Common Assessment data will reflect at least 80% on track status or increase in percentage of on track within each category.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By June 2017, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments. 1

G083333

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

B220833

G1.B1.S1 Infuse High Impact Instruction 4

S233186

Strategy Rationale

To make learning visible to all stakeholders. As Educators, we need to increase our levels of expertise with the planning, and executing of instruction as well as implementing standards based assessments and using response data to reteach or enrich student instruction/learning.

Action Step 1 5

Identify current researched-based academic and social strategies that are implemented by teachers in the classroom

Person Responsible

Daniela Bruno

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans, PLC planning sessions, PD on Planning and Executing

Action Step 2 5

Teachers will implement a clear focus on instructional practice that includes: 1. Planning for instruction, 2. Executing the lesson plan, 3. Assessment of students, 4. Reflection of student response data

Person Responsible

Daniela Bruno

Schedule

Daily, from 8/8/2016 to 6/2/2017

Evidence of Completion

Complete lesson plans by unit prior to instruction, results of feedback cycles,

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

Classroom observations using domains 1-4, benchmarks of Quality indicators, Focus on Instruction Practices, school and classroom routines

Person Responsible

Jason Joens

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Observations by administration, academic coaches, peers or teacher video tapes Dialogue of current practices and connections to implementing research-based practices that further supports Goal #1 of the GMS Success Plan.

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

Charted common PLC assessment data

Person Responsible

Jason Joens


Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

80% of students will achieve 70% or higher on standards based common assessments

G1.B2 GMS Title One adolescent learners do not consistently demonstrate academic and social behaviors that support our vision and three student outcomes **2**

 B220834

G1.B2.S1 Data Driven Decision Making **4**

 S233187

Strategy Rationale

Systems are needed to support the collective use of best practices by individuals within the organization.

Action Step 1 **5**

Teachers will implement researched-based strategies focusing on student behaviors that align with out three student outcomes.

Person Responsible

Anthony Figliomeni

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Walkthrough data, discipline data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Teachers will intentionally plan for desired students behaviors.

Person Responsible

Jason Joens

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Walk-throughs by administration, academic coaches, student services or peers using Benchmark of Quality tool, and GMS routines.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Grade level problem solving on common assessment data, EWS data, subgroup data.

Person Responsible

Jason Joens

Schedule

Semiannually, from 8/8/2016 to 6/2/2017

Evidence of Completion

At least 80% of the elements in Domain 1, Design Questions: 5-9 will be observed and scored at Applying or higher level.

G1.B2.S2 Intentional Planning for High Impact Instruction 4

 S233188

Strategy Rationale

High Impact instruction focuses our attention on high-yielding teaching practices where we: focus on essential content, increase learning through effective instruction, increase student motivation through formative assessment, and encourage positive behavior.

Action Step 1 5

Teachers will complete an annual professional growth cycle that results in supporting Goal #1, and an increase in their level of expertise with research-based practices.

Person Responsible

Jason Joens

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Maintenance of the professional binder, two classroom visits, observer and teacher conference, quarterly reflections using myPGS, quarterly observations reflect applying or higher on previous identified weak strategies

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Teachers will actively engage in assessing their pedagogical strengths, professional development opportunities to support the development, monitoring and feedback cycles of professional growth plans.

Person Responsible

Jason Joens

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Deliberate practice plans, formal and informal observations. At least 80% or higher of the instructional practices observed are scored at Applying or higher in Domain 1.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Informal and Formal observations in domain 1 by administration and feedback logs, walk through data from myPGS, administrative developed staff responsibilities, PD binder to include: all PD attended, copy of walk through data, notes, mypgs log, percentage of students meeting goal 1.

Person Responsible

Jason Joens

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

By June 2016, 80% or higher of students will be on track for mastery of standards (progress and quarterly grades of A-C, and 70% on common assessments).

G2. By June 2017, GMS PLCs will be performing at the Developed level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate). 1

G083334

G2.B1 Lack of understanding of the work of collaborative cultures that directly align with our student outcomes 2

B220835

G2.B1.S1 Creating and Maintaining a Collaborative Culture 4

S233189

Strategy Rationale

Defining and building a shared purpose and developing processes that enable people to work together in flexible but disciplined groups increases student outcomes.

Action Step 1 5

Evidence of the work of PLCs as measured by rubrics: Step 0, 4 planning questions, and PLC meeting calendar .

Person Responsible

Jason Joens

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Protected weekly planning time, PLC binders to include: Lesson plans, scales, common assessments.

Action Step 2 5

Implement a school-wide data structure cycle and define and align supports and interventions.

Person Responsible

Jason Joens

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Calendar for each data structure, attendance by identified contributing staff members.

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

Informal and formal observations and completion of PLC Rubrics (Step 0) planning.

Person Responsible

Jason Joens

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Increase in Rubric ratings will increase from Emerging to Developing or higher

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

Analysis of Step 0 and four PLC question Rubric data,

Person Responsible

Jason Joens

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Self reflections on PLC rubrics will increase from emerging to developed

G3. By June 2017, GMS will increase percent of students “On Track” for a high school diploma in grades from 54% to 59%, in attendance from 41% to 46%, and reduce the number of incidences that resulted in out of school suspensions from 28% to 25%. 1

G083335

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

B220836

G3.B1.S1 Data Driven (MTSS/RTI) Decision Making Cycles 4

S233190

Strategy Rationale

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

Action Step 1 5

Share school-wide student EWS and Common Assessment data, as a staff have dialogue to determine whether Tier I supports are supporting our three student outcomes. If no (We need to address Tier I), identify adult behaviors within the school structures and/or “Focus on Instruction” that need to be realigned with our three student outcomes. If yes, identify Tier II steps (to be addressed at grade level meeting/Action Step 2).

Person Responsible

Jason Joens

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

School Wide Problem Solving Team agendas, minutes, data, problem solving cycle action plans and interventions.

Action Step 2 5

Grade level intervention meetings will be held to implement the problem solving cycle in order to realign adult behaviors for subgroups of students needing Tier II supports. Then, identify case managers for various subgroups of students. Case managers will identify actionable steps that support student performance in returning to “on track” status. Lastly, identify students who are consistently “off track” to be discussed at the week 4 voluntary grade level meeting.

Person Responsible

Jason Joens

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Grade level problem solving agendas, minutes, data, problem solving action plans and interventions.

Action Step 3 5

Week 4 (voluntary) Grade Level meeting will take place for students needing Tier III (consistently “off track”) supports, and a determination will be made regarding Tier III interventions as per the GMS “Resource Map.” Historical Tier III data will also be reviewed as a part of this meeting.

Person Responsible

Jason Joens

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Grade level problem solving agendas, minutes, data, problem solving action plans and interventions.

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

School-wide and subgroup EWS/Common Assessment Data Cycles

Person Responsible

Jason Joens

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Agendas, Meeting minutes, Tier 1 problem solving form data, increase in number of students "On Track", and achieving 70% or higher on common assessments.

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

School-wide and subgroup EWS and Common Assessment

Person Responsible

Jason Joens

Schedule







Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

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

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					
G1.MA1 M302988	Common Assessment data including district quarterly assessments will be charted and monitored.	Bruno, Daniela	10/14/2016	80% of students will be on track with mastery of standards	6/2/2017 quarterly
G2.MA1 M302991	Formative (GMS data) and Summative (PCSB data) will be analyzed	Joens, Jason	8/15/2016	Summative results reflect performance at a developing level of all PLC groups	6/2/2017 quarterly
G3.MA1 M302994	Monitor EWS and Common Formative Assessment data every 4 1/2 weeks by School wide Problem Solving...	Joens, Jason	9/12/2016	EWS and Common Assessment data will reflect at least 80% on track status or increase in percentage of on track within each category.	6/2/2017 monthly
G1.B1.S1.MA1 M302982	Charted common PLC assessment data	Joens, Jason	8/29/2016	80% of students will achieve 70% or higher on standards based common assessments	6/2/2017 monthly
G1.B1.S1.MA1 M302983	Classroom observations using domains 1-4, benchmarks of Quality indicators, Focus on Instruction...	Joens, Jason	8/8/2016	Observations by administration, academic coaches, peers or teacher video tapes Dialogue of current practices and connections to implementing research-based practices that further supports Goal #1 of the GMS Success Plan.	6/2/2017 weekly
G1.B1.S1.A1 A298763	Identify current researched-based academic and social strategies that are implemented by teachers...	Bruno, Daniela	8/8/2016	Lesson plans, PLC planning sessions, PD on Planning and Executing	6/2/2017 quarterly
G1.B1.S1.A2 A298764	Teachers will implement a clear focus on instructional practice that includes: 1. Planning for...	Bruno, Daniela	8/8/2016	Complete lesson plans by unit prior to instruction, results of feedback cycles,	6/2/2017 daily
G1.B2.S1.MA1 M302984	Grade level problem solving on common assessment data, EWS data, subgroup data.	Joens, Jason	8/8/2016	At least 80% of the elements in Domain 1, Design Questions: 5-9 will be observed and scored at Applying or higher level.	6/2/2017 semiannually
G1.B2.S1.MA1 M302985	Teachers will intentionally plan for desired students behaviors.	Joens, Jason	8/8/2016	Walk-throughs by administration, academic coaches, student services or peers using Benchmark of Quality tool, and GMS routines.	6/2/2017 weekly
G1.B2.S1.A1 A298765	Teachers will implement researched-based strategies focusing on student behaviors that align with...	Figliomeni, Anthony	8/8/2016	Walkthrough data, discipline data	6/2/2017 monthly
G2.B1.S1.MA1 M302989	Analysis of Step 0 and four PLC question Rubric data,	Joens, Jason	8/15/2016	Self reflections on PLC rubrics will increase from emerging to developed	6/2/2017 quarterly
G2.B1.S1.MA1 M302990	Informal and formal observations and completion of PLC Rubrics (Step 0) planning.	Joens, Jason	8/15/2016	Increase in Rubric ratings will increase from Emerging to Developing or higher	6/2/2017 quarterly
G2.B1.S1.A1 A298767	Evidence of the work of PLCs as measured by rubrics: Step 0, 4 planning questions, and PLC meeting...	Joens, Jason	8/8/2016	Protected weekly planning time, PLC binders to include: Lesson plans, scales, common assessments.	6/2/2017 quarterly
G2.B1.S1.A2 A298768	Implement a school-wide data structure cycle and define and align supports and interventions.	Joens, Jason	8/8/2016	Calendar for each data structure, attendance by identified contributing staff members.	6/2/2017 biweekly
G3.B1.S1.MA1 M302992	School-wide and subgroup EWS and Common Assessment	Joens, Jason	9/12/2016	School-wide and subgroup "On Track" is at least 80% or progress towards from previous 4.5 data cycle	6/2/2017 monthly
G3.B1.S1.MA1 M302993	School-wide and subgroup EWS/ Common Assessment Data Cycles	Joens, Jason	9/12/2016	Agendas, Meeting minutes, Tier 1 problem solving form data, increase in number of students "On Track", and achieveing 70% or higher on common assessments.	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1  A298769	Share school-wide student EWS and Common Assessment data, as a staff have dialogue to determine...	Joens, Jason	8/8/2016	School Wide Problem Solving Team agendas, minutes, data, problem solving cycle action plans and interventions.	6/2/2017 monthly
G3.B1.S1.A2  A298770	Grade level intervention meetings will be held to implement the problem solving cycle in order to...	Joens, Jason	8/8/2016	Grade level problem solving agendas, minutes, data, problem solving action plans and interventions.	6/2/2017 monthly
G3.B1.S1.A3  A298771	Week 4 (voluntary) Grade Level meeting will take place for students needing Tier III (consistently...	Joens, Jason	8/8/2016	Grade level problem solving agendas, minutes, data, problem solving action plans and interventions.	6/2/2017 monthly
G1.B2.S2.MA1  M302986	Informal and Formal observations in domain 1 by administration and feedback logs, walk through data...	Joens, Jason	8/8/2016	By June 2016, 80% or higher of students will be on track for mastery of standards (progress and quarterly grades of A-C, and 70% on common assessments).	6/2/2017 quarterly
G1.B2.S2.MA1  M302987	Teachers will actively engage in assessing their pedagogical strengths, professional development...	Joens, Jason	8/8/2016	Deliberate practice plans, formal and informal observations. At least 80% or higher of the instructional practices observed are scored at Applying or higher in Domain 1.	6/2/2017 quarterly
G1.B2.S2.A1  A298766	Teachers will complete an annual professional growth cycle that results in supporting Goal #1, and...	Joens, Jason	8/8/2016	Maintenance of the professional binder, two classroom visits, observer and teacher conference, quarterly reflections using myPGS, quarterly observations reflect applying or higher on previous identified weak strategies	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. By June 2017, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.

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

G1.B1.S1 Infuse High Impact Instruction

PD Opportunity 1

Identify current researched-based academic and social strategies that are implemented by teachers in the classroom

Facilitator

Academic Coaches, Administration, regional team members, student services

Participants

All instructional staff

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

PD Opportunity 2

Teachers will implement a clear focus on instructional practice that includes: 1. Planning for instruction, 2. Executing the lesson plan, 3. Assessment of students, 4. Reflection of student response data

Facilitator

Academic Coaches

Participants

Teachers

Schedule

Daily, from 8/8/2016 to 6/2/2017

G1.B2 GMS Title One adolescent learners do not consistently demonstrate academic and social behaviors that support our vision and three student outcomes

G1.B2.S1 Data Driven Decision Making

PD Opportunity 1

Teachers will implement researched-based strategies focusing on student behaviors that align with our three student outcomes.

Facilitator

Student Services

Participants

Teachers

Schedule

Monthly, from 8/8/2016 to 6/2/2017

G1.B2.S2 Intentional Planning for High Impact Instruction

PD Opportunity 1

Teachers will complete an annual professional growth cycle that results in supporting Goal #1, and an increase in their level of expertise with research-based practices.

Facilitator

Academic Coaches, Administration

Participants

Teachers

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

G2. By June 2017, GMS PLCs will be performing at the Developed level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate).

G2.B1 Lack of understanding of the work of collaborative cultures that directly align with our student outcomes

G2.B1.S1 Creating and Maintaining a Collaborative Culture

PD Opportunity 1

Evidence of the work of PLCs as measured by rubrics: Step 0, 4 planning questions, and PLC meeting calendar .

Facilitator

Academic Coaches, Administration

Participants

Teachers

Schedule

Quarterly, from 8/8/2016 to 6/2/2017

PD Opportunity 2

Implement a school-wide data structure cycle and define and align supports and interventions.

Facilitator

Academic Coaches, School-Wide Problem Solving Team, Administration

Participants

Teachers

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

G3. By June 2017, GMS will increase percent of students “On Track” for a high school diploma in grades from 54% to 59%, in attendance from 41% to 46%, and reduce the number of incidences that resulted in out of school suspensions from 28% to 25%.

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

G3.B1.S1 Data Driven (MTSS/RTI) Decision Making Cycles

PD Opportunity 1

Share school-wide student EWS and Common Assessment data, as a staff have dialogue to determine whether Tier I supports are supporting our three student outcomes. If no (We need to address Tier I), identify adult behaviors within the school structures and/or “Focus on Instruction” that need to be realigned with our three student outcomes. If yes, identify Tier II steps (to be addressed at grade level meeting/Action Step 2).

Facilitator

School Wide Problem Solving Team

Participants

Faculty

Schedule

Monthly, from 8/8/2016 to 6/2/2017

PD Opportunity 2

Grade level intervention meetings will be held to implement the problem solving cycle in order to realign adult behaviors for subgroups of students needing Tier II supports. Then, identify case managers for various subgroups of students. Case managers will identify actionable steps that support student performance in returning to “on track” status. Lastly, identify students who are consistently “off track” to be discussed at the week 4 voluntary grade level meeting.

Facilitator

School Wide Problem Solving Team

Participants

Faculty

Schedule

Monthly, from 8/8/2016 to 6/2/2017

PD Opportunity 3

Week 4 (voluntary) Grade Level meeting will take place for students needing Tier III (consistently “off track”) supports, and a determination will be made regarding Tier III interventions as per the GMS “Resource Map.” Historical Tier III data will also be reviewed as a part of this meeting.

Facilitator

School Wide Problem Solving Team

Participants

Faculty

Schedule

Monthly, from 8/8/2016 to 6/2/2017

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	Identify current researched-based academic and social strategies that are implemented by teachers in the classroom	\$0.00
2	G1.B1.S1.A2	Teachers will implement a clear focus on instructional practice that includes: 1. Planning for instruction, 2. Executing the lesson plan, 3. Assessment of students, 4. Reflection of student response data	\$0.00
3	G1.B2.S1.A1	Teachers will implement researched-based strategies focusing on student behaviors that align with out three student outcomes.	\$0.00
4	G1.B2.S2.A1	Teachers will complete an annual professional growth cycle that results in supporting Goal #1, and an increase in their level of expertise with research-based practices.	\$0.00
5	G2.B1.S1.A1	Evidence of the work of PLCs as measured by rubrics: Step 0, 4 planning questions, and PLC meeting calendar .	\$0.00
6	G2.B1.S1.A2	Implement a school-wide data structure cycle and define and align supports and interventions.	\$0.00
7	G3.B1.S1.A1	Share school-wide student EWS and Common Assessment data, as a staff have dialogue to determine whether Tier I supports are supporting our three student outcomes. If no (We need to address Tier I), identify adult behaviors within the school structures and/or “Focus on Instruction” that need to be realigned with our three student outcomes. If yes, identify Tier II steps (to be addressed at grade level meeting/Action Step 2).	\$0.00
8	G3.B1.S1.A2	Grade level intervention meetings will be held to implement the problem solving cycle in order to realign adult behaviors for subgroups of students needing Tier II supports. Then, identify case managers for various subgroups of students. Case managers will identify actionable steps that support student performance in returning to “on track” status. Lastly, identify students who are consistently “off track” to be discussed at the week 4 voluntary grade level meeting.	\$0.00
9	G3.B1.S1.A3	Week 4 (voluntary) Grade Level meeting will take place for students needing Tier III (consistently “off track”) supports, and a determination will be made regarding Tier III interventions as per the GMS “Resource Map.” Historical Tier III data will also be reviewed as a part of this meeting.	\$0.00
Total:			\$0.00