

Lake County Schools

Gray Middle School



2016-17 Schoolwide Improvement Plan

Gray Middle School

205 E MAGNOLIA ST, Groveland, FL 34736

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

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	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

**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 Lake 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	35

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 Gray 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.

Our mission is to provide a safe, supportive learning environment with opportunities for all students to develop the skills and knowledge to become a responsible citizen in a global society.

La misión es proporcionar un ambiente de aprendizaje seguro y de apoyo con oportunidades para todos los estudiantes a desarrollar las habilidades y conocimientos para ser un ciudadano responsable en una sociedad global.

La mission est de fournir un environnement sûr et d'un grand soutien à l'apprentissage avec des opportunités pour tous les élèves à développer les compétences et les connaissances nécessaires pour devenir un citoyen responsable dans une société mondialisée.

b. Provide the school's vision statement.

Gators are...
Gifted
Always in Attendance
Task Oriented
Over Achievers
Respectful
Striving to move GMS from Good to Great!

2. School Environment

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

The school has a culture in which everyone is treated equitably. The teachers and students start four mornings with a thirty minute period to build relationships and provide assistance in daily preparation. The school has several bi-lingual instructional and non-instructional staff members to support our students, parents and community members. We provide several activities which promotes this school wide culture such as, Meet and Greet, Open House, Gator Expo, Gator Camp, etc. Our SAC and PTO represent all ethnic groups and their support, input, and guidance is welcomed and encouraged.

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

When the students enter the campus each day, the administration, teachers, and school resource deputy cooperate to create an environment in which students feel safe and respected. Administration has organized a supervision schedule that ensures that each entry point and staging area are closely and adequately supervised while students are waiting for classes to begin. As students move between classes, teachers and administrators are present in the hallways and at the classroom doors to ensure that students are supervised both in the hallway and in the classrooms. This also ensures that students are welcomed into the classroom as they enter. Once the class time begins, all classroom doors are locked and students must obtain permission to leave the room. Students are also closely supervised during lunchtime by a team of faculty who is equipped to respond to any discipline or emergency situations. Throughout the day, teachers have the ability to contact the front office in order to call for assistance from administration or the school resource deputy. Classrooms

are also equipped with phones so that administrators and first responders can be called in the case of a critical emergency. All visitors are required to enter the school through the main office, sign in, and wait for an escort if approved to enter the campus. During the year, the entire school population rehearses procedures for fire, tornado, and intruder issues. After the academic day is complete, faculty and staff again work together to supervise all students in the pick-up areas. A routine has been established to limit the number of students congregated in any one area while waiting for transportation home. Administration ensures that the entry points to the school are secure and remain visible to handle any issues that arise. Teachers and administrators on duty are equipped with radios and schedules to answer students' questions and ensure an appropriate response time.

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.

Gray Middle School has School-wide Rules that are posted in each classroom and help to maintain consistent behavior expectations and consequences school-wide. Student friendly posters share the expectations/consequences and are used to help reteach appropriate behavior.

Gray Middle School uses the district approved Positive Behavior Support (PBS) which is a school-wide behavior support system. PBS is proactive, educative, and reinforcement-based. It is structured to provide additional positive behavior support for those who need extra support. As positive behaviors are reinforced, negative behaviors are significantly reduced. It is proactive, educative and reinforcement-based.

- Proactive: PBS prevents inappropriate behaviors by developing consistent procedures and teaching procedures and expectations.
- Educative: The PBS model teaches students appropriate behaviors through continuous modeling and practice of expectations.
- Reinforcement-Based: Students are consistently rewarded for demonstrating exceptional behavior.

The PBS team includes teachers, parents and students who plan to meet monthly to review data to see what needs to be done to strengthen our system. Students are rewarded with Gator Bucks for meeting Gator Expectations and a PBS Store is held in the cafeteria during lunches where students may redeem Gator Bucks for various rewards. Surveys are given to students & staff to help us identify items that they want in their Gator Store.

Gray Middle School Expectations are shared with staff, parents, teachers and the community. Our school team developed the following to identify our GATORS.

Give Respect
Attendance is Key
Take Responsibility
On Task
Ready with Materials
Striving for Success
WE ARE GATORS!

Parent brochures were sent home with information on PBS and it is posted on our school web site. Parents, We Need You! There are several ways you can help:

- Review the GATORS expectations with your student.

- Reinforce these expectations at home.
- At home, and on our campus, reward good behavior with verbal praise.
- Join PTO (Parent Teacher Organization) or SAC (School Advisory Council), get involved.
- Be a part of the positive atmosphere we are creating at Gray Middle.
- * Go on the school website. Under PBS, you can leave positive comments about staff members.

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.

Students start four days with a Repair and Accelerate (R&A) period. During this time, the teachers meet with the students to provide them a strong start of their school day. They organize their AVID binders, make sure they have their agendas, listen and help solve any issues that could prevent learning throughout the day, complete bullying and respect activities, and students participate on Fridays a What I Need (WIN) period. During WIN the student attend the class of his/her choice for repair or acceleration. Providing these opportunities for student helps to be prepared and ready to be successful for the day. The grade level counselors work with each individual student based on their individual needs. Administrators mentor students who exhibit many of the early warning indicators. Many of our instructional and non-instructional personnel are bi-lingual and offer support to both students and families.

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 indicators used in recognizing students at Cecil E. Gray Middle school are as follows:

- Attendance greater than ten days
- One or more out of school suspensions
- Course failure in English Language Arts or Mathematics
- A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts and Mathematics
- Retained for one or more years

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	50	66	61	0	0	0	0	177
One or more suspensions	0	0	0	0	0	0	31	45	5	0	0	0	0	81
Course failure in ELA or Math	0	0	0	0	0	0	10	12	7	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	70	86	48	0	0	0	0	204
	0	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	33	38	43	0	0	0	0	114

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

Grade Recovery Program: Students making a "D" or "F" on their report card are required to make up missing assignments one day after school per week and/or twice a grading period on Saturday mornings until the grade improves to passing.

Mentoring: Administrators will mentor students who display at least two of the Early Warning System indicators.

R&A activities occur four mornings a week to assist students.

MTSS/RtI, PBS, Time provided to teachers for collaboration; Tutoring; AVID Binders; Bullying and Respect lessons, etc.

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

NA

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.

Increase parental involvement through

1. Meet the Teacher event held on August 5th, from 10:30 am - Noon to orient parents and students to a new schedule and set of teachers.
2. INSYNC online educational resources parents and students access from home.
3. AVID parent night.
4. Encourage parents to volunteer more at school through the Newsletter, Website, Marquee, and Call Out System
5. Gator expo.
6. PTO and SAC

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
Chateauneuf, Pam	Principal
Smallridge, Greg	Assistant Principal
Skelton, William	Assistant Principal
Rhodes, Stephanie	Assistant Principal
Miller, Matthew	Teacher, K-12
Copeland, Megan	Teacher, K-12
Messer, Jessica	Teacher, Career/Technical
Jones, Christine	Teacher, K-12
Marshburn, Bridgitte	Instructional Media
Roca, Yamilisa	School Counselor
Boardway, Reanna	Teacher, K-12
Curry, Denise	Instructional Coach
Hausmann, Kristy	Instructional Coach
Weissman, Lynnea	Instructional Coach

b. Duties

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

MTSS - Each team member is responsible for gathering, reviewing, synthesizing, and sharing data with their content area teachers. They lead their team in planning and implementing instructional practices and school based initiatives focused on improving student achievement and increasing instructional effectiveness.

SIP - each team member is responsible for facilitating problem solving discussion regarding data and plan for improvement for thier content area. Each uses the SIP Problem Solving Process to create goals and action steps.

Leadership team reviews data each month to identify any trends.

SAI - Each team member reviews previous years data to determine the appropriate strategies and needs of the school.

Leadership Academy - Administration, Literacy Coach, and Florida Standards Teacher attend the C2 Cohort meetings. The knowledge gained is shared with the appropriate school based personnel.

Florida Standards - The Florida Standards Teacher
 PLCs
 Literacy Council
 PBS
 Professional Development

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.

The Multi-Tiered System of Support approach represents a process for assessing and maximizing the opportunity for students who are struggling in any content area. MTSS emphasizes the importance of effective and responsive instruction and early intervention for all students. Core Teachers who observe students struggling will document interventions attempted using the GMS form "At Risk for Failure of a Class". Additionally, administrators continually review students' grades, attendance, and discipline to determine student success rates in each class and monitor effective core instruction. If students continue to struggle, or are identified using the Early Warning system, the student and their parents will be invited to the Problem Solving/MTSS team for brainstorming and discussion. If deemed necessary, Tier 2 interventions will be instituted with fidelity and will be monitored by the team. The MTSS team will continue to meet concerning the student as needed to determine if the interventions are successful or if students need to move to higher tier of intervention. Through the analysis of data collected from the interventions, staff can continue to perfect interventions to ensure that all students reach their academic potential.

Gray Middle has SAI funds in the amount of \$20,159.00 for the 2016-17 school year. Sixth, seventh, and eighth grade students who at risk in Math and Reading requiring tier 2 interventions will have extended learning time and homework help along with additional tutoring after school throughout the school year. A Learning Center (Gator Help) will offer one on one help to students by a highly qualified teacher. The KHAN academy, Achieve 3000, Edgenuity, Moby Max, Blended Learning, BYOD, Personalized Learning, Differentiated Instructional Strategies, AR Books, R&A, and Classroom Libraries will be utilized to assist students in problem areas. This data will be used for Progress Monitoring for Tier 2 and 3 interventions: Moby Max, AR, Benchmark Assessments, and students grades will be analyzed by Guidance Counselors, Administrators and Teachers and the MTSS Team to determine the effectiveness of the Learning Center.

During weekly PLCs data is analyzed and lesson plans are revised.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ryan Milchman	Teacher
Anthony Gismonde	Teacher
Pam Chateaufneuf	Principal
LaShawn Irvin	Education Support Employee
Ashley Irvin	Teacher
Amy Sweeney	Parent
Courtney Franklin	Parent
Julie Hall	Parent
Maria Ramirez	Parent
Holly Sigler	Parent
Ricky Sigler	Student
Grisel Santiago	Teacher
Ricardo Orsini	Teacher
Crystal Winsey	Parent
Michele Boardman	Parent
Amanda Perez	Parent
Barbara Jimenez	Parent
Peggy Staudigl-Martinez	Student
Diane Neuhauser	Parent

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

During the 2016-17 school year, Gray Middle School emailed a copy of the School Improvement Plan to the SAC members prior to the SAC meeting. This gave additional time to the SAC members to come prepared with questions and suggestions at the meeting. The SIP was then presented to the SAC and the administration answered questions and noted suggestions. The SAC then voted on approving the SIP. The SIP strategies were discussed throughout the school year at the SAC meeting to monitor and update members on progress.

b. Development of this school improvement plan

During the first week of school, Principal Chateaufneuf distributed the previous year's School Improvement Plan to the Leadership team. The Leadership team consists of the Principal, three Assistant Principals, Literacy Coach, Personalized Learning Facilitator, Florida Standards teacher, all Department Heads and the Media Specialist. All of the Department Heads, Literacy Coach, and the Florida Standards Teacher, were asked to collaborate with their respective teachers and bring suggestions and revisions to the next meeting. The Leadership team then met again two weeks later and a round table discussion was shared for everyone to hear. More revisions were made and recorded at that time. This information was entered into the SIP template and then emailed to the SAC members for their review before the first SAC meeting. The SAC members then had the opportunity to offer suggestions and ask questions concerning the plan during the first SAC meeting.

Further revisions were made after the SAC meeting and the SIP was then shared with the entire faculty for review before submitting to the district for review.

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

The annual budget was discussed with the SAC on September 13, 2016. The SAC members gave their input on the budget and the members agreed with allocation of the funds.

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

Gray Middle School received \$2,867.35 from remaining funds from the Discretionary Lottery/School Recognition funds. Gray's SAC received their portion of the funds based on FTE. On November 5th, 2015 the SAC voted the use the funds in the following manner.

- 60% of the funds, \$1720.41 was used for after school and Saturday tutoring (Grade Recovery).
- 30% of the funds, \$860.21 was used for our Positive Behavior Support program.
- 10% of the funds, \$286.73 was used for supplies for students.

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.

We reach out to all ethnic groups that match the demographics of Gray Middle School.

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
Chateaufeuf, Pam	Principal
Krebs, Faith	Teacher, K-12
Marshburn, Bridgitte	Instructional Media
Boone, Christine	Teacher, K-12
Gordon, Maryellen	Teacher, K-12
Boardway, Reanna	Teacher, K-12
Wentzell, Jennifer	School Counselor
Mayo, Christina	Teacher, K-12
Werner, Kathy	Paraprofessional
Heaney, Tiffany	Teacher, K-12
Evans, Karen	Teacher, K-12
French, Jani	Instructional Coach
Hausmann, Kristy	Instructional Coach
Weissman, Lynnea	Instructional Technology

b. Duties

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

The major initiatives of the Literacy Leadership Team this year incorporates five major areas: Florida Standards/College and Career Readiness; Developing and sustaining a progress monitoring plan; Implementing AVID WICOR Strategies; Fostering family/community support, and; Student Engagement/Motivation. Within these five areas, the Literacy Leadership Team will develop and implement various initiatives that promote literacy school wide.

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.

GMS is using flexible scheduling to provide core teachers with two full plan periods every day. Every Tuesday, GMS has grade level Department PLCs and every Wednesday Interdisciplinary grade level PLCs . Strategies, daily lesson plans, common assessments, remediation and enrichment (or acceleration) will be discussed at these meetings. Scope and Sequence and Blueprint Unit Plans will guide these discussions along with data obtained through common assessments.

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

The Principal and Assistant Principals are involved in hiring personnel for Gray Middle School. A great effort is made to begin interviewing highly qualified candidates as soon as a position is vacant. This is done by dividing the hiring duties between the Principal and three Assistant Principals. The thinking is that a wider range of candidates are available toward the end of the school year and the beginning of the Summer. With four administrators interviewing, more candidates can be interviewed/hired in a short period of time from a large number of candidates.

The Assistant Principal is responsible for Teacher Quality and Retention programs. He plans monthly trainings with our new teachers. They are assigned a teacher mentor. They are allotted plan time with teachers of thier content area and common planning with teachers who teach the same subject (PLC). We try to provide them with the support they need to succeed in the classroom.

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

All new teachers are given an experienced teacher as a mentor who teaches in the same subject area. Each mentor teacher has been tasked with training the new teacher in the technology offered at Gray. Monthly new teacher meetings are lead by the Assistant Principal (TQR). At each monthly new teacher meeting, the Professional Educational Competencies (PEC) are discussed, the PEC Portfolios are reviewed, and professional development opportunities are given. Since all teachers have a common planning period with their grade level core teachers, new teachers have a daily opportunity to work with their mentor on the School Based Mentor Checklist. The Assistant Principal met with all of the new teachers to Gray on Friday, July 29th to orient the new teachers to Gray Middle School. The new teachers were given a tour of the school grounds by an assistant principal, a technology training by the media specialist, and were given keys to their rooms to get a jump start before the rest of the faculty returned that following Monday. A New Teacher PLC has been implemented to provide support and training. This group meets monthly.

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 Florida Standards teacher ensures and assists in the implementation of the Florida Standards in Lake County middle/high schools. This teacher models enthusiasm, commitment, and intensity focused on Florida standards, assists and supports the school leadership team and all teachers in implementing Florida standards and building instructional capacity. This teacher will also demonstrate and model strategies, provide consultation to teachers, work directly with students, and organize and facilitate professional development opportunities. A team of educators worked together for a year to build the Scope and Sequence and Blueprints for the Florida standards for all classrooms to provide the framework for the teachers to implement the standards in each classroom with fidelity and rigor. Embedded in the blueprints are the materials needed to successfully deliver these standards to all students.

Every Tuesday, GMS has grade level Department PLCs and every Wednesday Interdisciplinary grade level PLCs. Strategies, daily lesson plans, common assessments, remediation and enrichment (or acceleration) will be discussed at these meetings. Scope and Sequence and Blueprint Unit Plans will guide these discussions along with data obtained through common assessments.

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.

Strategy Type: Intensive Reading

Purpose: To provide intensive intervention instruction in Reading for students who do not meet grade level Reading expectations.

Description: Students who are deemed behind one or more grade levels in Reading are placed in a 1 hour Reading intervention class. The data used to determine placement comes from previous FSA ELA scores and FAIR-FS scores and other factors. The students will receive instruction that includes evidence-based best practices, Achieve 3000 instructional technology, Kagan Cooperative Structures, Thinking Maps, and various other strategies to improve achievement.

Rationale: Person Responsible: N. Heitman, Literacy Coach; Intensive Reading Teachers – Mary Ellen Gordon, Annalisa Dattoma, Megan Romano.

Data that will be collected: Assessments from FAIR-FS three times a year which will determine the students' growth throughout the year; reports from Achieve 3000 that will indicate monthly progress; teacher assessments for daily/weekly progress.

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: 19,530

Extended learning time will be provided for homework help through the school year to students who are failing in a core subject in grades 6, 7, and 8 and students requiring Tier 2 interventions. A Learning Center (Gator help/Grade Recovery) will be offered after school every week to help these students and core teachers will be used as tutors. Any students who receive a "D" or "F" grade on a reportcard are required to attend and make up assignments to have their class averages increased. The Khan academy, Edgenuity, Differentiated Instructional Strategies, Personalized Learning, AR Books, and Classroom Libraries will be utilized to assist students in problem areas

The data from these strategies will also be used for Progress Monitoring for Tier 2 interventions.

Strategy Rationale

Instead of providing a Summer School for students who did not meet the requirements of the Student Progression Plan, we are offering help to students early and throughout the school year to prevent them from being retained. Students are given the opportunity to sit down with a Highly Qualified teacher to receive one on one help with any of the core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smallridge, Greg, smallridge@lake.k12.fl.us

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

Benchmark Assessments, and students grades will be analyzed by Guidance Counselors, Administrators and Teachers to determine the effectiveness of the Learning Center and Academic Wednesday.

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.

Gray Middle has a program called GATOR CAMP that is designed to help incoming sixth graders become familiar with the campus, classrooms, and some of the sixth grade teachers. Students participate in various "classes" and take a tour of the Gray Middle School campus. Students are given information on social, emotional, and academic strategies for a successful transition into middle school. Prior to Gator Camp, a counselor from Gray visits the feeder elementary schools to discuss school culture at Gray (dress code, enrichments, Gator Camp, etc.) to help promote attendance at Gator camp.

Vertical planning between the middle and the high school helped transition our eighth graders into ninth grade. For our outgoing eighth grade students, Guidance counselors from South Lake High School visit Gray to assist with scheduling questions during the fourth quarter grading period. Parents and students have the opportunity to ask questions.

During the second semester of the school year, high school coaches and club sponsors are given the opportunity to present information about their organization during the school day in the cafeteria. There is also a presentation from the Career and Technical Schools department on possible certifications that can be earned in high school as well as the classes needed to complete those certifications. 8th grade students also participate in Florida Choices, an online program that helps map out their 4 years at high school towards college and career. The site also has Interest and Personality Surveys to assist with determining possible career choices.

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.

Every student generates a Personal Education Plan in the career component of their U.S. History course. This enables students to plan the appropriate course selections to prepare them for the career of their choice. Gray also offers 7th and 8th grade students a course in AVID which also promotes academic and career planning. AVID is dedicated to deepen students academic planning through students taking advanced courses, as well as, giving the students strategies such as Cornell Notes and Tutorials to succeed in all classes. AVID is also dedicated to promoting career planning. Students write cover letters for portfolios and also have a career research unit. This unit focuses on the types of jobs available, comparing advantages and disadvantages, education needed, and what classes students should focus on in school.

We offer a CAP Academy, Introduction to Informational Technology (IT) where students can earn industry certification and High School Credit. Copy CTE

Gray is offering Spanish I to 7th grade students for High School Credit and Spanish II to eighth grade students.

All of Gray's 7th and 8th grade students took the PSAT, paid for by the Florida Partnership.

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

Gray Middle School is offering two career and technical education programs that have industry certifications. The first course offered to students is Introduction to Information Technology and the program is in its third year and students earn high school credit. Also, our Fundamentals of Culinary Careers course has an industry certification. Agriscience is our last CTE course but does not have an industry certification.

Career planning is a component of every United States History course and is incorporated throughout the school year. The purpose of this unit is to prepare students for the career of their choice as they enter high school. Students explore important background information on the career they plan to pursue throughout high school. Students learn educational requirements, realistic hiring prospects, and financial benefits of their chosen career. Students will also practice valuable real world skills to acquire a job such as: correctly filling out a job application, preparing for and participating in a job interview.

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

We offer the following career and technical education classes on campus: Agriscience, Fundamentals of Culinary Careers, and Introduction to Information Technology (IT). The IT teacher has earned his certification to become a CAP academy.

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. § 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 utilizing Early Warning Signs data, GMS will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students.

- G2.** Utilizing the iPD Framework aligned with high expectations, all stakeholders will collaborate to understand, plan, deliver, and differentiate standards-based instruction emphasizing cognitively complex tasks in all content areas for the entire learning community.

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 utilizing Early Warning Signs data, GMS will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students. 1a

G086811

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	60.0
FSA ELA Achievement	52.0
Civics EOC Pass	65.0
Statewide Science Assessment Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Limitations on system for disseminating, reviewing and utilizing data.
- Lack of supports for at-risk students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators
- Florida Standards Teacher
- Literacy Coach
- Instructional Coachs for New Teachers
- MTSS process
- Personalized Learning Facilitator
- iPD Training
- PBS
- ESE School Specialist
- Guidance Counselors

Plan to Monitor Progress Toward G1. 8

During the monthly Leadership Team meetings, EWS and PBS data will be monitored for progress by comparing the data from the previous school year to the current school year.

Person Responsible

Pam Chateaufneuf

Schedule

Monthly, from 9/12/2016 to 5/1/2017

Evidence of Completion

EWS and PBS data.

G2. Utilizing the iPD Framework aligned with high expectations, all stakeholders will collaborate to understand, plan, deliver, and differentiate standards-based instruction emphasizing cognitively complex tasks in all content areas for the entire learning community. 1a

G086812

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	90.0
FSA Science Achievement	65.0
Statewide Science Assessment Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of, and lack of, teacher knowledge in best practices for standards-based instruction in all content areas
- Restriction in schedule for teachers to observe and work with their peers during classroom instruction time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators
- Florida Standards Teacher
- MTSS process
- Personalized Learning Facilitator
- Literacy Coach
- ESE School Specialist
- Guidance Counselors
- iPD (Collaborative Planning time)
- Curriculum Blueprints
- Test Item Specifications
- Flip Book
- Progress Monitoring Data
- Monthly Professional Development
- Flexible Schedule
- Personalized Learning Launch Grant
- Personalized Learning Launch Grant
- CPALMS
- CPALMS

Plan to Monitor Progress Toward G2. 8

Classroom walkthrough data, Lake Standards Assessments data for Math, ELA, Civics and Science, teacher made assessments, Grade Level Documentation forms, and/or Interdisciplinary Documentation forms will be monitored during weekly administration meetings and/or monthly Leadership Team meetings to determine progress towards our goal.

Person Responsible

Pam Chateaufneuf

Schedule

Monthly, from 9/12/2016 to 9/12/2016

Evidence of Completion

Classroom walkthrough data; Lake Standards Assessments data for Math, ELA, Civics, and Science; Teacher made assessments; Grade Level Documentation forms, and Interdisciplinary Documentation forms.

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 utilizing Early Warning Signs data, GMS will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students. **1**

 G086811

G1.B1 Limitations on system for disseminating, reviewing and utilizing data. **2**

 B230773

G1.B1.S1 We will implement weekly grade level meetings to analyze student data and disseminate pertinent information. **4**

 S243469

Strategy Rationale

If we implement weekly grade level meetings to analyze student data and disseminate pertinent information, then we will decrease the past limitations on the use of this data and increase student attendance and positive student behaviors.

Action Step 1 **5**

GMS has doubled the planning time for core academic teachers, enabling core teachers to meet as a grade level and as departments which will increase their time to analyze EWS and PBS data. Teachers will document parent contact for attendance and behavior on a parent contact log and record meeting minutes on the Grade Level Documentation Meeting form. The grade level meeting will also be attended by either an Administrator, PL facilitator, ESE School Specialist, Literacy Coach, FL Standards Teacher, or Guidance Counselor.

Person Responsible

Pam Chateauf

Schedule

Weekly, from 8/17/2016 to 5/10/2017

Evidence of Completion

The Grade Level Meeting Documentation form, Teacher Phone Contact logs, PBS and EWS data comparison to previous school year.

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

The Administration, Personalized Learning Facilitator, Literacy Coach, Florida Standards Teacher, ESE School Specialist, or Guidance Counselors will attend weekly grade level meetings to monitor the progress on the dissemination and utilization of data.

Person Responsible

Pam Chateaufneuf

Schedule

Monthly, from 8/17/2016 to 5/10/2017

Evidence of Completion

The Grade Level Meeting Documentation form, Teacher Phone Contact logs, PBS and EWS data comparison to previous school year.

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

The effectiveness of our strategy will be monitored monthly during administration meetings by comparing 2016-17 EWS data with 2015-16 data.

Person Responsible

Pam Chateaufneuf

Schedule

Quarterly, from 10/14/2016 to 5/24/2017


Evidence of Completion

EWS and PBS data.

G1.B2 Lack of supports for at-risk students **2**

 B230774

G1.B2.S1 We will implement a weekly mentoring program with at risk students according to the EWS data during repair and accelerate. **4**

 S243470

Strategy Rationale

If we implement counseling time during Repair & Accelerate for at risk students utilizing EWS data, we will increase student attendance, positive student behaviors, and create a safe and supportive environment.

Action Step 1 **5**

The listed students on the EWS data sheets will be divided between the four administrators, three guidance counselors, PL facilitator, literacy coach, and/or ESE school specialist. These students will be called into the respective offices weekly during Repair & Accelerate for counseling.

Person Responsible

Schedule

Weekly, from 8/31/2016 to 5/10/2017

Evidence of Completion

Counseling Log, Parent Phone Contact Log, EWS and PBS data.

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

The action plan will be monitored for fidelity of implementation by each contributing member submitting their EWS Counseling and Parent Contact logs to the principal on a monthly basis.

Person Responsible

Pam Chateauf

Schedule

Monthly, from 9/12/2016 to 5/1/2017

Evidence of Completion

EWS Counseling Log and Parent Contact Log.

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

The effectiveness of the strategies will be monitored by the Leadership Team. The EWS and PBS data will be compared to the previous year's data.

Person Responsible

Pam Chateaufneuf

Schedule

Monthly, from 9/12/2016 to 5/1/2017

Evidence of Completion

EWS Counseling Logs, Parent Contact Logs, EWS attendance improvement and a decrease in discipline incidents.

G1.B2.S2 Gray Middle School will utilize all teachers to teach a series of five lessons on, "Bully Proofing Your School" during Repair & Accelerate time as evidenced by lesson plans, classroom walk-throughs, and student artifacts. 4

S243471

Strategy Rationale

If we implement lessons on "Bully Proofing Your School" during Repair & Accelerate time, then we will increase positive student behaviors, increase student attendance, and create a safe and supportive environment.

Action Step 1 5

The R&A teachers will teach a series of lessons during the 30 minutes of the R&A time on "Bully Proofing Your School".

Person Responsible

Stephanie Rhodes

Schedule

Quarterly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Lesson Plans, Classroom Walkthroughs, Student Artifacts

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

The "Bully Proofing Your School" lessons will be monitored for fidelity by Classroom Walkthroughs conducted by administration.

Person Responsible

Pam Chateaufeuf

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Students Artifacts, Lesson Plans, Classroom Walkthroughs

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

The effectiveness will be monitored by analyzing discipline data. Students with discipline referrals will be brought into the grade level guidance floor and counseled by the administrator during R&A on Fridays.

Person Responsible

Pam Chateaufeuf

Schedule

Weekly, from 8/26/2016 to 5/19/2017

Evidence of Completion

Discipline data, Counseling Logs

G2. Utilizing the iPD Framework aligned with high expectations, all stakeholders will collaborate to understand, plan, deliver, and differentiate standards-based instruction emphasizing cognitively complex tasks in all content areas for the entire learning community. 1

G086812

G2.B1 Inconsistent use of, and lack of, teacher knowledge in best practices for standards-based instruction in all content areas 2

B230777

G2.B1.S1 The 2016-17 master schedule gives core teachers two plan periods daily to collaborate, understand, plan and differentiate standards-based instruction. 4

S243474

Strategy Rationale

If core teachers have more time to collaborate to understand, plan, deliver and differentiate for standards based instruction, then the lessons will be more effective in achieving student proficiency in the Florida Standards.

Action Step 1 5

The Florida Standards Teacher, Personalized Learning Facilitator and the Literacy Coach will have additional time as a result of the new schedule to collaborate with core teachers to assist them in differentiating standards based instruction emphasizing cognitively complex tasks in their lessons. Due to flexible scheduling, teachers and students will have more options for teaching and learning.

Person Responsible

Pam Chateaufneuf

Schedule

Weekly, from 8/17/2016 to 5/17/2017

Evidence of Completion

Lesson Plans, Classroom Walkthroughs, Student Artifacts, Grade Level Meeting Documentation form, Interdisciplinary Documentation form, TEAM observation data.

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

The core academic lesson plans will be monitored, classroom walkthroughs will be conducted by school administrators and academic coaches, and students artifacts will be analyzed during iPD. The collaborative time will be monitored by administration, PL facilitator, literacy coach and/or the Florida Standards Teacher.

Person Responsible

Pam Chateauneuf

Schedule

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

Evidence of Completion

Lesson Plans, Classroom Walkthrough Data, Student Artifacts, TEAM Observations, Grade Level Meeting Documentation form, and/or Interdisciplinary Documentation form.

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

Lesson plans, classroom walkthrough data, and student artifacts will be monitored to measure teacher expertise in standards based instruction.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 8/17/2016 to 5/17/2017


Evidence of Completion

Lesson plans, classroom walkthrough data, and/or student artifacts.

G2.B2 Restriction in schedule for teachers to observe and work with their peers during classroom instruction time. 2

 B230778

G2.B2.S1 The 2016-17 master schedule allows for flexible scheduling that enables teachers to work, observe, and co-teach during classroom instruction time and allows students to increase or decrease time in classes as needed. 4

 S243476

Strategy Rationale

If teachers have more time to work, observe and teach with one another, then the greater their ability to differentiate standards based instruction. Students would also have choices in increasing or decreasing time to meet their learning needs thus increasing their proficiency.

Action Step 1 5

Math and Science rooms are now close in proximity as are ELA and Social Studies classrooms. The core teachers not only have increased time to plan together, they now have flexible scheduling that allows them to teach together during class time on interdisciplinary units and learn best practices from each other. Teachers also can increase or decrease lesson time by planning together. Teachers will have the ability to allow students to spend more time on standards that are challenging as students can go back and forth between classes as approved by the core teacher.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 8/17/2016 to 5/17/2017

Evidence of Completion

Lesson plans, Classroom Walkthrough Data, TEAM assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom Walkthroughs will be conducted by administration, PL Facilitator, Literacy Coach, and the Florida Standards Teacher. Teacher made tests, student artifacts, TEAM assessments and/or LSA data will be monitored.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 8/17/2016 to 5/17/2017

Evidence of Completion

Lesson plans, student artifacts, CWT data, TEAM assessments and/or LSA data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The effectiveness of the strategy will be monitored with Classroom Walkthroughs by the PL facilitator, Florida Standards Teacher, Literacy Coach, and by the Administration.

Person Responsible

Schedule

Quarterly, from 8/17/2016 to 5/17/2017


Evidence of Completion

Classroom Walkthrough data.

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 M326382	Classroom walkthrough data, Lake Standards Assessments data for Math, ELA, Civics and Science,...	Chateaufneuf, Pam	9/12/2016	Classroom walkthrough data; Lake Standards Assessments data for Math, ELA, Civics, and Science; Teacher made assessments; Grade Level Documentation forms, and Interdisciplinary Documentation forms.	9/12/2016 monthly
G1.MA1 M326377	During the monthly Leadership Team meetings, EWS and PBS data will be monitored for progress by...	Chateaufneuf, Pam	9/12/2016	EWS and PBS data.	5/1/2017 monthly
G1.B2.S1.MA1 M326371	The effectiveness of the strategies will be monitored by the Leadership Team. The EWS and PBS data...	Chateaufneuf, Pam	9/12/2016	EWS Counseling Logs, Parent Contact Logs, EWS attendance improvement and a decrease in discipline incidents.	5/1/2017 monthly
G1.B2.S1.MA1 M326372	The action plan will be monitored for fidelity of implementation by each contributing member...	Chateaufneuf, Pam	9/12/2016	EWS Counseling Log and Parent Contact Log.	5/1/2017 monthly
G1.B1.S1.MA1 M326370	The Administration, Personalized Learning Facilitator, Literacy Coach, Florida Standards Teacher,...	Chateaufneuf, Pam	8/17/2016	The Grade Level Meeting Documentation form, Teacher Phone Contact logs, PBS and EWS data comparison to previous school year.	5/10/2017 monthly
G1.B1.S1.A1 A315001	GMS has doubled the planning time for core academic teachers, enabling core teachers to meet as a...	Chateaufneuf, Pam	8/17/2016	The Grade Level Meeting Documentation form, Teacher Phone Contact logs, PBS and EWS data comparison to previous school year.	5/10/2017 weekly
G1.B2.S1.A1 A315002	The listed students on the EWS data sheets will be divided between the four administrators, three...		8/31/2016	Counseling Log, Parent Phone Contact Log, EWS and PBS data.	5/10/2017 weekly
G2.B1.S1.MA1 M326379	The core academic lesson plans will be monitored, classroom walkthroughs will be conducted by...	Chateaufneuf, Pam	8/10/2016	Lesson Plans, Classroom Walkthrough Data, Student Artifacts, TEAM Observations, Grade Level Meeting Documentation form, and/or Interdisciplinary Documentation form.	5/10/2017 quarterly
G2.B1.S1.MA1 M326378	Lesson plans, classroom walkthrough data, and student artifacts will be monitored to measure...	Chateaufneuf, Pam	8/17/2016	Lesson plans, classroom walkthrough data, and/or student artifacts.	5/17/2017 weekly
G2.B1.S1.A1 A315005	The Florida Standards Teacher, Personalized Learning Facilitator and the Literacy Coach will have...	Chateaufneuf, Pam	8/17/2016	Lesson Plans, Classroom Walkthroughs, Student Artifacts, Grade Level Meeting Documentation form, Interdisciplinary Documentation form, TEAM observation data.	5/17/2017 weekly
G2.B2.S1.MA1 M326380	The effectiveness of the strategy will be monitored with Classroom Walkthroughs by the PL...		8/17/2016	Classroom Walkthrough data.	5/17/2017 quarterly
G2.B2.S1.MA1 M326381	Classroom Walkthroughs will be conducted by administration, PL Facilitator, Literacy Coach, and the...	Chateaufneuf, Pam	8/17/2016	Lesson plans, student artifacts, CWT data, TEAM assessments and/or LSA data.	5/17/2017 weekly
G2.B2.S1.A1 A315006	Math and Science rooms are now close in proximity as are ELA and Social Studies classrooms. The...	Chateaufneuf, Pam	8/17/2016	Lesson plans, Classroom Walkthrough Data, TEAM assessments	5/17/2017 weekly
G1.B2.S2.MA1 M326373	The effectiveness will be monitored by analyzing discipline data. Students with discipline...	Chateaufneuf, Pam	8/26/2016	Discipline data, Counseling Logs	5/19/2017 weekly
G1.B2.S2.MA1 M326374	The "Bully Proofing Your School" lessons will be monitored for fidelity by Classroom Walkthroughs...	Chateaufneuf, Pam	8/22/2016	Students Artifacts, Lesson Plans, Classroom Walkthroughs	5/19/2017 monthly
G1.B2.S2.A1 A315003	The R&A teachers will teach a series of lessons during the 30 minutes of the R&A time on "Bully...	Rhodes, Stephanie	8/22/2016	Lesson Plans, Classroom Walkthroughs, Student Artifacts	5/19/2017 quarterly

Lake - 0113 - Gray Middle School - 2016-17 SIP
Gray Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M326369	The effectiveness of our strategy will be monitored monthly during administration meetings by...	Chateauneuf, Pam	10/14/2016	EWS and PBS data.	5/24/2017 quarterly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

G2. Utilizing the iPD Framework aligned with high expectations, all stakeholders will collaborate to understand, plan, deliver, and differentiate standards-based instruction emphasizing cognitively complex tasks in all content areas for the entire learning community.

G2.B1 Inconsistent use of, and lack of, teacher knowledge in best practices for standards-based instruction in all content areas

G2.B1.S1 The 2016-17 master schedule gives core teachers two plan periods daily to collaborate, understand, plan and differentiate standards-based instruction.

TA Opportunity 1

The Florida Standards Teacher, Personalized Learning Facilitator and the Literacy Coach will have additional time as a result of the new schedule to collaborate with core teachers to assist them in differentiating standards based instruction emphasizing cognitively complex tasks in their lessons. Due to flexible scheduling, teachers and students will have more options for teaching and learning.

Facilitator

Pam Chateaufneuf

Participants

Core Curriculum Teachers

Schedule

Weekly, from 8/17/2016 to 5/17/2017

VII. Budget

1	G1.B1.S1.A1	GMS has doubled the planning time for core academic teachers, enabling core teachers to meet as a grade level and as departments which will increase their time to analyze EWS and PBS data. Teachers will document parent contact for attendance and behavior on a parent contact log and record meeting minutes on the Grade Level Documentation Meeting form. The grade level meeting will also be attended by either an Administrator, PL facilitator, ESE School Specialist, Literacy Coach, FL Standards Teacher, or Guidance Counselor.	\$0.00
2	G1.B2.S1.A1	The listed students on the EWS data sheets will be divided between the four administrators, three guidance counselors, PL facilitator, literacy coach, and/or ESE school specialist. These students will be called into the respective offices weekly during Repair & Accelerate for counseling.	\$0.00
3	G1.B2.S2.A1	The R&A teachers will teach a series of lessons during the 30 minutes of the R&A time on "Bully Proofing Your School".	\$0.00
4	G2.B1.S1.A1	The Florida Standards Teacher, Personalized Learning Facilitator and the Literacy Coach will have additional time as a result of the new schedule to collaborate with core teachers to assist them in differentiating standards based instruction emphasizing cognitively	\$0.00

		complex tasks in their lessons. Due to flexible scheduling, teachers and students will have more options for teaching and learning.	
5	G2.B2.S1.A1	Math and Science rooms are now close in proximity as are ELA and Social Studies classrooms. The core teachers not only have increased time to plan together, they now have flexible scheduling that allows them to teach together during class time on interdisciplinary units and learn best practices from each other. Teachers also can increase or decrease lesson time by planning together. Teachers will have the ability to allow students to spend more time on standards that are challenging as students can go back and forth between classes as approved by the core teacher.	\$0.00
Total:			\$0.00