

School District of Indian River County

Gifford Middle School



2017-18 Schoolwide Improvement Plan

Gifford Middle School

4530 28TH CT, Vero Beach, FL 32967

www.indianriverschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>62%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>54%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 Indian River 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Gifford Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Gifford Middle School will improve student achievement by providing rigor, relevance and relationships to prepare our students for college and careers.

b. Provide the school's vision statement.

Students of Gifford Middle School will know that they are valued and cared about so they may learn in a supportive environment and succeed as 21st Century learners.

2. School Environment

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

Gifford Middle School builds and develops strong relationships between teachers and students. We have an open door policy for all incoming and current students and families. Teachers will use technology and culturally responsive lessons to provide students of different linguistic, cultural, and educational backgrounds with the intellectual, social, and critical perspectives necessary for the adult world that lies ahead of them. Teachers and students will organize and participate in school and/or community events that support educating students about other cultures. It is vital that our teachers develop healthy student-teacher relationships with students who are identified as being in need of additional support to be successful academically and behaviorally.

To "educate the the whole person" takes on a special significance as we enter the 21st-century, where knowledge continues to expand dramatically; when advanced technologies and global economies tie together vastly different cultures; when the world is bound too closely for provincial ideologies to guide political thought; when to exist in a world community requires appreciation and understanding of cultural diversity; and when cooperation and collaboration will solve global problems. It is essential, therefore, that we provide an academic program which provides students with the values and skills to succeed in a competitive modern global society.

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

An expectation for all GMS Staff Members is to ensure that our students are safe at all times. Therefore, students feel safe and respected through out the school day at Gifford Middle School. Identified adults monitor and supervise the school campus, utilizing radios to communicate identified concerns. Administrators, school counselors, and classroom teachers are assigned and rotated through a defined supervision schedule across school-common areas. During scheduled supervisions, staff members hold our students to the GMS F.I.N.S. Expectations when arriving on campus, traveling between class periods, inside of the classroom, during lunch, throughout after-school activities, and when departing campus.

Administrators, and other identified personnel, ensure safety plans are visible and accessible in every classroom, defined learning spaces, and school-common areas. Safety drills and security inspections are conducted routinely so that all students and staff members are knowledgeable of our emergency procedures. The school leadership team, and safety committee, will review and assess records of inspections/drills and implement corrective action to address deficiencies.

School staff members foster caring and responsive classroom cultures to provide a positive learning environment for staff and students. Teachers have been trained, and implement, the CHAMPS classwide positive behavior support program by establishing clear classroom behavior expectations with logical and fair responses to a lack of adherence to the expectations, student motivation, teaching students to value diversity, and feel empowered to learn. School leadership teams will continually develop, implement, monitor, and evaluate classroom procedures and the GMS F.I.N.S. expectations. Crisis plans are in place in the event of inclement weather, or school tragedies, in collaboration with the SDIRC.

Staff members have been trained and are aware of applicable state statutes and the SDIRC anti-bullying and harassment policies. Bullying prevention and reporting measures will be routinely monitored. Students will use the "No, Go, Tell" anti-bullying program to report bullying and harassment. Students Witness Statement Forms are available to students who feel they have witnessed an event on campus that may be an example of bullying, or does not comply with the SDIRC Student Code of Conduct and/or the GMS F.I.N.S. Expectations.

Student discipline and attendance data will be disaggregated, shared, and monitored through the MTSS process in collaboration with the RTI-B Team and Grade Level Chairs. Identified barriers or concerns will be addressed through a collaborative problem-solving process.

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.

To minimize interruptions during instructional time due to behavior, Gifford Middle School has established strong, clear F.I.N.S. Expectations: Follow Directions, Interact Safely, Negotiate Conflict and Show Respect. The Positive Behavior Interventions and Supports Program recognizes and celebrates those students follow and surpass our FINS expectations, while promoting positive pro-social behaviors. Staff members have been provided training and support to build positive learning and work environments that meet the needs of all students. The GMS F.I.N.S. expectations are practiced with the students, while establishing daily classroom and school routines, which are taught during the first week of school and are reinforced through out the school year. When there is an infraction or disciplinary incident, teachers make contact with the student's parents to allow them the opportunity to address the behavior before it becomes a major infraction of the School District of Indian River County Code of Conduct. Teachers may request an administrators conference when they have a concern regarding a student's behavior in an effort to intervene prior to the behavior escalating. A member of the administration will speak with the student, identifying the cause for the behavior and develop a plan to improve the behavior.

restorative justice

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 personnel designated to assist students in times of emotional crisis include school counselors, the school social worker, the school psychologist, school resource officers, school nurse, school behavior specialist, and other qualified personnel. GMS has employed a full-time Behavioral Intervention Specialist. All staff have been trained to identify what constitutes child abuse and reporting procedures. Efforts to prevent bullying and harassment, as well as proper reporting procedures for it, are a school-wide area of focus. All staff and students have received information on anti-bullying and harassment procedures. School-wide motivational assemblies and class assemblies address issues such as stress management, planning ahead, making good choices, and leadership

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Student assessment data, including EWI, are housed and monitored through Unify and Focus. Available EWI for monitoring are One or More Suspensions, OSS Greater or Equal to Five Days, Level 1 and Level 2 FSA ELA/Math/Algebra/Geometry Students, Quarterly and YTD Attendance <95% and <90%, Course Failures, GPA, HST Course Failures, Mobility, Students Meeting Multiple Indicators, ODR's, and Retention.

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	26	45	46	0	0	0	0	117
One or more suspensions	0	0	0	0	0	0	11	36	21	0	0	0	0	68
Course failure in ELA or Math	0	0	0	0	0	0	13	42	46	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	0	0	0	68	98	67	0	0	0	0	233

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	158	217	172	0	0	0	0	547

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

Students that exhibit two or more early warning indicators are monitored by teachers, guidance, school leadership teams, and administration through targeted problem-solving teams. Student academic progress is analyzed after district progress monitoring assessments (I-Ready) and district created unit assessments. Academic progress is monitored by all stakeholders, but teachers, within their departments, will analyze class and student data, research best practices to improve standards-based instruction, and implement new, research-based strategies and interventions to improve overall student performance.

Through the implementation of our MTSS process, administration will monitor the fidelity of developed action plans within each department. Students with behavioral concerns will be monitored by the administration, grade level teams, guidance counselors, ESE school-based specialist, school social worker, school psychologist, and the behavior interventionist. Those students that demonstrate a need for more direct support are referred to the PST for a possible behavior plan/FBA. Communication with parents through emails, phone calls and conferences are on going.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

GMS communicates regularly through School Messenger phone calling system, newsletters, Open Houses, and social media. Family nights will routinely be held to engage all stakeholders in fulfilling the mission and vision of Gifford Middle School. The development and initiation of a food/supply bank to support students who are in need to drive their success and well-being.

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.

GMS has an active PTSA, Band Booster Association and active business partners who sponsor events, clubs and programs at GMS. Community Business Partners are invited to sponsor programs such as Girls on Track, PBS and Success Celebrations. SAFIR , formerly Substance Abuse of Indian River County, has partnered with us on two events so far. GMS will seek out parents of SWD to participate on our SAC, PTSA, and Booster Associations. As a part of our BPIE (Best Practices in Inclusive Education) parents will be solicited at their child's IEP meeting to join a parent involvement group. We also will use the Parent Surveys which are specifically given to parents of SWD to gather input at the SAC and PTSA meetings. Our District PTSA liaison will be initiating a recruiting effort to get parents of students with disabilities to join a group. We will use our school's website, connect-ed phone system and newsletter to recruit parents as well.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Jones, Tosha	Principal
Bagley, Felice	Assistant Principal
Szpaichler, Jeremy	Assistant Principal

b. Duties

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

Tosha Jones , Principal, is responsible for creating and maintaining the culture of the school. She collaborates with school based leaders to develop and implement professional development and to provide instructional support.

Felice Heppern, Assistant Principal, is responsible for support the culture of the school. She

collaborates with school based leaders to develop and implement professional development, behavioral interventions, PBS, and instructional support.

Jeremy Szaichler, Assistant Principal, is responsible for support the culture of the school. He collaborates with school based leaders to develop and implement professional development, academic interventions, MTSS, and instructional support.

Nancy Demeter, Math Department Chair, is responsible for working with individual teachers to examine available data from district, state and classroom assessments to identify areas of remediation and extension. She models best practices and proven strategies that enhance and support instruction and student achievement.

Carlean Browning, Science Department Chair, is responsible for working with individual teachers to examine science data from district, state, and classroom assessments to identify areas of remediation and extension. She will model best practices, 1:1 initiatives, and proven strategies to enhance and support instruction within the Science Department.

Connie Peterson, Reading Department Chair, will be responsible for working with Felice Heppern, reading teachers, and the ELA Department Chair to develop and implement a school-wide literacy plan. She is also responsible for tier 2 and 3 interventions which focus on student literacy.

Elizabeth Peterson, English department chair, will be responsible for working with Felice Heppern, Reading Department Chair, and ELA teachers in supporting the literacy plan and to cultivate collaborative planning in which role-alike teams will examine available data from district, state and classroom assessments to identify areas of remediation and extension.

Paul Tomlinson, Social Studies Department chair, will provide support for all social studies teachers in collaborative planning, best instructional practices, and standards-based data driven instruction that focuses on school, district, and state assessments.

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.

We examine the educational and social needs of all students in the school, as well as the programs and/or funding currently in place to support those needs. In the space provided, include a description of how the following programs integrate and coordinate to meet student needs. The coordination and integration of federal, state, and local funds reduces the duplication of services and ensures that all needs of economically disadvantaged students are met. These wrap-around services make up a comprehensive framework to give all children a greater chance of academic success.

GMS has an active PTSA, Band Booster Association and active business partners who sponsor events, clubs and programs at GMS. Community Business Partners are invited to sponsor programs such as Girls on Track, PBS and Success Celebrations. SAFIR , formerly Substance Abuse of Indian Rive County, has partnered with us on two events so far. GMS will seek out parents of SWD to participate on our SAC, PTSA, and Booster Associations. As a part of our BPIE (Best Practices in Inclusive Education) parents will be solicited at their child's IEP meeting to join a parent involvement group. We also will use the Parent Surveys which are specifically given to parents of SWD to gather input at the SAC and PTSA meetings. Our District PTSA liaison will be initiating a recruiting effort to get parents of students with disabilities to join a group. We will use our school's website, connect-ed phone system and newsletter to assist in recruitment.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michele Murphy	Parent
Jennifer Cummings	Business/Community
Theresa Bounassi	Parent
Paul Tomlinson	Teacher
Donald Hart	Parent
Tosha Jones	Principal
Debra Schroeder	Teacher
Liliana Santamaria	Education Support Employee
Natron Young	Student
Willie Finklin	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

A review of the 2016-2017 SIP at the initial 2017-2018 SAC meeting. State assessment data and school grade reporting categories will be evaluated to provide insight to the effectiveness of the 2016-2017 SIP.

b. Development of this school improvement plan

Staff members were surveyed as to the extent GMS has aligned, in the past, to the SDIRC 2017-2022 Strategic Plan. The SIP goals were developed when considering teacher self-assessment the SDIRC 2017-2022 Strategic Plan, the School Grade, and assessment data. SAC members will work together to identify strategies, research-based interventions, professional development opportunities, and instructional resources to meet the needs of all students. Upon the development of the 2017-2018 GMS SIP goals, SAC members and school stakeholders will meet to share, discuss, and provide feedback on revisions to the school improvement plan.

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

The school's annual budget and plan will be prepared by Tosha Jones. Ms. Jones will take into consideration strategies and interventions that will be most effective for increasing student achievement.

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

School improvement funds were allocated towards:

- \$3000 - Teaching Triangles/Colleague Classroom Walkthrough/Lesson Study
- \$500 - GMS Fall Family Cultural Festival

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
Bagley, Felice	Assistant Principal
Szaichler, Jeremy	Assistant Principal
Cannon, Liz	Teacher, K-12
Peterson, Elizabeth	Teacher, K-12
Peterson, Connie	Teacher, K-12

b. Duties

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

Gifford Middle School promotes literacy within the school through various instructional activities across disciplines. Seventh grade Civics classes will focus on using reading strategies within the content area to strengthen reading skills and DBQ strategies. Science classrooms will also focused on literacy design collaborative strategies and SBQ's. All classes use non-fiction pieces through out their instruction which align to the rigor of the 6th, 7th, and 8th grade ELA FSA.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Classroom teachers will meet twice weekly for role-alike collaborative planning within scheduled planning periods. Collaborative teams will unwrap academic standards, mine common assessment data, share best practices, redistribute pacing calendars, and plan for targeted interventions at the school/ classroom/student level. Additionally, teachers will participate in lesson study rounds facilitated by administration.

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

The administration team will create and execute strategic plans for attracting, supporting, and retaining highly qualified effective teachers.

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

The GMS administrative team will support all employees with professional learning opportunities to ensure instructional growth and increase student achievement. GMS will provide dedicated time and appropriate

resources to strengthen professional learning aligned with Marzano's Instructional Framework. First year teachers will be enrolled in school-based mentorship programs.

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.

Gifford Middle School ensures that the core instructional programs, initiatives, and materials are aligned to the Florida's standards through collaborative planning, common assessments, use of district established district curriculum maps, district developed learning scales, administrative instructional rounds, and classroom walkthroughs. A special emphasis on understanding the DOK level of each standard will be a goal for developing teachers further and helping them design precise lessons on the standards.

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.

At the department, subject, and grade-level, data will allow for the identification of the LQ for ELA and Math. Each teacher will monitor student growth and behavioral data to best support every student throughout the year. Differentiated small group instruction based on student needs will be supported by data, MTSS action plans, and teachers' professional judgment.

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

Strategy: After School Program

Minutes added to school year: 600

After school programming includes opportunities for enrichment and remediation. Gifted and accelerated students work on enrichment activities such as Hydrogen Fuel Cell and Envirothon. Accelerated students stay for Mighty Mu Math competitions and various academic games competitions. Cross Over Mission provides mentorship and tutoring each Tuesday.

Strategy Rationale

A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses looking across many research and evaluation studies, confirms that children and youth who participate in after school programs can reap a host of positive benefits in a number of interrelated outcome areas—academic, social/emotional, prevention, and health and wellness.

Little, P. M.D., Wimer, C. , & Weiss, H. B. (2008, February). After school programs in the 21st century: Their potential and what it takes to achieve it. Issues and Opportunities in Out-of-School Time Evaluation Brief No. 10. Cambridge, MA: Harvard Family Research Project.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Jones, Tosha, tosha.jones@indianriverschools.org

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

Qualitative and quantitative data will be compiled and analyzed to measure the effectiveness for all after-school programs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming students are supported through 5th grade transition strategies to learn about middle school during Dolphin Days. In the first week of school students are given specific lessons to learn about GMS and what it means to be a 6th grader. Our PBS program sets expectations for behavior and is monitored through the benchmarks of quality. Outgoing students receive Lifeskills in each grade level to ensure they will make good choices as they leave GMS. Students are transitioned to VBHS when guidance arranges a presentation to our 8th graders. Naviance will be used in Social Studies for Career Planning and goal setting.

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.

Relationships between subjects and relevance to their future is taught through classroom guidance lessons. Business and Computer Applications with Career Planning works along with classroom guidance lessons to inform our students about their choices for high school, college, and career planning. Through the activities in these classes students understand that their academic skills are just as important as their business soft skills. Students will create their profile in Naviance to create a college and career pathway. How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful. This course implements the use of the Naviance website as a tool to prepare and guide for future planning. High school counselors are invited to GMS to discuss course options and courses of study. Eighth grade teachers are an important part of the course selection process to select appropriate courses for each student's success. Strategies for improving student readiness for the public post-secondary level include college days and awareness through college and career information in our media center's college center.

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

Students may earn industry certification in CAPE Digital tools with the goal of 75% of students being able to pass an Industry Certification by 2018. This year 40% of our students are enrolled in a CAPE Digital Tools class.

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

Project Lead The Way allows curricular units to focus on the application of biotech in the health field. The Medical Detectives unit exposes students to careers and skills needed to continue into the field of biotechnology. Through this STEM initiative, students will solve a murder mystery using DNA extractions, perform virtual autopsies, dissect a sheep's brain, take blood pressure readings and apply research to stop the outbreak of a hypothetical virus causing a global outbreak.

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** Promote a caring, collaborative, and responsive staff culture which fosters positive and supportive learning and work environments that meet the needs of all students and staff.

- G2.** Strengthen school-based structures to promote an evolving multi-tiered system of supports to promote a high-quality, rigorous, engaging, and differentiated learning environment that meets the needs of all students, academically and behaviorally, and leads to an increase in student achievement.

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. Promote a caring, collaborative, and responsive staff culture which fosters positive and supportive learning and work environments that meet the needs of all students and staff. 1a

G094515

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	15.0
Discipline incidents	500.0
Effective Teachers (Performance Rating)	80.0
Students exhibiting two or more EWS indicators (Total)	40.0

Targeted Barriers to Achieving the Goal 3

- Limited staff knowledge and support to build, foster, and facilitate positive learning and working environments that meet the needs of all students.
- Lack of productive collaborative planning amongst role-alike curricular teams to plan instruction, data mine common assessments, problem-solve targeted standards, and implement instructional interventions to meet the needs of all students.
- Lack of school recognition structures which celebrate the accomplishments of students and staff.

Resources Available to Help Reduce or Eliminate the Barriers 2

- S.P.L.A.S.H. Period
- Grade-Level Collaborative Planning and Problem-Solving
- MTSS
- PBIS

Plan to Monitor Progress Toward G1. 8

Tri-Annally the GMS Self-Assessment of Effectiveness in Meeting the SDIRC 5-Year Strategic Plan, Staff Climate Survey, and Student Climate Survey will be given to faculty and staff to collect data to monitor progress in meeting the defined goal.

Person Responsible

Tosha Jones

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Qualitative and Quantitative data.

G2. Strengthen school-based structures to promote an evolving multi-tiered system of supports to promote a high-quality, rigorous, engaging, and differentiated learning environment that meets the needs of all students, academically and behaviorally, and leads to an increase in student achievement. **1a**

G094516

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	60.0
Math Gains	60.0
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
Statewide Science Assessment Achievement	65.0
Civics EOC Pass	82.0

Targeted Barriers to Achieving the Goal **3**

- Limited teacher knowledge of planning for Standards-Based Instruction aligned to the state defined content limits, DOK, and test item specifications to effectively improve student achievement through the principles of backwards design.
- Limited teacher knowledge of data-driven differentiated instruction to meet the needs of all students.
- Lack of structure for an effective multi-tiered system of support to meet the needs of all students in a high quality learning environment across all tiers.

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

-

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

Local and state assessment, academic, behavioral, and evaluative data will be collected and analyzed to determine progress towards meeting the defined goal.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson plans, collaboration calendars, data sheets and notes, and common assessments will be used to monitor progress towards this goal.

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. Promote a caring, collaborative, and responsive staff culture which fosters positive and supportive learning and work environments that meet the needs of all students and staff. 1

 G094515

G1.B1 Limited staff knowledge and support to build, foster, and facilitate positive learning and working environments that meet the needs of all students. 2

 B253875

G1.B1.S1 Implement "Unified Dress for Success" initiative for the 2017-2018 school year. 4

 S268178

Strategy Rationale

The research of Norman L. Sommers surrounding the effects of dress on school discipline. Participating school principals were asked to conduct two or three sets consisting of three days each. The acceptable school dress and behavior were relative to the school standards. Formal School uniforms were not part of this study. From the study, Sommers concluded that the type of dress does have an effect on school discipline. He found that students tended to act the way that they were dressed. In every instance and at every grade level there were less discipline cases on days that students dressed up and more discipline cases on days they dressed down.

Sommers, N. L. (2001). The effects of dress on school discipline. Paper presented at the Annual Conference of the Mid-Western Educational Research Association, Chicago, IL.

Action Step 1 **5**

Students will adhere to the 2017-2018 GMS Unified Dress for Success Initiative and The School District of Indian River County's Dress Code.

Shirt Colors: Any solid color with a collar/ short or long sleeved.

Type of Bottoms – all of the following are allowed in accordance with District Code for Length:

Pants/Slacks Capri Pants

Skirts/ Shorts

Solid Blue/Solid Black /Denim, including stretch denim styled skinny jeans, may be worn ONLY on Spirit Days

No leggings/jeggings (leggings that imitate the look of denim) permitted.

No athletic wear such as sweatpants or basketball/other sport shorts

Holes, rips, and frays in clothing are not allowed.

Bottom Colors: Solid Navy, Solid Tan, Solid Black, Solid Khaki, White

Logos: Logos/brand names on pants and shirts may only be two inches or less in diameter.

Accessories: Accessories are allowable so long as they are deemed not a distraction by administration.

If clothing accessories such as long sleeve t-shirts are visible under unified dress, accessories must be of an approved solid color.

Cold Weather Days - Jackets/Sweaters may be worn but must be removed in classrooms.

School Spirit Day - students may choose to wear a school spirit shirt or any other school sponsored club or school sponsored sport spirit shirt. If not a spirit shirt, then one of the above described unified dress solid color collared shirt must be worn.

Shirts do not need to be tucked in, as long as, the shirt tail does not fall below the back pocket area. Bottoms are to be secured around the waistline. No belt is needed if pants are secured at waist.

Shoes will follow district dress code policy for middle schools- can be open-toed but strap across the back of shoe is required.

All other rules and regulations for dress not covered in this policy will defer to the SDIRC Code of Conduct.

Person Responsible

Tosha Jones

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student attire will be monitored throughout the day by all teachers and staff - dress code violations will be reported to administration and data will be collected to monitor incidents concerning dress code.

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

Data will be collected and evaluated with respect to dress code incidents.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Discipline data concerning student attire will be monitored.

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

Discipline data will be monitored.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Discipline and dress code violations will be monitored and problem-solved routinely. Effects of dress code on the culture and climate of the school will be monitored qualitatively through staff surveys.

G1.B1.S2 Implement daily SPLASH period within student schedules to provide character building, remediation, and teacher-student rapport. 4

S268179

Strategy Rationale

Research has shown that the quality of teacher-student relationships is the keystone for all other aspects of classroom management. Further, research has shown that teachers who had high-quality relationships with their students had fewer discipline problems and rule violations than those who did not have high-quality relationships.

Action Step 1 5

Implement daily Social Personal Leadership Academic Study Habits (SPLASH) period within school schedule.

Person Responsible

Tosha Jones

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student schedules will reflect an 8-period day, with SPLASH occurring from 12:44 - 1:04 daily.

Action Step 2 5

Schoolwide common lesson plans will be created and shared, as needed, to classroom teachers for their SPLASH period.

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

SPLASH lesson plans will be stored on staff M:\ drive.

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

Administrators will routinely visit classrooms to ensure teachers are following schoolwide initiatives targeted at the SPLASH period.

Person Responsible

Tosha Jones

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walk through data.

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

Student and staff surveys will be conducted quarterly to evaluate the initiative.

Person Responsible

Felice Bagley

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Qualitative survey results.

G1.B1.S3 Provide staff with instructional coaching/professional development for classroom management strategies that elicit positive learning and work environments. 4

 S268180

Strategy Rationale

There has been interest in the application of coaching models to behavior management – both at the school- and classroom-levels. Research on professional development models suggests that situated learning (i.e., professional development and learning that takes place in its natural context) promotes greater outcomes than discrete training that occurs outside of the day-to-day context.

Sheridan SM, Kratochwill TR. Conjoint behavioral consultation: Promoting family-school connections and interventions. New York, NY: Springer; 2007

Action Step 1 5

Teachers will be provided instructional coaching and professional development for personalized classroom management strategies based on classroom/grade-level needs.

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom discipline data will be monitored monthly to evaluate the effectiveness of ongoing support for teacher classroom management.

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

School, grade level, and teacher classroom discipline data will be monitored to evaluate the effectiveness of implemented classroom management strategies.

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom ODR, incidents, and attendance.

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

Schoolwide discipline, PBIS, and attendance data will be monitored for effectiveness. If evidence suggests discipline and attendance are of concern, problem solving teams will develop action plans to meet school needs through MTSS/RTI-B.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom ODR, incidents, and attendance.

G1.B1.S4 Ensure all discipline systems are administered in a fair and consistent manner for all students.

4

S268181

Strategy Rationale

Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience.

Action Step 1 5

Provide training within grade-level team meetings on the expectations for, and strategies to support, managing student behavior.

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agenda and presentation documents will be retained for future analysis of the effectiveness of school-wide professional development opportunities to support staff members. Exit tickets will be used to monitor qualitative data from teacher reflections of the learning opportunity.

Action Step 2 5

Teachers will understand and adhere to the GMS 3-3-3 Progressive Discipline Plan.

Person Responsible

Tosha Jones

Schedule

Daily, from 8/14/2017 to 9/15/2018

Evidence of Completion

ODR, detention, and behavioral intervention data.

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

Discipline data will be monitored and disaggregated within the MTSS process quarterly. Problem-solving teams will work with classroom teachers to supports school needs as necessary.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student discipline and attendance data. Staff and student climate surveys.

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

Transfer of knowledge to classroom implementation will be monitored through discipline data and classroom walkthroughs.

Person Responsible

Tosha Jones

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data and pre/post discipline data.

G1.B2 Lack of productive collaborative planning amongst role-alike curricular teams to plan instruction, data mine common assessments, problem-solve targeted standards, and implement instructional interventions to meet the needs of all students. 2

B253876

G1.B2.S1 Daily collaborative planning amongst role-alike curricular teams to strengthen teachers' content knowledge and instructional application of curricular standards to meet the depth at which the standards will be assessed on the Florida Standard Assessments, End-of-Course Assessments, or State Assessments. 4

S268182

Strategy Rationale

Knowledge of content limits and depth of knowledge will lead to an increase of rigor within classroom instruction to improve student achievement.

Action Step 1 5

Collaborative teams will adhere to the '2017-21018 GMS Collaborative Planning Routine' to ensure productive professional engagement within the planning and problem-solving processes.

Person Responsible

Jeremy Szpaichler

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Each role-alike team will submit agenda items and notes to administration at the conclusion of each collaborative planning.

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

Administration will monitor collaborative agendas, lesson plans, and assessment data by department to ensure the 2017-2018 Collaborative Planning Routine is implemented with fidelity.

Person Responsible

Jeremy Szpaichler

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Documentation and data will be reviewed by the administrative team and de-briefed to department chairs.

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

Classroom Walk-Throughs, task and transfers, and state assessment data.

Person Responsible

Tosha Jones

Schedule

On 5/25/2018

Evidence of Completion

Observation, evaluation, and assessment data. Qualitative data from staff survey.

G1.B3 Lack of school recognition structures which celebrate the accomplishments of students and staff. 2

B253877

G1.B3.S1 Develop a set of minimum standards for monthly student and staff recognition. 4

S268183

Strategy Rationale

Action Step 1 5

Review past student and staff school-based recognition programs to create and define minimum standards for staff and student celebration and/or recognition.

Person Responsible

Felice Bagley

Schedule

Daily, from 8/14/2017 to 9/15/2017

Evidence of Completion

Developed minimum standards for school-based recognition programs.

Action Step 2 5

Survey staff members, through a self-assessment, as to the fidelity of implemented initiatives and their effectiveness in meeting the expectations of the SDIRC 5-Year Strategic Plan.

Person Responsible

Jeremy Szpaichler

Schedule

On 9/15/2017

Evidence of Completion

Qualitative and Quantitative data collected.

Action Step 3 5

Faculty and staff input will be collected monthly to identify and celebrate a staff member who has met or exceeded the defined standards for staff recognition each faculty meeting.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Celebrating and recognizing staff members monthly.

Action Step 4 5

Grade level team leaders, in collaboration with team members, will identify and celebrate those students who have met or exceeded the defined standards for 'Student of the Month'.

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Celebrating and recognizing students monthly.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will monitor staff and student recognition/celebrations to ensure coherent practices are followed when identifying students and staff who have met or exceeded the developed set of standards.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data collected on the number and type of recognition which occurred. A developed and defined set of standards for recognition that has been conveyed to staff members. An increased morale as measured by student and staff climate surveys.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The school-based MTSS and Problem-Solving Teams will analyze qualitative and quantitative data to assess the climate and culture of students and staff.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Staff climate surveys and discipline data.

G1.B3.S2 Celebrate staff successes and recognize those staff members who have met or exceeded the developed standards. 4

 S268184

Strategy Rationale

Action Step 1 5

Each faculty meeting a teacher who has met or exceeded the developed standards for recognition will be celebrated with their colleagues.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Teacher of the Month nominees and recipients will be recorded.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The administrative team will monitor the consistency of staff recognition and the accuracy in the selection process for teacher nominees with respect to the developed standards..

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Staff climate surveys.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

The GMS Staff Self-Assessment of the SDIRC 5-Year Strategic Plan will be shared, results will be analyzed, and action plans will be created based on the perspectives of the teaching staff.

Person Responsible

Jeremy Szpaichler

Schedule

Quarterly, from 8/14/2018 to 8/14/2018

Evidence of Completion

GMS Self-Assessment of the SDIRC 5-Year Strategic Plan

G1.B3.S3 Celebrate student academic and behavioral successes and recognize those students who have met or exceeded the developed standards. 4

S268185

Strategy Rationale

Action Step 1 5

Monthly grade-level teams will celebrate a male and female student who has met or exceeded the developed standards for recognition.

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student of the Month nominees and recipients will be recorded.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Administration will monitor the process to which grade-level teams select nominees for students of the month to ensure the selected students have met or exceeded the developed standards for recognition.

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

The school-based MTSS and Problem-Solving Teams will analyze qualitative and quantitative data to assess the behavioral and academic impacts of the newly defined student recognition initiative.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Grade-level discipline, attendance, and academic data will be considered. Staff climate survey data.

G2. Strengthen school-based structures to promote an evolving multi-tiered system of supports to promote a high-quality, rigorous, engaging, and differentiated learning environment that meets the needs of all students, academically and behaviorally, and leads to an increase in student achievement. **1**

 G094516

G2.B1 Limited teacher knowledge of planning for Standards-Based Instruction aligned to the state defined content limits, DOK, and test item specifications to effectively improve student achievement through the principles of backwards design. **2**

 B253878

G2.B1.S1 Provide professional development for teachers to strengthen their knowledge and capacity to deliver standards-based instruction aligned to the state assessed standards, assessment blueprints, DOK, and test item specifications. **4**

 S268186

Strategy Rationale

With the knowledge of the assessment limits of the Florida Standards/Next Generation Sunshine State Standards and the blueprints of the state assessments, teachers will have greater insight to the depth to which each standard must be mastered.

Action Step 1 **5**

Administration will offer and facilitate school-wide professional development to increase teachers capacity in designing and implementing standard-based instruction that aligns to the expectations of state assessments.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Segments of monthly faculty meetings will be dedicated towards increasing instructional and curricular knowledge of classroom teachers with respect to state standards and assessment.

Action Step 2 5

Administration and support staff will provide subject area classroom coaching to support teachers in facilitating a standard-based classroom that meets the rigor of the state assessments and the needs of all students.

Person Responsible

Jeremy Szpaichler

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data. Logged coaching times/locations.

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

Administration will monitor and support the effectiveness of implementation through the MTSS process, observations, classroom walkthroughs, and assessment data.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence collected to demonstrate that the action plan is being implemented with fidelity include classroom observation data, common assessments, collaborative planning calendar, and PD agendas.

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

Administration will monitor teacher evaluation, observation, and walkthrough data to identify strengths, growth, and weaknesses associated with elements 42, 43, and 44.

Person Responsible

Jeremy Szpaichler

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Teacher evaluation, observation, and walkthrough data. Unit assessment data.

G2.B1.S2 Teachers will support each other through weekly collaborative planning with role-alike team members to apply the principles of backwards design to develop a curriculum which focuses on designing lessons that meet the rigor of state assessments and increase student engagement. 4

 S268187

Strategy Rationale

Action Step 1 5

Teachers will apply the principles of backwards design within collaborative planning to develop rigorous and relevant instruction and increase student engagement.

Person Responsible

Jeremy Szpaichler

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Collaborative planning dates/agendas, lesson plans, assessment data, walkthrough data.

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

Administration will participate in a collaborative planning session biweekly to monitor the implementation of this strategy and to provide guidance, support and direction through out the year.

Person Responsible

Jeremy Szpaichler

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence collected to demonstrate that the action plan is being implemented with fidelity include classroom observation data, common assessments, collaborative planning calendar, and collaborative planning agendas.

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

The school-based MTSS and Problem-Solving Teams will analyze quantitative data from classroom and district assessments to identify the effectiveness the action plan.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Classroom assessment data and unit assessment data.

G2.B2 Limited teacher knowledge of data-driven differentiated instruction to meet the needs of all students.

2

 B253879

G2.B2.S1 Role-Alike curricular teams will collect, analyze, and disaggregate district unit common assessment data to drive current instruction and plan for interventions that are targeted towards standards of concern and classroom misconceptions. 4

 S268188

Strategy Rationale

Focusing on the individual questions in an assessment is also important when analyzing results. Data reports usually provide an overall snapshot of how the students performed on specific standards, or whether students answered an individual question correctly, but they generally lack critical information about the wrong responses students chose or wrote (often referred to as "item analysis" reports). With this second data point, teachers and principals can dig much deeper. They can identify the specific challenges individual students or groups of students are facing, and they can pinpoint their misunderstandings. Getting to this deeper level of analysis is critical for focusing subsequent actions in the classroom.

Action Step 1 5

Role-Alike teams will complete a Problem-Solving Worksheet at the conclusion of each unit assessment to identify targeted standards for intervention and student misconceptions. Within this process teachers will be asked to unwrap unit assessment items and the items aligned standard.

Person Responsible

Jeremy Szaichler

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Completion of PSW at the conclusion of a unit assessment window.

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

The school-based MTSS Comprehensive Team will monitor and evaluate the fidelity to which role-alike teams complete the PSW after each unit assessment.

Person Responsible

Jeremy Szaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

MTSS Comprehensive Team monitoring form.

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

The school-based MTSS Comprehensive Team will analyze identified targeted standards and fidelity of implementation for planned intervention throughout the school-year to validate growth and effectiveness.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Unit assessment standard based data.

G2.B2.S2 Teachers will provide differentiated instruction, targeted intervention, and enrichment opportunities that meet student individual strengths, needs, and misconceptions. 4

S268189

Strategy Rationale

Teachers must adhere to the same standards and assessments for all students in a given grade level and content area - this common thread is essential for teacher collaboration in data analysis, professional development, and identifying strategies for reteaching to improve individual student achievement.

Action Step 1 5

Teachers will identify individual student misconceptions and plan for differentiated remediation or academic intervention from unit assessment data.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student assessment data. Teacher classroom data.

Action Step 2 5

ELA and Math teachers will implement I-Ready within their classrooms to support and monitor students academic growth.

Person Responsible

Tosha Jones

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

I-Ready data

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration and department chairs will monitor the fidelity to which teachers monitor and effectively plan for individual student misconceptions for targeted academic standards.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student, classroom, teacher unit assessment data and evidence of implemented intervention. Lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The school-based MTSS Comprehensive Team will monitor student academic growth.

Person Responsible

Jeremy Szpaichler

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student unit assessment data and I-Ready data.

G2.B2.S3 Teachers will identify Level 1 and Level 2 students (16-17 FSA ELA and/or FSA Math) to provide cross-curricular supports and monitor academic growth. 4

S268190

Strategy Rationale

To best meet the needs of our Lower Quartile students.

Action Step 1 5

All teachers will identify level 1 and level 2 students, from the 2016-2017 FSA ELA and/or FSA Math, to provide supports within their own curriculum to best meet the needs of all students.

Person Responsible

Tosha Jones

Schedule

On 5/25/2018

Evidence of Completion

Past assessment data and classroom walkthroughs.

Action Step 2 5

Teachers will monitor academic growth and provide instructional/academic recommendations for intervention of their level 1 and level 2 students.

Person Responsible

Tosha Jones

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

PSW's, lesson plans, and assessment data.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Department chairs will provide time within collaborative planning to ensure teachers have identified their Level 1 and Level 2 students and plan for instructional support.

Person Responsible

Jeremy Szpaichler

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Identified students, unit assessments, and lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

The school-based MTSS Comprehensive Team will analyze and evaluate department driven action plans to best meet the needs for level 1 and level 2 students.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Collaborative planning agendas, classroom data, and unit assessment data.

G2.B3 Lack of structure for an effective multi-tiered system of support to meet the needs of all students in a high quality learning environment across all tiers. 2

B253880

G2.B3.S1 Implement a multi-tiered system of support which monitors the fidelity and effectiveness of implemented interventions and assists teachers in the facilitation of rigorous learning environments that meet the academic and behavioral needs of all students. 4

S268191

Strategy Rationale

Action Step 1 5

Create, outline, identify team members, and define roles/responsibilities for all tiers of the MTSS Comprehensive and Risk Profile Teams.

Person Responsible

Jeremy Szpaichler

Schedule

On 9/29/2017

Evidence of Completion

Team members across all tiers assigned and roles/responsibilities defined.

Action Step 2 5

Collaborate with the district MTSS team to effectively implement, monitor, and adjust research-based interventions and school-wide initiatives to meet the needs of all students.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Minutes and evaluative documents of district-driven initiatives.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will monitor the fidelity of defined actions plans for implementation.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Tier 1, Tier 2, and Tier 3 MTSS monitoring and action plan forms.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The MTSS Comprehensive and Risk Profile teams will complete the MTSS Self-Assessment of Implementation Pre, Mid, and Post Year to gather data as to the effectiveness of the MTSS process.

Person Responsible

Jeremy Szpaichler

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Quantitative and Qualitative data collected.

G2.B3.S2 Provide structures and procedures to ensure effective and meaningful communication exists between all tiers of the MTSS Comprehensive and Risk Profile Teams. 4

S268192

Strategy Rationale

Action Step 1 5

Create common documents that are visible and editable to all members of the MTSS Comprehensive and Risk Profile Teams across all tiers.

Person Responsible

Jeremy Szpaichler

Schedule

On 9/29/2017

Evidence of Completion

Collaborative documents house through OneDrive for quick reference and easy editing by all parties.

Action Step 2 5

Create and share a monthly MTSS newsletter with staff members on newly planned initiatives, evaluation of implemented initiatives, and to share academic and behavioral data.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Monthly newsletters.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Documents will be reviewed by MTSS Core Team and MTSS District Specialist for fidelity of implementation.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agenda minutes and actions plans.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

SAPSI data will be collected and reviewed by GMS Administration and District MTSS Specialist.

Person Responsible

Tosha Jones

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

SAPSI 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
2018					
G1.B3.S1.A1 A357003	Review past student and staff school-based recognition programs to create and define minimum...	Bagley, Felice	8/14/2017	Developed minimum standards for school-based recognition programs.	9/15/2017 daily
G1.B3.S1.A2 A357004	Survey staff members, through a self-assessment, as to the fidelity of implemented initiatives and...	Szpaichler, Jeremy	8/14/2017	Qualitative and Quantitative data collected.	9/15/2017 one-time
G2.B3.S1.A1 A357017	Create, outline, identify team members, and define roles/responsibilities for all tiers of the MTSS...	Szpaichler, Jeremy	8/14/2017	Team members across all tiers assigned and roles/responsibilities defined.	9/29/2017 one-time
G2.B3.S2.A1 A357019	Create common documents that are visible and editable to all members of the MTSS Comprehensive and...	Szpaichler, Jeremy	8/14/2017	Collaborative documents house through OneDrive for quick reference and easy editing by all parties.	9/29/2017 one-time
G1.MA1 M381348	Tri-Annually the GMS Self-Assessment of Effectiveness in Meeting the SDIRC 5-Year Strategic Plan,...	Jones, Tasha	8/14/2017	Qualitative and Quantitative data.	5/25/2018 triannually
G2.MA1 M381363	Local and state assessment, academic, behavioral, and evaluative data will be collected and...	Jones, Tasha	8/14/2017	Lesson plans, collaboration calendars, data sheets and notes, and common assessments will be used to monitor progress towards this goal.	5/25/2018 monthly
G1.B1.S1.MA1 M381332	Discipline data will be monitored.	Jones, Tasha	8/14/2017	Discipline and dress code violations will be monitored and problem-solved routinely. Effects of dress code on the culture and climate of the school will be monitored qualitatively through staff surveys.	5/25/2018 monthly
G1.B1.S1.MA1 M381333	Data will be collected and evaluated with respect to dress code incidents.	Jones, Tasha	8/14/2017	Discipline data concerning student attire will be monitored.	5/25/2018 monthly
G1.B1.S1.A1 A356996	Students will adhere to the 2017-2018 GMS Unified Dress for Success Initiative and The School...	Jones, Tasha	8/14/2017	Student attire will be monitored throughout the day by all teachers and staff - dress code violations will be reported to administration and data will be collected to monitor incidents concerning dress code.	5/25/2018 daily
G1.B2.S1.MA1 M381340	Classroom Walk-Throughs, task and transfers, and state assessment data.	Jones, Tasha	8/14/2017	Observation, evaluation, and assessment data. Qualitative data from staff survey.	5/25/2018 one-time
G1.B2.S1.MA1 M381341	Administration will monitor collaborative agendas, lesson plans, and assessment data by department...	Szpaichler, Jeremy	8/14/2017	Documentation and data will be reviewed by the administrative team and de-briefed to department chairs.	5/25/2018 weekly
G1.B2.S1.A1 A357002	Collaborative teams will adhere to the '2017-21018 GMS Collaborative Planning Routine' to ensure...	Szpaichler, Jeremy	8/14/2017	Each role-alike team will submit agenda items and notes to administration at the conclusion of each collaborative planning.	5/25/2018 weekly
G1.B3.S1.MA1 M381342	The school-based MTSS and Problem-Solving Teams will analyze qualitative and quantitative data to...	Szpaichler, Jeremy	8/14/2017	Staff climate surveys and discipline data.	5/25/2018 monthly
G1.B3.S1.MA1 M381343	Administration will monitor staff and student recognition/celebrations to ensure coherent practices...	Jones, Tasha	8/14/2017	Data collected on the number and type of recognition which occurred. A developed and defined set of standards for recognition that has been conveyed to staff members. An increased morale as measured by student and staff climate surveys.	5/25/2018 monthly
G1.B3.S1.A3 A357005	Faculty and staff input will be collected monthly to identify and celebrate a staff member who has...	Jones, Tasha	8/14/2017	Celebrating and recognizing staff members monthly.	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A4 A357006	Grade level team leaders, in collaboration with team members, will identify and celebrate those...	Bagley, Felice	8/14/2017	Celebrating and recognizing students monthly.	5/25/2018 monthly
G2.B1.S1.MA1 M381349	Administration will monitor teacher evaluation, observation, and walkthrough data to identify...	Szpaichler, Jeremy	8/14/2017	Teacher evaluation, observation, and walkthrough data. Unit assessment data.	5/25/2018 quarterly
G2.B1.S1.MA1 M381350	Administration will monitor and support the effectiveness of implementation through the MTSS...	Jones, Tosha	8/14/2017	Evidence collected to demonstrate that the action plan is being implemented with fidelity include classroom observation data, common assessments, collaborative planning calendar, and PD agendas.	5/25/2018 monthly
G2.B1.S1.A1 A357009	Administration will offer and facilitate school-wide professional development to increase teachers...	Szpaichler, Jeremy	8/14/2017	Segments of monthly faculty meetings will be dedicated towards increasing instructional and curricular knowledge of classroom teachers with respect to state standards and assessment.	5/25/2018 monthly
G2.B1.S1.A2 A357010	Administration and support staff will provide subject area classroom coaching to support teachers...	Szpaichler, Jeremy	8/14/2017	Classroom walkthrough data. Logged coaching times/locations.	5/25/2018 weekly
G2.B2.S1.MA1 M381353	The school-based MTSS Comprehensive Team will analyze identified targeted standards and fidelity of...	Szpaichler, Jeremy	8/14/2017	Unit assessment standard based data.	5/25/2018 monthly
G2.B2.S1.MA1 M381354	The school-based MTSS Comprehensive Team will monitor and evaluate the fidelity to which role-alike...	Szpaichler, Jeremy	8/14/2017	MTSS Comprehensive Team monitoring form.	5/25/2018 monthly
G2.B2.S1.A1 A357012	Role-Alike teams will complete a Problem-Solving Worksheet at the conclusion of each unit...	Szpaichler, Jeremy	8/14/2017	Completion of PSW at the conclusion of a unit assessment window.	5/25/2018 biweekly
G2.B3.S1.MA1 M381359	The MTSS Comprehensive and Risk Profile teams will complete the MTSS Self-Assessment of...	Szpaichler, Jeremy	8/14/2017	Quantitative and Qualitative data collected.	5/25/2018 triannually
G2.B3.S1.MA1 M381360	Administration will monitor the fidelity of defined actions plans for implementation.	Jones, Tosha	8/14/2017	Tier 1, Tier 2, and Tier 3 MTSS monitoring and action plan forms.	5/25/2018 monthly
G2.B3.S1.A2 A357018	Collaborate with the district MTSS team to effectively implement, monitor, and adjust...	Szpaichler, Jeremy	8/14/2017	Minutes and evaluative documents of district-driven initiatives.	5/25/2018 monthly
G1.B1.S2.MA1 M381334	Student and staff surveys will be conducted quarterly to evaluate the initiative.	Bagley, Felice	8/14/2017	Qualitative survey results.	5/25/2018 quarterly
G1.B1.S2.MA1 M381335	Administrators will routinely visit classrooms to ensure teachers are following schoolwide...	Jones, Tosha	8/14/2017	Classroom walk through data.	5/25/2018 biweekly
G1.B1.S2.A1 A356997	Implement daily Social Personal Leadership Academic Study Habits (SPLASH) period within school...	Jones, Tosha	8/14/2017	Student schedules will reflect an 8-period day, with SPLASH occurring from 12:44 - 1:04 daily.	5/25/2018 daily
G1.B1.S2.A2 A356998	Schoolwide common lesson plans will be created and shared, as needed, to classroom teachers for...	Bagley, Felice	8/14/2017	SPLASH lesson plans will be stored on staff M:\ drive.	5/25/2018 monthly
G1.B3.S2.MA1 M381345	The administrative team will monitor the consistency of staff recognition and the accuracy in the...	Jones, Tosha	8/14/2017	Staff climate surveys.	5/25/2018 monthly
G1.B3.S2.A1 A357007	Each faculty meeting a teacher who has met or exceeded the developed standards for recognition will...	Jones, Tosha	8/14/2017	Teacher of the Month nominees and recipients will be recorded.	5/25/2018 monthly
G2.B1.S2.MA1 M381351	The school-based MTSS and Problem-Solving Teams will analyze quantitative data from classroom and...	Szpaichler, Jeremy	8/14/2017	Classroom assessment data and unit assessment data.	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M381352	Administration will participate in a collaborative planning session biweekly to monitor the...	Szpaichler, Jeremy	8/14/2017	Evidence collected to demonstrate that the action plan is being implemented with fidelity include classroom observation data, common assessments, collaborative planning calendar, and collaborative planning agendas.	5/25/2018 biweekly
G2.B1.S2.A1 A357011	Teachers will apply the principles of backwards design within collaborative planning to develop...	Szpaichler, Jeremy	8/14/2017	Collaborative planning dates/agendas, lesson plans, assessment data, walkthrough data.	5/25/2018 weekly
G2.B2.S2.MA1 M381355	The school-based MTSS Comprehensive Team will monitor student academic growth.	Szpaichler, Jeremy	8/14/2017	Student unit assessment data and I-Ready data.	5/25/2018 daily
G2.B2.S2.MA1 M381356	Administration and department chairs will monitor the fidelity to which teachers monitor and...	Szpaichler, Jeremy	8/14/2017	Student, classroom, teacher unit assessment data and evidence of implemented intervention. Lesson plans.	5/25/2018 monthly
G2.B2.S2.A1 A357013	Teachers will identify individual student misconceptions and plan for differentiated remediation...	Szpaichler, Jeremy	8/14/2017	Student assessment data. Teacher classroom data.	5/25/2018 monthly
G2.B2.S2.A2 A357014	ELA and Math teachers will implement I-Ready within their classrooms to support and monitor...	Jones, Tosha	8/14/2017	I-Ready data	5/25/2018 weekly
G2.B3.S2.MA1 M381361	SAPSI data will be collected and reviewed by GMS Administration and District MTSS Specialist.	Jones, Tosha	8/14/2017	SAPSI data.	5/25/2018 triannually
G2.B3.S2.MA1 M381362	Documents will be reviewed by MTSS Core Team and MTSS District Specialist for fidelity of...	Szpaichler, Jeremy	8/14/2017	Agenda minutes and actions plans.	5/25/2018 monthly
G2.B3.S2.A2 A357020	Create and share a monthly MTSS newsletter with staff members on newly planned initiatives,...	Szpaichler, Jeremy	8/14/2017	Monthly newsletters.	5/25/2018 monthly
G1.B1.S3.MA1 M381336	Schoolwide discipline, PBIS, and attendance data will be monitored for effectiveness. If evidence...	Jones, Tosha	8/14/2017	Classroom ODR, incidents, and attendance.	5/25/2018 monthly
G1.B1.S3.MA1 M381337	School, grade level, and teacher classroom discipline data will be monitored to evaluate the...	Bagley, Felice	8/14/2017	Classroom ODR, incidents, and attendance.	5/25/2018 monthly
G1.B1.S3.A1 A356999	Teachers will be provided instructional coaching and professional development for personalized...	Bagley, Felice	8/14/2017	Classroom discipline data will be monitored monthly to evaluate the effectiveness of ongoing support for teacher classroom management.	5/25/2018 monthly
G1.B3.S3.MA1 M381346	The school-based MTSS and Problem-Solving Teams will analyze qualitative and quantitative data to...	Szpaichler, Jeremy	8/14/2017	Grade-level discipline, attendance, and academic data will be considered. Staff climate survey data.	5/25/2018 monthly
G1.B3.S3.MA1 M381347	Administration will monitor the process to which grade-level teams select nominees for students of...	Bagley, Felice	8/14/2017		5/25/2018 monthly
G1.B3.S3.A1 A357008	Monthly grade-level teams will celebrate a male and female student who has met or exceeded the...	Bagley, Felice	8/14/2017	Student of the Month nominees and recipients will be recorded.	5/25/2018 monthly
G2.B2.S3.MA1 M381357	The school-based MTSS Comprehensive Team will analyze and evaluate department driven action plans...	Szpaichler, Jeremy	8/14/2017	Collaborative planning agendas, classroom data, and unit assessment data.	5/25/2018 monthly
G2.B2.S3.MA1 M381358	Department chairs will provide time within collaborative planning to ensure teachers have...	Szpaichler, Jeremy	8/14/2017	Identified students, unit assessments, and lesson plans.	5/25/2018 weekly
G2.B2.S3.A1 A357015	All teachers will identify level 1 and level 2 students, from the 2016-2017 FSA ELA and/or FSA...	Jones, Tosha	8/14/2017	Past assessment data and classroom walkthroughs.	5/25/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S3.A2 A357016	Teachers will monitor academic growth and provide instructional/academic recommendations for...	Jones, Tosha	8/14/2017	PSW's, lesson plans, and assessment data.	5/25/2018 daily
G1.B1.S4.MA1 M381338	Transfer of knowledge to classroom implementation will be monitored through discipline data and...	Jones, Tosha	8/14/2017	Classroom walkthrough data and pre/post discipline data.	5/25/2018 quarterly
G1.B1.S4.MA1 M381339	Discipline data will be monitored and disaggregated within the MTSS process quarterly....	Jones, Tosha	8/14/2017	Student discipline and attendance data. Staff and student climate surveys.	5/25/2018 monthly
G1.B1.S4.A1 A357000	Provide training within grade-level team meetings on the expectations for, and strategies to...	Bagley, Felice	8/14/2017	Agenda and presentation documents will be retained for future analysis of the effectiveness of school-wide professional development opportunities to support staff members. Exit tickets will be used to monitor qualitative data from teacher reflections of the learning opportunity.	5/25/2018 monthly
G1.B3.S2.MA1 M381344	The GMS Staff Self-Assessment of the SDIRC 5-Year Strategic Plan will be shared, results will be...	Szpaichler, Jeremy	8/14/2018	GMS Self-Assessment of the SDIRC 5-Year Strategic Plan	8/14/2018 quarterly
G1.B1.S4.A2 A357001	Teachers will understand and adhere to the GMS 3-3-3 Progressive Discipline Plan.	Jones, Tosha	8/14/2017	ODR, detention, and behavioral intervention data.	9/15/2018 daily

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.

VII. Budget

1	G1.B1.S1.A1	Students will adhere to the 2017-2018 GMS Unified Dress for Success Initiative and The School District of Indian River County's Dress Code. Shirt Colors: Any solid color with a collar/ short or long sleeved. Type of Bottoms – all of the following are allowed in accordance with District Code for Length: Pants/Slacks Capri Pants Skirts/ Shorts Solid Blue/Solid Black /Denim, including stretch denim styled skinny jeans, may be worn ONLY on Spirit Days No leggings/jeggings (leggings that imitate the look of denim) permitted. No athletic wear such as sweatpants or basketball/other sport shorts Holes, rips, and frays in clothing are not allowed. Bottom Colors: Solid Navy, Solid Tan, Solid Black, Solid Khaki, White Logos: Logos/brand names on pants and shirts may only be two inches or less in diameter. Accessories: Accessories are allowable so long as they are deemed not a distraction by administration. If clothing accessories such as long sleeve t-shirts are visible under unified dress, accessories must be of an approved solid color. Cold Weather Days - Jackets/Sweaters may be worn but must be removed in classrooms. School Spirit Day - students may choose to wear a school spirit shirt or any other school sponsored club or school sponsored sport spirit shirt. If not a spirit shirt, then one of the above described unified dress solid color collared shirt must be worn. Shirts do not need to be tucked in, as long as, the shirt tail does not fall below the back pocket area. Bottoms are to be secured around the waistline. No belt is needed if pants are secured at waist. Shoes will follow district dress code policy for middle schools- can be open-toed but strap across the back of shoe is required. All other rules and regulations for dress not covered in this policy will defer to the SDIRC Code of Conduct.	\$0.00
2	G1.B1.S2.A1	Implement daily Social Personal Leadership Academic Study Habits (SPLASH) period within school schedule.	\$0.00
3	G1.B1.S2.A2	Schoolwide common lesson plans will be created and shared, as needed, to classroom teachers for their SPLASH period.	\$0.00
4	G1.B1.S3.A1	Teachers will be provided instructional coaching and professional development for personalized classroom management strategies based on classroom/grade-level needs.	\$0.00
5	G1.B1.S4.A1	Provide training within grade-level team meetings on the expectations for, and strategies to support, managing student behavior.	\$0.00
6	G1.B1.S4.A2	Teachers will understand and adhere to the GMS 3-3-3 Progressive Discipline Plan.	\$0.00
7	G1.B2.S1.A1	Collaborative teams will adhere to the '2017-21018 GMS Collaborative Planning Routine' to ensure productive professional engagement within the planning and problem-solving processes.	\$0.00
8	G1.B3.S1.A1	Review past student and staff school-based recognition programs to create and define minimum standards for staff and student celebration and/or recognition.	\$0.00
9	G1.B3.S1.A2	Survey staff members, through a self-assessment, as to the fidelity of implemented initiatives and their effectiveness in meeting the expectations of the SDIRC 5-Year Strategic Plan.	\$0.00
10	G1.B3.S1.A3	Faculty and staff input will be collected monthly to identify and celebrate a staff member who has met or exceeded the defined standards for staff recognition each faculty meeting.	\$0.00

11	G1.B3.S1.A4	Grade level team leaders, in collaboration with team members, will identify and celebrate those students who have met or exceeded the defined standards for 'Student of the Month'.	\$0.00
12	G1.B3.S2.A1	Each faculty meeting a teacher who has met or exceeded the developed standards for recognition will be celebrated with their colleagues.	\$0.00
13	G1.B3.S3.A1	Monthly grade-level teams will celebrate a male and female student who has met or exceeded the developed standards for recognition.	\$0.00
14	G2.B1.S1.A1	Administration will offer and facilitate school-wide professional development to increase teachers capacity in designing and implementing standard-based instruction that aligns to the expectations of state assessments.	\$0.00
15	G2.B1.S1.A2	Administration and support staff will provide subject area classroom coaching to support teachers in facilitating a standard-based classroom that meets the rigor of the state assessments and the needs of all students.	\$0.00
16	G2.B1.S2.A1	Teachers will apply the principles of backwards design within collaborative planning to develop rigorous and relevant instruction and increase student engagement.	\$0.00
17	G2.B2.S1.A1	Role-Alike teams will complete a Problem-Solving Worksheet at the conclusion of each unit assessment to identify targeted standards for intervention and student misconceptions. Within this process teachers will be asked to unwrap unit assessment items and the items aligned standard.	\$0.00
18	G2.B2.S2.A1	Teachers will identify individual student misconceptions and plan for differentiated remediation or academic intervention from unit assessment data.	\$0.00
19	G2.B2.S2.A2	ELA and Math teachers will implement I-Ready within their classrooms to support and monitor students academic growth.	\$0.00
20	G2.B2.S3.A1	All teachers will identify level 1 and level 2 students, from the 2016-2017 FSA ELA and/or FSA Math, to provide supports within their own curriculum to best meet the needs of all students.	\$0.00
21	G2.B2.S3.A2	Teachers will monitor academic growth and provide instructional/academic recommendations for intervention of their level 1 and level 2 students.	\$0.00
22	G2.B3.S1.A1	Create, outline, identify team members, and define roles/responsibilities for all tiers of the MTSS Comprehensive and Risk Profile Teams.	\$0.00
23	G2.B3.S1.A2	Collaborate with the district MTSS team to effectively implement, monitor, and adjust research-based interventions and school-wide initiatives to meet the needs of all students.	\$0.00
24	G2.B3.S2.A1	Create common documents that are visible and editable to all members of the MTSS Comprehensive and Risk Profile Teams across all tiers.	\$0.00
25	G2.B3.S2.A2	Create and share a monthly MTSS newsletter with staff members on newly planned initiatives, evaluation of implemented initiatives, and to share academic and behavioral data.	\$0.00
Total:			\$0.00