

Pasco County Schools

Gulf Middle School



2017-18 Schoolwide Improvement Plan

Gulf Middle School

6419 LOUISIANA AVE, New Port Richey, FL 34653

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">86%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">42%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Pasco 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	10
Effective Leadership	11
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	37
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	42

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 Gulf Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"Dream it, Own it, Live it"

b. Provide the school's vision statement.

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

2. School Environment

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

We identify the needs of GMS students through the Early Warning Systems data. This data includes grades (mastery of standards), attendance (engagement in getting a HS diploma), and discipline (demonstrating GMS Shared Values daily). Also, we gather the social economic status of our families in order to address basic needs as a "pre-condition" to the learning (cognitive) process. Staff and School Advisory Council use this data to develop, monitor and revise academic and social strategies within the learning environment for GMS.

August 2017, we hosted a school retreat to make connections among the following topics:

1. Passion for ensuring our GMS vision and mission as an educator at GMS
2. Learning about student populations from a trauma-sensitive / poverty lens
3. Research-based educational practices
4. Implementing Positive Behavior Intervention and Supports (PBIS) systems to promote academic and social behaviors in student achievement of GMS vision: All GMS students are life, career and college ready, along with our three GMS student outcomes: 1) Mastery of standards, 2) Middle to High School promotion, and 3) High School diploma.
5. Implementation of data cycles to implement student success with vision and three outcomes.
6. Identify school-wide core beliefs and revisions to policies, protocols and procedures that may unintentionally punish students in poverty.

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

1. Shared values of respect, responsibility and problem solver are the cornerstones for acceptable behaviors of students, staff and stakeholders. These values are taught to students via Student Handbook the first two days of school.
2. Preventive, Support and Corrective strategies are used to support the Tier 1 environment.
3. School-wide recognition/incentive programs support the academic and social "On Track" behaviors on a regular basis.
4. School-wide corrective strategies (Correct the Course) will be modeled for both staff and students in order focus on replacement behaviors that support our vision and outcomes.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

The GMS comprehensive plan includes protocols and expectations for both students and staff. The student handbook is taught the first two days of school, but re-enforced throughout the year. Our GMS Shared Values (Social matrix) are taught by staff responsible for students in different areas of the school. For example, classroom teachers would address expectations and rules for the classroom. Staff supervising students in the cafe are responsible for ensuring the expectations and rules for the cafeteria.

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

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

The staff reviews academic and social student response data at grade level intervention teams 3X a month to continually reflect upon our preventative, corrective and supportive strategies for Tier 1, Tier 2 and Tier 3 students. Our academic and social strategies will continually adjust as per student response rates and reflective practice from staff. GMS staff will develop a comprehensive MTSS Resource Map.

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

The social emotional needs of GMS Students are identified from previous Early Warning System (EWS), Parent surveys, along with social economic data. Because of the "gap" between home and school (students who lack support for schooling) Title One funds were used to hire an additional School Counselor (total of three) and two additional Administrative Assistants for Discipline to collaborate with School Intervention Teams (by grade level) the first three Thursdays of each month to use data to address the social emotional needs of students. School Counselor by grade level will "morph" into grade level interventionist to respond to classes to assist students in processing "Off Track" behaviors, develop improvement plans and get students back on track with our Shared Values. School Counselors will conduct student observations and assist Teachers in developing Tier 1 supports and interventions for GMS, and Tier 2 (for groups of students) and Tier 3 student success plans (for individual students) through facilitating our Grade Level meetings. Our Parent Involvement Coordinator implements parent involvement activities and events in order to align the work of the school and parents in being "Partners in their child's education."

3. Early Warning Systems

The school's response to this section may 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.

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

Grades - On Track = Grades A-C

Grades - At Risk = Grades of D

Grades - Off Track = Grades of F

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

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

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

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

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

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

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

The GMS EWS inquiry cycle continues throughout the year with the grade level School Intervention Teams reviewing student response data in these three categories 3X a month. This review allows staff to identify students' needs and adjust academic and social strategies with the goal of having at least 80% of students responding in the Tier One area. Students identified in the "At Risk" and "Off Track" subgroups are provided appropriate support and interventions with the goal of bringing them back to "On Track" status and making positive progress towards our GMS desired effect and four student outcomes.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	45	35	43	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	3	11	8	0	0	0	0	22
Course failure in ELA or Math	0	0	0	0	0	0	56	67	52	0	0	0	0	175
Level 1 on statewide assessment	0	0	0	0	0	0	113	145	160	0	0	0	0	418
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	80	63	87	0	0	0	0	230

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

Our first School Success Plan goal: By June 2018, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments. Our plan to address the academic performance is a comprehensive plan.

1. The GMS EWS cycle starts with pre-identifying "Off Track" students from the previous year data. This "Off Track" list (SB 850) is used during "Schedule pickup day" (week prior to student start of school) for the Student Services Team (Grade Level Counselors) to make a positive contact with student and their parent/caregiver. Students who are on this list are required to first report to the Student Services Team to collaborate on the three student outcomes and discuss whether past behaviors support agreed upon student outcomes, then identify acceptable behaviors from our "Shared Values" social matrix. Also, shared are incentives that student will earn throughout the year for demonstrating "On Track" behaviors that support their four student outcomes. Also at this time, students are introduced to our Social Worker in order to provide support for students who lack support for school.
2. Academic structures are developed by grade level standards. Each Profesional Learning Community consists of standards (expectations) for their work as listed on the PLC Step 0 and Planning questions rubric. Each PLC has protected time during the day (planning period). Priorites for the PLC are; High Impact Instruction, Data Driven Decisions and Collaborative Cultures. These three priorites are "threaded" with our SuP goals 1, 2, and 3.
3. The focus of the PLC is to support our three student outcomes: 1) Mastery of standards, 2) Middle to High School promotion, and 3) High School Diploma. The concentrated work is in the are of Focus on Instruction. Focus on Instruction consists of
 - a. Reflective Dialogue (Reflaction = Reflection + Action)
 - b. Planning
 - c. Execution of plan
 - d. Student Assessment

All students will receive instruction that is planned and delivered using Marzano research-based educaitional practices and Core Action strategies in order for students to provide evidence of mastery of standards.
4. PLC members will collaborate on student response rates from multiple formative assessments.

Response rates will be used to drive future instruction. Any student achieving less than 70% on an assessment will receive re-teach and re-assessment. The highest level of achievement will replace the original grade in order to show learning growth.

5. Students consistently scoring "Off track" in mastery of standards or less than 70% on assessments will be discussed at grade level School Intervention Team meetings and will receive a Tier 3 plan using the inquiry cycle. Plans will be monitored and adjusted until student is back "On track" for grades.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/457270>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Mission Statement

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

Title 1 Families/Parents/Caregivers

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

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

Parent Involvement Opportunities

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

- Parent workshops will be offered at convenient times to assist parents with providing a supportive

home environment.

- Opportunities for volunteering.
- A variety of school events that families are invited to and encouraged to attend.
- Opportunities for families to share their feedback about school events.
- Parent / teacher conferences.
- An annual survey for parents to complete to help the school meet the needs of Gulf Middle families.

Communication

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

- GMS Facebook, Remind, Emails
- Ongoing Parent/Teacher/Student Conferences
- Individual and automated phone calls (School Connects)
- eSembler (electronic grade book and attendance)
- Social Media: Twitter and Facebook
- GMS Website
- Buccaneer Marquee (school sign)
- MTSS (Multi-Tiered Systems of Support) / EWS (Early Warning System) parent meetings

The Gulf Middle School web site will be updated and easy to use. It will provide the following information:

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

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

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

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

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

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
Mobley, Lori	Assistant Principal
Kledzik, Karen	Assistant Principal
Joens, Jason	Principal
Kolean, Kevin	Teacher, Adult
Cannon, Anne	Teacher, Adult
Figliomeni, Anthony	Teacher, Adult
Larsen, Jeff	Teacher, Adult
Levy, Dana	Teacher, Adult
Michaelides, Kathy	Teacher, Adult

b. Duties

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

The School Leadership Team (SLT) has two area of focus:

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

GMS SLT SuP Protocol

By June 2018, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.

Using data from formative and summative observations on adult practices within the Focus on Instruction (to include: Domains 1-4, Core Actions, and expectations beyond Focus on Instruction) determine the following:

What can we celebrate that shows alignment between adult practices yielding positive results towards our three student outcomes?

What targeted professional development is needed to address behaviors of non-alignment?

How and when will we monitor these actions?

2. Monitor the overall health of the school using EWS indicators and providing grade level information to the School Intervention teams to address Tier 2 and Tier 3 needs. For example:

GMS SLT EWS Protocol

By June 2018, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.

Pull school-wide Tier I EWS data

Chart by school then grade level

Identify trends (SLT Charts and trends to be given to SIT for Tier II and Tier III processing)

Review resource map to identify if Tier I (preventative, corrective, and supportive) strategies are

being implemented, need to be revised, or need to be added (resource map)

Review Tier II group interventions (corrective and supportive) to determine whether they are being implemented, need to be revised, or need to be added (resource map)

Review Tier III individual interventions (corrective and supportive) to determine if they need to be revised or added (resource map)

Is it the water or the fish?

Is there additional information that needs to be gathered?

Adult observation (group or individual)

Student observation (group or individual)

Is there professional development that is needed for entire staff or subgroups of staff?

Is there information that needs to be clarified or communicated with staff, students, and parents?

Charts of trends and resource maps are provided to SIT

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Principal oversees both the SuP and EWS protocols of the School Leadership Team. Based upon student response rates, revisions to the MTSS Resource map will be made in order to best support our GMS vision and student outcomes.

Title One Part A: Working with our district we are able to fund a School Counselor at each grade level, 1 AVID Teacher and an Administrative Assistant. A full time ELA and Math Coach is funded by the district through a School Improvement Grant.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Micheal Morrow	Parent
Liz Kuhns	Education Support Employee
Bertell Butler	Student
Paul Farmer	Parent
Beverly Gonzalez	Parent
Rey Gonzalez	Parent
Jason Joens	Principal
Kayla Kuni	Business/Community
Jane Martinson	Business/Community
Alyssa Maske	Student
Andrea Morrow	Parent
Madison Marrow	Student
Joel Santos	Teacher
Josephine Silva	Parent
Elaine Smith	Business/Community
Rebecca Younglove	Education Support Employee
Andrew Benjamin	Education Support Employee

b. Duties

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

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

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

b. Development of this school improvement plan

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

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

Since the school's annual budget plan is due prior to the establishment of the 2017-18 SAC, the plan will be shared and input will be used to make any final decisions of allocating resources to support student success.

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Joens, Jason	Principal
Kledzik, Karen	Assistant Principal
Mobley, Lori	Assistant Principal
Kolean, Kevin	Teacher, K-12
Cannon, Anne	Teacher, K-12
Figliomeni, Anthony	Instructional Coach
Larsen, Jeff	Teacher, K-12
Levy, Dana	Teacher, K-12

b. Duties

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

The School Leadership Team will monitor both the School Success Plan and the overall EWS health of the school. Information collected through administrative observations, assessment sharing and student response rates will be used to strengthen Tiered levels of academic and social supports for all students in achieving our GMS vision. Actions/strategies noted in our SuP are used to reduce or overcome barriers to reaching our goals.

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.

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

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

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

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

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

A new teacher training program is prepared with formative feedback and coaching sessions from August until June. PLC are developed based upon standards based content. PLC members collaborate in "Just the right work" and defined by the "Step 0" and "Five planning questions" rubric.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

Goal/Target: By June 2018, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.

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

Florida Standards

District pacing guide

Common Syllabus and Quarterly newsletter

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

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

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

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

Summative evaluation will be provided by Administration

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Robert Marzano's framework of research based educational practices, along with observation of the implementation of Core Actions will be used to inform future instruction. Student response data from PLC, District and State generated assessments are used to collect evidence of student learning

(response rates) and provide the platform for collaborative data based decisions to inform future instruction and improve instructional practice. Students scoring below 70% will be provided additional instruction and assessment.

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

Strategy: Before School Program

Minutes added to school year: 0

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

GMS does a 5th to 6th grade articulation in the spring to include tours of the facility and opportunities for students to participate in 6th grade classroom activities. Open House is provided for parents at night which includes a tour to acclimate them to GMS student outcomes and middle school requirements.

8th grade students are bused to Gulf High School for participation in World Fair and articulation tours

and program orientation. Gulf High School Counselors come to GMS to present academic and social clubs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school promotes academic and career planning by:

- *providing lessons in Career and Technical Education courses (students explore the My Career Shines website as well as completing other career related activities throughout the year);
- *surveying each 8th grade student to further determine specific career areas that students can explore during classroom guidance lessons;
- *giving information on local high school career academies to specific students with interests in those areas;
- *offering students opportunities to visit local high schools to learn about those vocational and career academies;
- *providing and assisting 8th grade students with individualized course selection forms for zoned or chosen high schools.

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

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

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

School-wide goal setting with students on a 4.5 week cycle focusing on our three GMS student outcomes support students in identifying behaviors that promote success both at school and beyond.

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.** By June 2018, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.
- G2.** By June 2018, GMS PLCs will be performing at the Developed level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate).
- G3.** By June 2018, GMS will increase percent of students “On Track” for a high school diploma in grades from from 57% to 61%, in attendance from 50% to 54%, and reduce the number of incidences that resulted in out of school suspensions from 28% to 23%.

Strategic Goals Detail

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

G1. By June 2018, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments. 1a

G096389

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Daniela Bruno

Schedule

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

Evidence of Completion

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

G2. By June 2018, GMS PLCs will be performing at the Developed level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate). 1a

G096390

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	44.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent daily implementation of the work of PLC (collaborative cultures) that directly align with our student outcomes

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers
- PLC Facilitators
- Academic Coaches
- Administration

Plan to Monitor Progress Toward G2. 8

Formative (GMS data) and Summative data will be analyzed

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

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

G3. By June 2018, GMS will increase percent of students “On Track” for a high school diploma in grades from 57% to 61%, in attendance from 50% to 54%, and reduce the number of incidences that resulted in out of school suspensions from 28% to 23%. **1a**

G096391

Targets Supported **1b**

Indicator	Annual Target
Attendance Below 90% Grade 06	20.0
ELA Achievement District Assessment	50.0
Attendance Below 90% Grade 07	20.0
Attendance Below 90% Grade 08	20.0

Targeted Barriers to Achieving the Goal **3**

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

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

- PLC Facilitators
- Academic Coaches
- Master Schedule
- Refining structure and process from previous year
- Monitoring Tool with resources aligned around a hybrid of DuFour Four Essential Questions for PLC's
- Marzano Professional Growth Model
- Student Services Team
- DA Support Team
- Administration
- School Leadership Team
- School Intervention Team (by grade level)

Plan to Monitor Progress Toward G3. **8**

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

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

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

Action Plan for Improvement


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By June 2018, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments. 1

G096389

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

B259348

G1.B1.S1 Infuse High Impact Instruction 4

S274702

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Daniela Bruno

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Daniela Bruno

Schedule

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

Evidence of Completion

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

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

Classroom observations using domains 1-4, Benchmarks of Quality indicators, Focus on Instructional Practice, school and classroom routines, Core Action indicators (IPG)

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

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

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

Charted common PLC assessment data

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

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

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

 B259349

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

 S274703

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Anthony Figliomeni

Schedule

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

Evidence of Completion

Walkthrough data, discipline data

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

Teachers will intentionally plan for desired students behaviors.

Person Responsible

Jason Joens

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Jason Joens

Schedule

Semiannually, from 8/7/2017 to 5/25/2018

Evidence of Completion

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

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

 S274704

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Jason Joens

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Jason Joens

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

By June 2018, 80% or higher of students will be on track for mastery of standards (progress and quarterly grades of A-C, and 70% on common assessments).

G2. By June 2018, GMS PLCs will be performing at the Developed level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate). 1

G096390

G2.B1 Inconsistent daily implementation of the work of PLC (collaborative cultures) that directly align with our student outcomes 2

B259350

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

S274705

Strategy Rationale

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

Action Step 1 5

Evidence of the work of PLC's at the "Developed" level as measured by rubrics: Step 0, and 5 planning questions.

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

Increase in Rubric ratings will increase from Emerging to Developed

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

Analysis of Step 0 and four PLC question Rubric data,

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

Self reflections on PLC rubrics will increase from emerging to developed

G3. By June 2018, GMS will increase percent of students “On Track” for a high school diploma in grades from 57% to 61%, in attendance from 50% to 54%, and reduce the number of incidences that resulted in out of school suspensions from 28% to 23%. 1

G096391

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

B259351

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

S274706

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

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

Action Step 2 5

Grade level intervention meetings will be held to implement the problem solving cycle in order to realign adult behaviors for subgroups of students needing Tier II supports. Then, identify case managers for various subgroups of students. Case managers will identify actionable steps that support student performance in returning to “on track” status. Lastly, identify students who are consistently “off track” to be considered for Tier 3 plans and monitoring

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

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

Action Step 3 5

Week 3 Grade Level meeting will take place for students needing Tier III (consistently “off track”) supports, and a determination will be made regarding Tier III interventions as per the GMS “Resource Map.” Historical Tier III data will also be reviewed as a part of this meeting.

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

Grade level problem solving agendas, minutes, data, problem solving action plans and interventions and reflection of evidence of effectiveness

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

School-wide and subgroup EWS/Common Assessment Data Cycles

Person Responsible

Jason Joens

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

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

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

School-wide and subgroup EWS and Common Assessment

Person Responsible

Jason Joens

Schedule

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

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M396536	Common Assessment data including district quarterly assessments will be charted and monitored.	Bruno, Daniela	8/14/2017	80% of students will be on track with mastery of standards	5/25/2018 quarterly
G2.MA1 M396539	Formative (GMS data) and Summative data will be analyzed	Joens, Jason	8/14/2017	Summative results reflect performance at a developing level of all PLC groups	5/25/2018 quarterly
G3.MA1 M396542	Monitor EWS and Common Formative Assessment data every 4 1/2 weeks by School Leadership Team	Joens, Jason	8/14/2017	EWS and Common Assessment data will reflect at least 80% on track status or increase in percentage of on track within each category.	5/25/2018 monthly
G1.B1.S1.MA1 M396530	Charted common PLC assessment data	Joens, Jason	8/14/2017	80% of students will achieve 70% or higher on standards based common assessments	5/25/2018 monthly
G1.B1.S1.MA1 M396531	Classroom observations using domains 1-4, Benchmarks of Quality indicators, Focus on Instructional...	Joens, Jason	8/14/2017	Observations by administration, academic coaches, peers or teacher video tapes Dialogue of current practices and connections to implementing research-based practices that further supports Goal #1 of the GMS Success Plan.	5/25/2018 weekly
G1.B1.S1.A1 A368780	Identify current researched-based academic and social strategies that are implemented by teachers...	Bruno, Daniela	8/14/2017	Lesson plans, PLC planning sessions, PD on Planning and Executing	5/25/2018 quarterly
G1.B1.S1.A2 A368781	Teachers will implement a clear focus on instructional practice that includes: 1. Reflection of...	Bruno, Daniela	8/14/2017	Complete lesson plans by unit prior to instruction, results of feedback cycles,	5/25/2018 daily
G1.B2.S1.MA1 M396532	Grade level problem solving on common assessment data, EWS data, subgroup data.	Joens, Jason	8/7/2017	At least 80% of the elements in Domain 1, Design Questions: 5-9 will be observed and scored at Applying or higher level.	5/25/2018 semiannually
G1.B2.S1.MA1 M396533	Teachers will intentionally plan for desired students behaviors.	Joens, Jason	8/3/2017	Walk-throughs by administration, academic coaches, student services or peers using Benchmark of Quality tool, and GMS routines.	5/25/2018 weekly
G1.B2.S1.A1 A368782	Teachers will implement researched-based strategies focusing on student behaviors that align with...	Figliomeni, Anthony	8/14/2017	Walkthrough data, discipline data	5/25/2018 monthly
G2.B1.S1.MA1 M396537	Analysis of Step 0 and four PLC question Rubric data,	Joens, Jason	8/14/2017	Self reflections on PLC rubrics will increase from emerging to developed	5/25/2018 quarterly
G2.B1.S1.MA1 M396538	Informal and formal observations and completion of PLC Rubrics (Step 0) planning.	Joens, Jason	8/14/2017	Increase in Rubric ratings will increase from Emerging to Developed	5/25/2018 quarterly
G2.B1.S1.A1 A368784	Evidence of the work of PLC's at the "Developed" level as measured by rubrics: Step 0, and 5...	Joens, Jason	8/14/2017	Protected weekly planning time, PLC binders to include: Lesson plans, scales, common assessments.	5/25/2018 quarterly
G2.B1.S1.A2 A368785	Implement a school-wide data structure cycle and define and align supports and interventions.	Joens, Jason	8/14/2017	Calendar for each data structure, attendance by identified contributing staff members.	5/25/2018 biweekly
G3.B1.S1.MA1 M396540	School-wide and subgroup EWS and Common Assessment	Joens, Jason	8/14/2017	School-wide and subgroup "On Track" is at least 80% or progress towards from previous 4.5 data cycle	5/25/2018 monthly
G3.B1.S1.MA1 M396541	School-wide and subgroup EWS/ Common Assessment Data Cycles	Joens, Jason	9/4/2017	Agendas, Meeting minutes, Tier 1 problem solving form data, increase in number of students "On Track", and achieveing 70% or higher on common assessments.	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
G3.B1.S1.A1 A368786	Share school-wide student EWS and Common Assessment data, as a staff have dialogue to determine...	Joens, Jason	8/14/2017	School Wide Problem Solving Team agendas, minutes, data, problem solving cycle action plans and interventions.	5/25/2018 monthly
G3.B1.S1.A2 A368787	Grade level intervention meetings will be held to implement the problem solving cycle in order to...	Joens, Jason	8/14/2017	Grade level problem solving agendas, minutes, data, problem solving action plans and interventions.	5/25/2018 monthly
G3.B1.S1.A3 A368788	Week 3 Grade Level meeting will take place for students needing Tier III (consistently "off...	Joens, Jason	8/14/2017	Grade level problem solving agendas, minutes, data, problem solving action plans and interventions and reflection of evidence of effectiveness	5/25/2018 monthly
G1.B2.S2.MA1 M396534	Informal and Formal observations in domain 1 by administration and feedback logs, walk through data...	Joens, Jason	8/14/2017	By June 2018, 80% or higher of students will be on track for mastery of standards (progress and quarterly grades of A-C, and 70% on common assessments).	5/25/2018 quarterly
G1.B2.S2.MA1 M396535	Teachers will actively engage in assessing their pedagogical strengths, professional development...	Joens, Jason	8/7/2017	Deliberate practice plans, formal and informal observations. At least 80% or higher of the instructional practices observed are scored at Applying or higher in Domain 1.	5/25/2018 quarterly
G1.B2.S2.A1 A368783	Teachers will complete an annual professional growth cycle that results in supporting Goal #1, and...	Joens, Jason	8/7/2017	Maintenance of the professional binder, two classroom visits, observer and teacher conference, quarterly reflections using myPGS, quarterly observations reflect applying or higher on previous identified weak strategies	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. By June 2018, 80%+ students will demonstrate mastery of standards as measured by achieving 70%+ on Common Assessments.

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

G1.B1.S1 Infuse High Impact Instruction

PD Opportunity 1

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

Facilitator

Academic Coaches, Administration, regional team members, student services

Participants

All instructional staff

Schedule

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

PD Opportunity 2

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

Facilitator

Academic Coaches

Participants

Teachers

Schedule

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

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

G1.B2.S1 Data Driven Decision Making

PD Opportunity 1

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

Facilitator

Student Services

Participants

Teachers

Schedule

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

G1.B2.S2 Intentional Planning for High Impact Instruction

PD Opportunity 1

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

Facilitator

Academic Coaches, Administration

Participants

Teachers

Schedule

Quarterly, from 8/7/2017 to 5/25/2018

G2. By June 2018, GMS PLCs will be performing at the Developed level as measured by the Collaborative Planning Rubric (Step 0: Preparing Teams to Collaborate).

G2.B1 Inconsistent daily implementation of the work of PLC (collaborative cultures) that directly align with our student outcomes

G2.B1.S1 Creating and Maintaining a Collaborative Culture

PD Opportunity 1

Evidence of the work of PLC's at the "Developed" level as measured by rubrics: Step 0, and 5 planning questions.

Facilitator

Academic Coaches, Administration

Participants

Teachers

Schedule

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

PD Opportunity 2

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

Facilitator

Academic Coaches, School Leadership Team, Administration

Participants

Teachers

Schedule

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

G3. By June 2018, GMS will increase percent of students “On Track” for a high school diploma in grades from 57% to 61%, in attendance from 50% to 54%, and reduce the number of incidences that resulted in out of school suspensions from 28% to 23%.

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

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

PD Opportunity 1

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

Facilitator

School Leadership Team

Participants

Faculty and grade level School Intervention Teams (SIT)

Schedule

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

PD Opportunity 2

Grade level intervention meetings will be held to implement the problem solving cycle in order to realign adult behaviors for subgroups of students needing Tier II supports. Then, identify case managers for various subgroups of students. Case managers will identify actionable steps that support student performance in returning to “on track” status. Lastly, identify students who are consistently “off track” to be considered for Tier 3 plans and monitoring

Facilitator

School Leadership Team and School Intervention Team by grade level

Participants

School Intervention Team (by grade level)

Schedule

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

PD Opportunity 3

Week 3 Grade Level meeting will take place for students needing Tier III (consistently “off track”) supports, and a determination will be made regarding Tier III interventions as per the GMS “Resource Map.” Historical Tier III data will also be reviewed as a part of this meeting.

Facilitator

School Intervention Team (by grade level)

Participants

School Intervention Team (by grade level)

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

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