



## Gotha Middle

9155 GOTHA RD, Windermere, FL 34786

<https://gothams.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	66%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

### School Grades History

<b>Year</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Grade</b>	A	B	A*	A

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Orange 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 Gotha Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

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

To be the top producer of successful students in the nation

#### 2. School Environment

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

Through school events, community outreach and working with our PTO and PIE, we have been able to establish a positive relationship between staff and students. Through our relationships and events, we have been able to learn more about students' cultural diversity and the makeup of Gotha Middle School. This has enabled us to tailor our learning environment to meet the needs of our students. We have also incorporated a school-wide den in order to promote character development and the restorative justice initiative. Gotha strives everyday to be a culturally relevant school that embraces the diversity of our community.

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

Gotha Middle School is a place where the staff is highly visible during all transitional periods as well as before and after the school day. Students are housed in two central locations to maximize supervision before the school day. We also partner with the YMCA to provide a safe environment before and after the school day. The school employs a SAFE counselor to help with safety issues throughout the school day. Through SAFE, we have invited guest speakers to speak on various topics such as bullying, self respect and discipline. To help our students feel safe and successful, we offer a before and after school tutoring program that also works with building self esteem. At Gotha, we strive to adhere to district policies on visitors and volunteers using the ADDitions and Raptor login systems. Students have the opportunity to join a diverse array of clubs that peak many different interests on campus. Parents are notified weekly through email and calls, as well as through the Remind App. Each year, every student receives a planner that parents are encouraged to review nightly.

##### 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.

At Gotha Middle School, our three deans work together as a collaborative team to ensure that all students are treated fairly and have consistent enforcement of the Code of Student Conduct. Staff utilizes CHAMPS, Lower Level Referrals, MTSS and PLC group expectations within classrooms and all common areas of the school. School personnel are provided professional development on how to complete paperwork and handle crisis situations in the school. This school year, we have scheduled grade level assemblies and attended professional developments on 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.**

At Gotha, we strive to make sure that our students know that each teacher supports their needs, academically, socially, and emotionally. We use peer tutoring and mediation, guidance loops with students, and we also have a Gotha Guys group to provide support to the level 1 and 2 male students. We use the PASS model for intervention from suspension as well as MTSS. We offer tutoring programs: Bear Necessities and R.O.A.R. Academies, where students get academic help in a safe, nurturing environment. We have added Calculus Project tutoring this school year to help students in the accelerated program. We have a school based intervention specialist that works with our students to provide additional support and guidance. Furthermore, as a cluster ESE school the results of our Best Practices for Inclusive Education assessment support a least restrictive environment for students with specific disabilities. Additionally, our 2017-18 BPIE goal is to increase person first language and begin to implement person centered plans for students with disabilities to ensure that the socio-emotional needs of the students are being met. This is a continuation from last year, as we continue with a new team this year.

**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.**

List of early warning indicators:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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	46	53	75	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	26	20	16	0	0	0	0	62
Course failure in ELA or Math	0	0	0	0	0	0	20	36	62	0	0	0	0	118
Level 1 on statewide assessment	0	0	0	0	0	0	105	132	100	0	0	0	0	337

**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	35	51	61	0	0	0	0	147

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

At Gotha we use the following interventions with these students:

- \* Double block instruction  
impacts failure rate and FSA scores
- \* Small Groups  
impacts all EWI's
- \* EDGE  
impacts failure rate and FSA scores
- \* System 44  
impacts failure rate and FSA scores
- \* Intensive Math rotational model  
impacts failure rate and FSA scores
- \* Restorative Justice  
impacts suspensions and attendance
- \* iready reading and math  
impacts failure rate and FSA scores
- \* Khan Academy  
impacts failure rate and FSA scores
- \* PEARL Girls  
impacts all EWI's
- \* GROWL Group  
impacts all EWI's
- \* Tutoring Programs (Bear Necessities, afternoon, Saturday)  
impacts failure rate and FSA scores

## 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**

Gotha Middle School will increase the number of parents who participate in SAC meetings by 25 percent. We will also increase communication to parents by utilizing Progressbook, Remind, Connect Orange messages, teacher blogs and websites, student planners, flyers and newsletters, and the school marquee. Gotha will also provide opportunities for families to become an integral part of the school community through various opportunities including but not limited to curriculum nights, athletic events, family events, volunteer opportunities, field trips, and open house.

**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.**

Through the Partners in Education program, we have been able to build and sustain partnerships with businesses in our community. These partners provide resources for our school and we offer vendor opportunities. We have also partnered with area churches and community centers to find mentors for

some of our at risk students. These mentors provide guidance to our young men and women, as they begin a lifelong journey of learning.

**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
Knowles, Patrice	Principal
Nealy, Angela	Other
Hayes, Kimberly	Dean
Fathi, Farideh	Psychologist
McGinley, Marjorie	Other
Mikolajczak, Janice	School Counselor
Owens, Matthew	Assistant Principal
Woodward, Rachel	School Counselor
Taylor, Richard	Dean
Smith, Nanette	Teacher, ESE
Soper, Christina	School Counselor
Brown, Rebecca	Instructional Coach
Brown, Kaye	Instructional Coach
Goodwin, Christopher	Teacher, ESE
Mertz, Christopher	Instructional Coach

**b. Duties**

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

Principal:

Provides a common vision for the use of data-based decision-making and problem-solving process to ensure that the school based team is implementing MTSS, in addition to ensuring the implementation of intervention support and documentation. She will also provide professional development to support MTSS implementation, and communicates with parents and other stakeholders regarding school-based MTSS/Rtl plans and activities.

Assistant Principals:

Identifies and analyzes existing research regarding scientifically based curriculum and behavior assessment and intervention approaches, identify systemic patterns of student needs while working to identify appropriate, evidence-based intervention strategies, assist with screening that will provide early intervention services for students who are considered to be "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

General Education Teachers:

Provides information regarding instruction in the core classes, collaborate with one another regarding

best practices in curriculum, instruction, and assessment, participate in student data collection, deliver Tier 1 instruction and interventions, collaborate with other staff members to implement Tier 2 interventions, and integrate Tier 1 materials and instruction with Tier 2 and 3 activities.

ESE Teachers:

Participate in student data collection, integrate core curricular instruction, materials, and activities into Tier 2 and 3 instruction, and collaborate with general education teachers and participate in facilitating in classrooms.

Reading Resource Teacher:

Provides guidance regarding the FL K-12 reading plan, facilitates and supports data collection, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, supports the implementation of Tier 1, 2, and 3 intervention plans.

SAFE Coordinator:

Participates in the collection, interpretation, and analysis of data, facilitate the development of intervention plans, provides support for intervention fidelity and documentation, and provides professional development and assistance for problem-solving activities including data collection, data analysis, intervention planning.

Technology Coordinator:

Maintains technology necessary to manage and display data, provides professional development and technical support to staff regarding data management and display.

Speech and Language Pathologist: Educates the staff in the role of speech and language in curriculum, instruction, and assessment as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of student needs in regards to language skills.

Guidance Counselors:

Provide quality services and expertise regarding issues ranging from program design to assessment and intervention with individual students, provides both in-school and home-community

interventions, connects students and families with community agencies to support the student's academic,

emotional, behavioral, and social success.

Members of the Leadership Team utilize all resources to increase student achievement.

**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 school-based Leadership Team will focus all meetings to answer the question "How will we develop and maintain a problem-solving system to bring out the best in Gotha Middle School, our staff and our students? This includes, but is not limited to, lowering the disproportionate number of students classified into special education."

The school-based Leadership Team, consisting of Principal, Assistant Principals, and instructional coaches, will meet once per week to engage in the following activities and discussions: 1) Review the screening data and link to instructional decisions 2) Review progress monitoring data at both the grade level and classroom level to identify students who are meeting/exceeding standards/benchmarks, at moderate risk for not meeting standards/benchmarks, or at high risk for not meeting standards/benchmarks 3) Identify professional development and resources based on the data collected and analyzed. 4) Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The Instructional Coaches, perform classroom walk-throughs, create and facilitate professional development, coordinate student mentor groups, assist teachers with certification needs,

The Deans perform classroom walk-throughs, facilitate lunch shifts, process referrals, and implement

positive behavior initiatives with students, and facilitate supervision before, during, and after school. Our SAFE coordinator plans and implements school wide Restorative Justice, Red Ribbon events, bully prevention, and Renaissance Movement and activities. Guidance Counselors complete classroom presentations, complete student schedules, counsel students, facilitate 504 meetings and plans, monitor student progress per their course progression plan.

SAI Funds \$22,000.00:

1. Summer Math Camp
2. Literacy Coach

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Patrice Knowles	Principal
Rebecca Brown	Teacher
Amanda Wilson	Parent
Kellie Kullich	Parent
Kaye Brown	Teacher
Rebecca Collier	Education Support Employee
Melissa Miller	Parent
Lauretta Justin	Business/Community
Helen Koster	Parent
Reniada Repiedad	Parent
Jasmine Ellis	Parent
Vincent Ellis	Parent

### b. Duties

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

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 Gotha Middle School SAC reviewed the implementation of the SIP throughout the school year. One of the initial SAC meetings in 2017-2018 will be a final review of the data from the 2016-2017 SIP and the review of the proposed SIP for 2017-2018. The review will include a determination of what worked well in 2016-2017 and what should be eliminated or modified in 2017-2018.

#### b. Development of this school improvement plan

Gotha Middle School SAC assists in the development and the evaluating process of the School Improvement Plan. The SAC routinely reviews the school improvement plan's indicators which are measurable to ensure they are carried through with fidelity as a monthly agenda item.

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

The SAC reviews the proposed budget in the spring for the upcoming year and then again in the fall meetings of that year. The SAC participates in development of the SIP at the end of the school year and then finalizes the approval of the plan for that year in one of the initial meetings of the year.

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

All monies allocated last year came from the general fund of the school. We did not have any monies for school improvement funds.

**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
Brown, Kaye	Instructional Coach
Knowles, Patrice	Principal
Owens, Matthew	Assistant Principal
Hunter, Celeste	Assistant Principal
Burgess, Valerie	Teacher, K-12
Everman, Carol	Teacher, K-12
Hayes, Kimberly	Dean
McGinley, Marjorie	Instructional Coach
Rosario, Rosita	Teacher, K-12

**b. Duties**

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

This year, the LLT will work on incorporating literacy strategies across content areas in accordance with the district PLC. In addition, the LLT will bring literacy to the forefront during curriculum nights. The school will also develop model/demonstration classrooms, use data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs. Additionally, the LLT will monitor and support the implementation of Florida Standards and research-based strategies in PLCs and through school-wide initiatives that promote literacy. Gotha will provide school-wide incentive to students to promote reading. Close reading strategies will be embedded across content areas.

**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.**

Teachers meet in PLCs once a week and also one Wednesday a month after the instructional day. Teachers also meet in Solution Forums, where they come together to look at issues in the school and come up with solutions for them. First year teachers and teachers new to Gotha are a part of the Gotha Grizzly Cubs mentoring program. One Wednesday a month we celebrate the staff with Bear Hugs (peer recognition), teacher and support person of the month, and recognition for those that are innovating in their craft and those that go above and beyond. Ongoing data meetings will take place within PLC's every Wednesday of the month to give instructional trajectory. The focus is building a sense of academic and social emotional community.

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

The administrative team at Gotha Middle School will retain and develop highly qualified teachers by creating a strong sense of community among the staff through team building and professional development activities. Teachers will work collaboratively in order to grow professionally and build strong relationships. Gotha has created common planning times and collaboration through Professional Learning Communities for all teachers to support collaboration and team building. Gotha participates in district-wide recruitment initiatives to target highly qualified teachers who are both effective and certified in their content area. The school also provides ongoing professional development that is aligned to the curriculum and needs of students based on data. This year the school's focus will be on the district PLC and Literacy.

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

Mentors and mentees will participate in monthly scheduled meetings for the purpose of reflections, consultations and modeling lessons. All mentors are available to meet with mentee when the need arise. Mentors are selected based on their Effective Teacher Evaluation Rating and completion of the mentor training.

# **E. Ambitious Instruction and Learning**

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

### **a. Instructional Programs**

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

### **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.**

Tier 1

Campus-wide, students are scheduled into classes based on data from state-wide testing. We offer enrichment of level 4 and 5 students (all grade levels) through NJHS and BETA club opportunities. Through ELA classes, students participate in the newsela program to increase comprehension and

exposure to different types of texts.

#### Tier 2

Students scoring at Level 2 on the ELA FSA assessment are scheduled into a reading class which utilizes the iready program. The Ready Florida curriculum is used to support mastery of the ELA standards. Additionally, eighth grade math students scoring below grade level, are also placed in an intensive math class. Students that scored a level 2 or 3 on the sixth grade math FSA have been scheduled into the seventh grade Algebra 1 Calculus Project to support the learning of Algebraic standards.

#### Tier 3

Students scoring at level 1 on the ELA FSA assessment are placed in a double period of language arts. They are enrolled in iready. These students also use the Ready Florida curriculum to narrow the achievement gaps. In both math and classrooms, certified hourly tutors push in to support students. Furthermore, afterschool tutoring is offered to students that are level 1 on Math FSA.

#### Targeted Support

Throughout the school day, targeted support is given to our below grade level, Gifted, ESE, and ELL students. In the grade level content areas, PLCs will use an Instructional Focus Calendar (IFC) to guide their daily instruction of students. Included in the IFC is a timeline for interventions, which allows for re-teaching of critical standards. Students can also be re-assessed on these standards during the school day in the testing room. The instructional rotational model is implemented across curricular areas, which supports differentiated instruction through small grouping. This model allows for targeted intervention per standard, specifically in our math and reading classrooms. An additional layer of support in reading classes includes teachers rotating students into groups based on mastery of the ELA standards.

### **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:** 2,280

After School Tutoring Program will provide target instruction to students as identified by analyzing summative and formative assessment data.

#### **Strategy Rationale**

This strategy targets our level 1/2 students. The programs used are research-based intervention programs, i-Ready, iXLMath, Khan Academy.

#### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Brown, Rebecca, rebecca.brown@ocps.net

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

Student grades, formative assessments, and statewide/district test results are used to determine effectiveness of the program.

**Strategy:** Weekend Program

**Minutes added to school year:** 2,160

Saturday School

**Strategy Rationale**

Students recover items, make up items, and get reteaching on curriculum

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Knowles, Patrice, patrice.knowles@ocps.net

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

Student grades, iready data, sign in sheets are used to determine effectiveness of the program.

**Strategy:** Before School Program

**Minutes added to school year:** 2,850

Peer tutoring program where students receive help from other students and teachers in the morning prior to the school.

**Strategy Rationale**

This strategy allows for all students to receive help in core classes.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Brown, Rebecca, rebecca.brown@ocps.net

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

Student grades, formative and summative assessments and EOCs results are used to determine effectiveness of the program.

**Strategy: After School Program**

**Minutes added to school year: 2,280**

Students that are at level 4/5 will be provided with enrichment opportunities to increase knowledge through the use of science labs, creative problem solving, and higher order questioning.

**Strategy Rationale**

The strategy targets our higher leveled students providing them with more practice in DQ4 activities.

**Strategy Purpose(s)**

- Enrichment

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

Brown, Rebecca, rebecca.brown@ocps.net

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

Student grades, formative and summative assessments, and EOCs results are used to determine effectiveness of the program.

**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.**

School based administrators from elementary to high school meet periodically to discuss perceived needs of incoming students. As a result of these collaborations, specific needs of students are met more effectively, and programs are able to be preemptively put in place to meet these needs. At Gotha Middle School, incoming 6th graders are invited to school-based evening events such as STEM night, and Step Up night, introducing them to middle school curriculum. These students also visit our campus in the spring of their 5th grade year. During their visit, they are provided a tour of the campus and information about the school. They also have the opportunity to provide us with information about their interests. Later in the summer, we host a "Bear Hunt" during which time the students complete a campus-wide scavenger hunt, allowing them to become familiar with the school. While students are "hunting", parents take part in an orientation, introducing them to all Gotha has to offer.

Gotha's outgoing 8th graders are exposed to high school curriculum early on, as they have the opportunity to earn high school credits during their middle school day. High school courses include Algebra I Honors, Geometry Honors, Spanish 1 and 2, Earth Space Science Honors, and Physical Science Honors. In the spring, the 8th graders are visited by their high school counselor who conducts an orientation, including information regarding high school credits, schedules, policies and procedures. The high school counselor returns at a later date to receive and discuss schedule choices with the students. High schools also offer a Step Up night, where incoming 8th graders and their parents/guardians can learn about the curriculum and extra-curricular activities.

**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.**

A comprehensive school counseling program is in place based on the ASCA National Standards for Students. Gotha's counselors cover all three strands of the ASCA National Model for School Counseling: career, personal/social, and academic. All students benefit from the guidance program as the counselors deliver guidance lessons through the classroom. Students are given an opportunity for academic advisement where credits are checked, discussions are held about career plans, and courses are selected based on student goals. The mission of the school counseling program at Gotha Middle School is clearly stated and based on the 11 essential outcomes of the Orange County Public Schools.

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

Gotha Middle School incorporates applied and integrated course-work to help students see the relationship between core content subjects and the relevance to students' future by offering a Business Technology Program. Students in our Applied Program work towards meeting industry standards as measured by their performance on Industry Certification Exams. Within the program, there are ample opportunities for career exploration and career-linked experiences. The teacher works collaboratively with core content teachers so that students see the correlation of college and career readiness opportunities i.e. subjects taught. All teachers meet routinely during Professional Learning Communities (PLC) to examine and plan for key linkages to industry certification, scheduling, and real-world connections.

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

PEARL girls and Guys GROWL Group participate in college visits to increase student awareness and create a college going culture. We host guest speakers to speak with students regarding career and technical opportunities. In the fall, we participate in Teach-In, inviting community members to visit and share information about their jobs, exposing students to various career opportunities. In order to create a college going environment, we have college banners hanging throughout the campus, teachers' display their alma mater at their door, and Fridays are college pride day in which faculty, staff, and students are encouraged to wear college apparel. Students have the opportunity to earn high school credits, including Algebra I Honors, Geometry Honors, Spanish, Earth Space Science Honors, Physical Science Honors, and virtual school opportunities during the day.

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

N/A

## II. Needs Assessment

The school's completion of this 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.** Teachers will improve monitoring of standards based instruction in order to improve student achievement. (Division Priority: Investing in Human Capital, Narrow Achievement Gaps)
  
- G2.** Teachers will effectively implement school wide literacy strategies in order to increase student achievement in all content areas, as determined by the District PLC.(Division Priority: Accelerate Student Performance)

## 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.** Teachers will improve monitoring of standards based instruction in order to improve student achievement. (Division Priority: Investing in Human Capital, Narrow Achievement Gaps) 1a

G098231

**Targets Supported** 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	90.0
Algebra I EOC Pass Rate	95.0
FCAT 2.0 Science Proficiency	60.0
FSA ELA Achievement	60.0
Civics EOC Pass	78.0
FSA Mathematics Achievement	60.0

**Targeted Barriers to Achieving the Goal** 3

- Difficulty meeting the needs of a diverse group of learners.

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

- Coaches
- Marzano Library
- PLCs
- District Coaches
- IMS
- Iready
- Springboard
- CPALMS
- Unify

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

Analysis of formative assessment data from Unify. Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards.

**Person Responsible**

Patrice Knowles

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Formative and summative data

**G2.** Teachers will effectively implement school wide literacy strategies in order to increase student achievement in all content areas, as determined by the District PLC.(Division Priority: Accelerate Student Performance) 1a

G098232

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	95.0
FSA ELA Achievement	60.0
FCAT 2.0 Science Proficiency	57.0
FSA Mathematics Achievement	60.0
Civics EOC Pass	78.0

**Targeted Barriers to Achieving the Goal** 3

- Teaching below grade level standards

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

- MTP
- Progressbook
- Administration for parent concerns
- IMS
- SMS

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

Progress will be monitored by achievement data and learning gains.

**Person Responsible**

Patrice Knowles

**Schedule**

Monthly, from 8/31/2017 to 5/31/2018

**Evidence of Completion**

report card data and Progressbook data

## 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.** Teachers will improve monitoring of standards based instruction in order to improve student achievement. (Division Priority: Investing in Human Capital, Narrow Achievement Gaps) 1

G098231

**G1.B1** Difficulty meeting the needs of a diverse group of learners. 2

B264260

**G1.B1.S2** Professional development on data chats and analyzing data 4

S279906

### Strategy Rationale

Data drives instruction

### Action Step 1 5

Ongoing targeted PD

#### Person Responsible

Kaye Brown

#### Schedule

Quarterly, from 9/13/2017 to 5/9/2018

#### Evidence of Completion

sign in sheets, hand outs from PD

### Action Step 2 5

PLC Data chats guided with administration input

#### Person Responsible

Matthew Owens

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

PLC minutes and data sheets

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

Core Team meetings to discuss implementation and fidelity

**Person Responsible**

Rebecca Brown

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Core team minutes and coaching logs

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

Review the coaching logs and have coaching conversations

**Person Responsible**

Patrice Knowles

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Feedback and conversations

**G2.** Teachers will effectively implement school wide literacy strategies in order to increase student achievement in all content areas, as determined by the District PLC.(Division Priority: Accelerate Student Performance) 1

G098232

**G2.B3** Teaching below grade level standards 2

B264264

**G2.B3.S2** Teachers will learn the strategies to use within the classroom that help with literacy and standards based instruction 4

S279911

### Strategy Rationale

By giving teachers professional learning about literacy strategies they can increase the ways in which they are able to teach to the standards

### Action Step 1 5

Teachers will be trained in literacy strategies

#### Person Responsible

Kaye Brown

#### Schedule

Quarterly, from 8/8/2017 to 5/31/2018

#### Evidence of Completion

Sign in sheets, progressbook gradebook

### Action Step 2 5

Teachers will implement literacy strategies in the classroom with fidelity

#### Person Responsible

Matthew Owens

#### Schedule

Quarterly, from 8/4/2017 to 5/31/2018

#### Evidence of Completion

Classroom observations and walk throughs

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

attend the professional learning

**Person Responsible**

Patrice Knowles

**Schedule**

Monthly, from 8/31/2017 to 5/31/2018

***Evidence of Completion***

Sign in sheet and group brainstorms

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

Monthly check ins with administration

**Person Responsible**

Patrice Knowles

**Schedule**

Monthly, from 8/31/2017 to 5/31/2018

***Evidence of Completion***

Monthly check in guide, notes from check ins

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

Core Team Meetings to discuss school wide literacy

**Person Responsible**

Rebecca Brown

**Schedule**

Biweekly, from 8/31/2017 to 5/31/2018

***Evidence of Completion***

Core Team PLC minutes

**G2.B3.S3** Teachers will implement strategies from the District PLC 4

S279912

**Strategy Rationale**

This aligns with the district strategic plan

**Action Step 1** 5

Professional Development on Close Reading Strategies

**Person Responsible**

Rebecca Brown

**Schedule**

Monthly, from 9/13/2017 to 5/30/2018

***Evidence of Completion***

sign in sheets, DPLC facilitated work

**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

Classroom walk throughs

**Person Responsible**

Matthew Owens

**Schedule**

Quarterly, from 10/2/2017 to 5/30/2018

***Evidence of Completion***

Feedback given to the instructional staff on DPLC strategies

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3** 7

Discussions of feedback and next steps

**Person Responsible**

Patrice Knowles

**Schedule**

Quarterly, from 10/16/2017 to 5/30/2018

***Evidence of Completion***

notes from the discussions and next steps

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S2.A1  A377305	Ongoing targeted PD	Brown, Kaye	9/13/2017	sign in sheets, hand outs from PD	5/9/2018 quarterly
G2.B3.S3.MA1  M408389	Discussions of feedback and next steps	Knowles, Patrice	10/16/2017	notes from the discussions and next steps	5/30/2018 quarterly
G2.B3.S3.MA1  M408390	Classroom walk throughs	Owens, Matthew	10/2/2017	Feedback given to the instructional staff on DPLC strategies	5/30/2018 quarterly
G2.B3.S3.A1  A377314	Professional Development on Close Reading Strategies	Brown, Rebecca	9/13/2017	sign in sheets, DPLC facilitated work	5/30/2018 monthly
G1.MA1  M408378	Analysis of formative assessment data from Unify. Regular lesson plan checks and classroom...	Knowles, Patrice	8/14/2017	Formative and summative data	5/31/2018 monthly
G2.MA1  M408391	Progress will be monitored by achievement data and learning gains.	Knowles, Patrice	8/31/2017	report card data and Progressbook data	5/31/2018 monthly
G1.B1.S2.MA1  M408376	Review the coaching logs and have coaching conversations	Knowles, Patrice	8/14/2017	Feedback and conversations	5/31/2018 monthly
G1.B1.S2.MA1  M408377	Core Team meetings to discuss implementation and fidelity	Brown, Rebecca	8/14/2017	Core team minutes and coaching logs	5/31/2018 monthly
G1.B1.S2.A2  A377306	PLC Data chats guided with administration input	Owens, Matthew	8/14/2017	PLC minutes and data sheets	5/31/2018 monthly
G2.B3.S2.MA1  M408386	Core Team Meetings to discuss school wide literacy	Brown, Rebecca	8/31/2017	Core Team PLC minutes	5/31/2018 biweekly
G2.B3.S2.MA1  M408387	attend the professional learning	Knowles, Patrice	8/31/2017	Sign in sheet and group brainstorms	5/31/2018 monthly
G2.B3.S2.MA2  M408388	Monthly check ins with administration	Knowles, Patrice	8/31/2017	Monthly check in guide, notes from check ins	5/31/2018 monthly
G2.B3.S2.A1  A377312	Teachers will be trained in literacy strategies	Brown, Kaye	8/8/2017	Sign in sheets, progressbook gradebook	5/31/2018 quarterly
G2.B3.S2.A2  A377313	Teachers will implement literacy strategies in the classroom with fidelity	Owens, Matthew	8/4/2017	Classroom observations and walk throughs	5/31/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** Teachers will improve monitoring of standards based instruction in order to improve student achievement. (Division Priority: Investing in Human Capital, Narrow Achievement Gaps)

**G1.B1** Difficulty meeting the needs of a diverse group of learners.

**G1.B1.S2** Professional development on data chats and analyzing data

### **PD Opportunity 1**

Ongoing targeted PD

#### **Facilitator**

Coaches

#### **Participants**

Instructional Staff

#### **Schedule**

Quarterly, from 9/13/2017 to 5/9/2018

**G2.** Teachers will effectively implement school wide literacy strategies in order to increase student achievement in all content areas, as determined by the District PLC. (Division Priority: Accelerate Student Performance)

**G2.B3** Teaching below grade level standards

**G2.B3.S2** Teachers will learn the strategies to use within the classroom that help with literacy and standards based instruction

### **PD Opportunity 1**

Teachers will be trained in literacy strategies

#### **Facilitator**

Kaye Brown

#### **Participants**

All instructional staff

#### **Schedule**

Quarterly, from 8/8/2017 to 5/31/2018

**G2.B3.S3** Teachers will implement strategies from the District PLC

**PD Opportunity 1**

Professional Development on Close Reading Strategies

**Facilitator**

DPLC team

**Participants**

instructional staff

**Schedule**

Monthly, from 9/13/2017 to 5/30/2018

## 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.S2.A1	Ongoing targeted PD				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1681 - Gotha Middle	General Fund		\$500.00
2	G1.B1.S2.A2	PLC Data chats guided with administration input				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1681 - Gotha Middle	General Fund		\$500.00
3	G2.B3.S2.A1	Teachers will be trained in literacy strategies				<b>\$250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1681 - Gotha Middle	General Fund		\$250.00
4	G2.B3.S2.A2	Teachers will implement literacy strategies in the classroom with fidelity				<b>\$250.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1681 - Gotha Middle	General Fund		\$250.00
5	G2.B3.S3.A1	Professional Development on Close Reading Strategies				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1681 - Gotha Middle	General Fund		\$5,000.00
<b>Total:</b>						<b>\$6,500.00</b>