2013-2014 SCHOOL IMPROVEMENT PLAN

Gulf Middle School

1809 SW 36TH TER
Cape Coral, FL 33914
239-549-0606
http://gfm.leeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Middle School	No	58%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	39%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Gulf Middle School

Principal
Donnie Hopper

School Advisory Council chair
Anita Grant

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Donnie Hopper	Principal
Leslie Cornwell	Reading Dept Chair
Kristy Lavis	Science Dept Chair
Laurie Kane	Math Dept Chair
Renee Powella	Social Studies Dept Chair
Kelly Seaton	Language Arts Dept Chair
Leisha Roy	Exploratory Dept Chair
Carmen Crussard	AVID Dept Chair
Carol Woelke	Assistant Principal
Julee Duttko	Assistant Principal

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Anita Grant - SAC Chair, Parent
Angela Gartin - Parent
Butch Darab- Community Member, DAC Rep
Leslie Mikell- Parent
Michelle Woolf- Parent
Karrie Troutt- Parent

Johanna Switzer- Parent
Leisha Roy - Teacher
Debra Lockard- Teacher
Donnie Hopper- Principal
Nancy MacDougall- Support Styaff, SAC Secretary
Theresa Vera- Support Staff
Yolanda Rodriguez- Support Staff

Involvement of the SAC in the development of the SIP

The SAC reviewed the 12-13 data and discussed the strengths and areas where improvement is needed. Goals, barriers and strategies were discussed.

Activities of the SAC for the upcoming school year

The SAC will review data related to the SIP and strategies to assist in decreasing noted barriers. The SAC will also review and discuss school safety concerns.

Projected use of school improvement funds, including the amount allocated to each project

Professional development for best practices $5000
Positive Behavior Support System $3500
Communications to parents $1500

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Donnie Hopper		
Principal	Years as Administrator: 10	Years at Current School: 1
Credentials	Bachelors and Masters: Special Education; Educational Leadership; Emotionally Handicapped K-12	
Performance Record	Have been at an A school since 2001.	

Julee Duttko		
Asst Principal	Years as Administrator: 10	Years at Current School: 7

Credentials	Bachelors and Masters. Certifications: Emotionally Handicapped K-12; Educational Leadership; ESOL Endorsed.
Performance Record	While at GMS, the school grade has been an A each year.

Carol Woelke		
Asst Principal	Years as Administrator: 9	Years at Current School: 9

Credentials	Bachlors and Masters: Elementary Education, Educational Leadership, Special Education K-12, Social Science 5-9, ESOL endorsed
Performance Record	While at Gulf Middle the school has been an "A" school.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Molly Marks		
Part-time / School-based	Years as Coach: 1	Years at Current School: 21
Areas	Reading/Literacy	
Credentials	Bachelors Degree: Elementary Education; ESOL Endorsement; Reading Endorsement	
Performance Record	Molly has continued to earn ratings of effective or higher, and has contributed to the success of GMS being an A school.	

Classroom Teachers

# of classroom teachers

44

 # receiving effective rating or higher

44, 100%

 # Highly Qualified Teachers

95%

 # certified in-field
42, 95%

 # ESOL endorsed
21, 48%

 # reading endorsed
7, 16%

 # with advanced degrees
16, 36%

 # National Board Certified
2, 5%

 # first-year teachers
3, 7%

 # with 1-5 years of experience
14, 32%

 # with 6-14 years of experience
13, 30%

 # with 15 or more years of experience
15, 34%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration will hold monthly meetings and trainings with new teachers including preschool. Administration has partnered new teachers and teachers new to the school with veteran staff for ongoing support. All staff members are currently participating in weekly Professional Learning Communities that support school improvement, student learning, and professional growth.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teacher mentors will collaboratively plan with mentees through the district Apples Program. Rationale for pairings include pairing new teachers with veteran teachers in the same subject area.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Carmen Crussard- Data
Molly Marks- Reading Coach
Julee Duttko-Assistant Principal
Andrea Justice- School Counselor/ESOL Contact
Diana Powers- School Psychologist
Deborah Katler-ESE Teacher
Lori Bollman- Speech-Language Pathologist
Erin Dalla-Costa- Social worker
Gina Ocasio- ESOL Representative

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team at Gulf Middle School meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify student in need of more support. The team uses the five-step problem solving process as outlined in the district's Reponse to Intervention Manual. The roles of each member are as follows:
Classroom Teacher
*Keep ongoing progress monitoring notes in a MTSS folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
*Attend MTSS Team meetings to collaborate on & monitor students who are struggling
*Implement interventions designed by MTSS Team for students in Tier 2 & 3
*Deliver instructional interventions with fidelity
Reading Coach
*Attend MTSS Team meetings
*Train teachers in interventions, progress monitoring, differentiated instruction
*Implement Tier 2 & 3 interventions
*Keep progress monitoring notes & anecdotals of interventions implemented
*Administer screenings
*Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
*Attend MTSS Team meetings for some Tier 2 & 3 students
*Completes Communication Skills screening for students unsuccessful with Tier 2 interventions

*Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
*Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Assistant Principal
*Facilitate implementation of MTSS in your building
*Provide or coordinate valuable and continuous professional development
*Assign paraprofessionals to support MTSS when possible
*Attend MTSS Team meetings to be active in the MTSS change process
*Conduct classroom Walk-Throughs to monitor fidelity
School Counselor
*MTSS Team facilitators
*Schedule and attend MTSS Team meetings
*Maintain log of all students involved in the MTSS process
*Send parent invites
*Complete necessary MTSS forms
*Conduct social-development history interviews when requested
School Psychologist
*Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3.
*Monitor data collection process for fidelity
*Review & interpret progress monitoring data
*Collaborate with MTSS Team on effective instruction & specific interventions
*Incorporate MTSS data when guiding a possible ESE referral when making eligibility decisions
ESE Teacher/Staffing Specialist
*Consult with MTSS Team regarding Tier 3 interventions
*Incorporate MTSS data when making eligibility decisions
Social Worker
*Attend MTSS Team meetings when requested
*Conduct social-development history interviews and share with MTSS Team
ESOL/ELL Representative
*Attend MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
*Conduct language screenings and assessments
*Provide ELL interventions at all tiers

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Gulf Middle School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and other behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a muli-tiered system of student supports.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Donnie Hopper	Principal
Carol Becker-Woelke	Assistant Principal
Julee Duttko	Assistant Principal
Molly Marks	Reading Teacher/Reading Coach
Andrea Justice	Guidance Counselor
Kristy Lavis	Science
Kelly Seaton	Language Arts
Jennifer Phares	Computer Science Teacher
Filiberto Diaz	Foreign Language
Leisha Roy	Health
Stacy Peres	Art
Matt Casey	Physical Education
Jill Dailey	Music Education
Deborah Katler	Exceptional Student Education
Laurie Kane	Math
Renee Powella	Social Studies
Carmen Crussard	AVID

How the school-based LLT functions

Gulf Middle School's Reading Coach leads LLT meetings. They are held once every month to accomplish our goals. The team maintains a focus on the overall implementation of reading instruction throughout the school. Additionally, data is analyzed on student reading performance across grade

levels. Recommendations for adjustments to content area instruction and strategies that will enable students to read successfully are shared.

Major initiatives of the LLT

The major initiatives of our LLT this year are:
1) To successfully plan and implement our One Book One School initiative.
2) To promote the use of Close Reading and use of Complex Text that support effective integration reading strategies across content area classrooms school-wide.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Gulf Middle School provides reading classes to all students. Students are grouped according to ability. Specific reading strategies are taught through reading classes and implemented school-wide. Through annual professional development, our faculty is exposed to reading strategies that are utilized throughout all areas of curricula. It is our school's expectation that all teachers are explicitly teaching the strategies and using them on a regular basis. Our administrators are responsible for monitoring that reading strategies are being placed in lesson plans and evaluates the use of these strategies during their consistent classroom walk throughs.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Business and Computer Applications with Career Planning works along with the AVID course to inform our students about their choices for high school, college, and career planning. Through the activities in these classes students understand that their academic skills are just as important as their business soft skills.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The Business and Computer Applications and Career Planning course is a required course before high school. This course implements the use of the Florida Choices website as a tool to prepare and guide for future planning. High school counselors are invited to Gulf Middle to discuss course options and courses of study. Eighth grade teachers are an important part of the course selection process to select appropriate courses for each student's success.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	74%	Yes	80%
American Indian				
Asian	68%	76%	Yes	72%
Black/African American	72%	43%	No	75%
Hispanic	72%	76%	Yes	75%
White	80%	75%	No	82%
English language learners	41%	40%	Yes	47%
Students with disabilities	48%	32%	No	54%
Economically disadvantaged	70%	68%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	240	31%	33%
Students scoring at or above Achievement Level 4	315	41%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	578	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	147	76%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		39%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		52%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		33%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	180	71%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	74%	Yes	83%
American Indian				
Asian	94%	88%	Yes	95%
Black/African American	63%	57%	No	67%
Hispanic	75%	71%	Yes	78%
White	83%	75%	Yes	85%
English language learners	58%	60%	Yes	63%
Students with disabilities	51%	42%	No	56%
Economically disadvantaged	74%	65%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	272	36%	38%
Students scoring at or above Achievement Level 4	278	37%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	571	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	149	77%	79%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	147	55%	57%
Middle school performance on high school EOC and industry certifications	130	88%	90%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	38%	40%
Students scoring at or above Achievement Level 4	74	50%	52%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	24%	26%
Students scoring at or above Achievement Level 4	76	29%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	41	5%	4%
Students who fail a mathematics course	20	3%	2%
Students who fail an English Language Arts course	8	1%	0%
Students who fail two or more courses in any subject	16	2%	1%
Students who receive two or more behavior referrals	91	12%	11%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	35	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase home to school communications with parents

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
ParentLink messages sent to inform parents of school activities and events	36	100%	100%
Increase number of school newsletters sent home	4	100%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning.

Goals Detail

G1. Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Middle School
- CTE
- Parental Involvement
- EWS
- EWS - Middle School

Resources Available to Support the Goal

- Computer Labs
- Teachers
- Computer Software
- Administration
- District Adopted Curriculum
- Helping Teachers/Volunteers

Targeted Barriers to Achieving the Goal

- Loss of Instructional Time

Plan to Monitor Progress Toward the Goal

Increase student achievement gains school-wide by focusing on rigorous teaching and learning

Person or Persons Responsible
Teachers, Administartors, Staff

Target Dates or Schedule:
Ongoing throughout the school year

Evidence of Completion:
Assessment data, lesson plans, classroom walkthroughs

Action Plan for Improvement

Problem Solving Key

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

G1. Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning.

G1.B4 Loss of Instructional Time

G1.B4.S1 Reduce student discipline incidents by incorporating Positive Behavior Support .

Action Step 1

Positive Behavior Support Reward System

Person or Persons Responsible

Administration, Teachers, Non Instructional Staff

Target Dates or Schedule

• Quarterly rewards developed by grade levels • Superstar awards given to students for being: Responsible, Resourceful, Respectful • Superstar awards redeemed in lunch to change a student's seat or for tangible items. • Superstar bulletin board to display student photos located outside the front office

Evidence of Completion

Reduction in behavior Incidents either by total number of incidents or number of students recieving a referral

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4.S2 Increase student attendance by monitoring absences and student tardies and involve the school social worker as needed for further actions. This will also involve communication with both students and parents including issuing consequences according to the Lee County School District Code of Conduct.

Action Step 1

Monitoring student absences and tardies to both school and class by ParentLink messages to parents when a child is absent, assigning of detention after a child has a multitude of unexcused tardies, and referrals to the social worker to assist with student attendance. In additon, list upcoming important dates and events in the school newsletter and on the school website.

Person or Persons Responsible

Administartion, Information Specialist, Guidance Counselor, Social Worker, Teachers, Security Specialist

Target Dates or Schedule

Daily

Evidence of Completion

Student Data including: attendance records, behavior incident forms, communications with social worker

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4.S3 Incorporate best practice strategies for teachers to assist with time on task such as: Cooperative Learning techniques, Differentiated Instruction, Common Core, AVID (Advancement Via Individual Determination), Behavior Management, etc…

Action Step 1

Attend and present training on best practice strategies including: Cooperative Learning techniques, Differentiated Instruction, Common Core, AVID (Advancement Via Individual Determination), and Behavior Managemnt.

Person or Persons Responsible

Administration, Teachers, Paraprofessionals, Helping Teachers

Target Dates or Schedule

Throughout the 13-14 school year

Evidence of Completion

Agendas or artifacts from trainings

Facilitator:

Teachers, Administrator, Reading Coach, or District Personell

Participants:

Teachers, Administrator, Reading Coach

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B4.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be used for professional development and teacher advancement initiatives that promote professional growth and lead to increased student achievement. SAI funds will be used to fund the Intensive Reading program and Reading Coach at Gulf Middle School.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning.

G1.B4 Loss of Instructional Time

G1.B4.S3 Incorporate best practice strategies for teachers to assist with time on task such as: Cooperative Learning techniques, Differentiated Instruction, Common Core, AVID (Advancement Via Individual Determination), Behavior Management, etc…

PD Opportunity 1

Attend and present training on best practice strategies including: Cooperative Learning techniques, Differentiated Instruction, Common Core, AVID (Advancement Via Individual Determination), and Behavior Managemnt.

Facilitator

Teachers, Administrator, Reading Coach, or District Personell

Participants

Teachers, Administrator, Reading Coach

Target Dates or Schedule

Throughout the 13-14 school year

Evidence of Completion

Agendas or artifacts from trainings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning.	$10,000
	Total	$10,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Professional Development	Total
SIP, Fundraising Events, Donations	$3,500	$0	$0	$3,500
SI funds, donations	$0	$1,500	$0	$1,500
SI funds, Title 2 funds, donations, fundraising events	$0	$0	$5,000	$5,000
Total	$3,500	$1,500	$5,000	$10,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning.

G1.B4 Loss of Instructional Time

G1.B4.S1 Reduce student discipline incidents by incorporating Positive Behavior Support .

Action Step 1

Positive Behavior Support Reward System

Resource Type

Evidence-Based Program

Resource

Rewards including but not limited to: school spirit merchandise, edible items, school dances, transportation to reward events, reward certificate supplies.

Funding Source

SIP, Fundraising Events, Donations

Amount Needed

$3,500

G1.B4.S2 Increase student attendance by monitoring absences and student tardies and involve the school social worker as needed for further actions. This will also involve communication with both students and parents including issuing consequences according to the Lee County School District Code of Conduct.

Action Step 1

Monitoring student absences and tardies to both school and class by ParentLink messages to parents when a child is absent, assigning of detention after a child has a multitude of unexcused tardies, and referrals to the social worker to assist with student attendance. In additon, list upcoming important dates and events in the school newsletter and on the school website.

Resource Type

Evidence-Based Materials

Resource

ParentLink message system including reports Monthly newsletters created and distributed to students

Funding Source

SI funds, donations

Amount Needed

$1,500

G1.B4.S3 Incorporate best practice strategies for teachers to assist with time on task such as: Cooperative Learning techniques, Differentiated Instruction, Common Core, AVID (Advancement Via Individual Determination), Behavior Management, etc…

Action Step 1

Attend and present training on best practice strategies including: Cooperative Learning techniques, Differentiated Instruction, Common Core, AVID (Advancement Via Individual Determination), and Behavior Managemnt.

Resource Type

Professional Development

Resource

Professional development to share best practice strategies relating to the implementaion of Common Core and focus on rigor and Writing

Funding Source

SI funds, Title 2 funds, donations, fundraising events

Amount Needed

$5,000