

School District of Indian River County

Gifford Middle School



2018-19 Schoolwide Improvement Plan

Gifford Middle School

4530 28TH CT, Vero Beach, FL 32967

www.indianriverschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2017-18 Title I School</p> <p>No</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>61%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>57%</p>

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	B*

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	54
Appendix 2: Professional Development and Technical Assistance Outlines	51
Professional Development Opportunities	51
Technical Assistance Items	52
Appendix 3: Budget to Support Goals	52

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.

2018-19 DA Category and Statuses for Gifford Middle School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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

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

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

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

resorative justice

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

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

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	44	55	57	0	0	0	0	156
One or more suspensions	0	0	0	0	0	0	13	25	30	0	0	0	0	68
Course failure in ELA or Math	0	0	0	0	0	0	17	47	53	0	0	0	0	117
Level 1 on statewide assessment	0	0	0	0	0	0	84	60	75	0	0	0	0	219

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	36	50	63	0	0	0	0	149

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

Students who exhibit two or more early warning indicators are monitored by teachers, department chairs, guidance, school leadership teams, and administration through MTSS, collaborative planning, and leadership meetings. Student academic progress is analyzed routinely via district progress monitoring (I-Ready) and the district unit assessments. Standard-based data is routinely monitored and analyzed by all stakeholders at the school level. Within collaborative planning teachers analyze school, classroom, and student data. From this data they research best practices to guide instruction and provide academic intervention.

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

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

No

1. PFEP Link

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

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

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

b. Duties

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

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

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

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

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

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

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

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

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

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

Amy Houseknecht, 6th Grade Level Chair, is responsible for working with grade level teachers on monitoring behavioral, academic, and attendance data. With this data the grade level team will target areas of need and implement research-based interventions to positively impact the data points.

Diane Wright, 7th Grade Level Chair, is responsible for working with grade level teachers on monitoring behavioral, academic, and attendance data. With this data the grade level team will target areas of need and implement research-based interventions to positively impact the data points.

John Schwenger, 8th Grade Level Chair, is responsible for working with grade level teachers on monitoring behavioral, academic, and attendance data. With this data the grade level team will target areas of need and implement research-based interventions to positively impact the data points.

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

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

comprehensive framework to give all children a greater chance of academic success.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michele Murphy	Parent
Jennifer Cummings	Business/Community
Paul Tomlinson	Teacher
Donald Hart	Business/Community
Tosha Jones	Principal
Debra Schroeder	Teacher
Liliana Santamaria	Education Support Employee
Tracey Segal	Parent
Andrew Simmens	Student
Tatianna Wallace	Student
Olivia Diaz	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

A review of the 2017-2018 SIP at the initial 2018-2019 SAC meeting. State assessment data and school grade reporting categories will be evaluated to determine actions steps for school improvement.

b. Development of this school improvement plan

Staff members were surveyed as to the extent GMS has aligned, in the past, to the SDIRC 2017-2022 Strategic Plan. The SIP goals were developed when considering teacher self-assessment the SDIRC 2017-2022 Strategic Plan, the School Grade, and assessment data. SAC members will work together to identify strategies, research-based interventions, professional development opportunities, and instructional resources to meet the needs of all students. Upon the development of the 2018-2019 GMS SIP goals, SAC members and school stakeholders will meet to share, discuss, and provide feedback on revisions to the school improvement plan.

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

The school's annual budget and plan will be prepared by Tosha Jones. Ms. Jones will take into consideration research, strategies, interventions, and professional development opportunities to best meet the needs of our students and staff to student engagement and achievement.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Bagley, Felice	Assistant Principal
Szpaichler, Jeremy	Assistant Principal
Cannon, Liz	Teacher, K-12
Peterson , Elizabeth	Teacher, K-12
Ridlen, Susan	Teacher, K-12

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

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

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

The GMS administrative team will support all employees with professional learning opportunities to ensure instructional growth and increase student achievement. GMS will provide dedicated time and appropriate resources to strengthen professional learning aligned with Marzano's Instructional Framework. First year teachers will be enrolled in school-based mentorship programs.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

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

Strategy: After School Program

Minutes added to school year: 600

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

Strategy Rationale

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

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Jones, Tosha, tosha.jones@indianriverschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

b. College and Career Readiness

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

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

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

Students may earn industry certification. A goal for GMS is 75% of students to have earned an Industry Certification by 2019.

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Teachers will plan for and implement standard-based instruction that is intentionally designed to scaffold pedagogical strategies ensuring all students are authentically engaged through rigorous learning experiences leading to increased student achievement and autonomy.
- G2.** Promote a caring, collaborative, and responsive staff culture which fosters positive and supportive learning and work environments that meets the needs of all students and staff.
- G3.** Increase school capacities to effectively engage all stakeholders through a fluid and continuous Tier I/Tier II MTSS Problem-Solving Process to positively impact student achievement and behavior.

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 plan for and implement standard-based instruction that is intentionally designed to scaffold pedagogical strategies ensuring all students are authentically engaged through rigorous learning experiences leading to increased student achievement and autonomy. 1a

G100605

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Misconception between student compliance and authentic student engagement.
- Teacher capacity for effective planning and implementation of standard-based DQ3 and DQ4 lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Collaborative Planning

Plan to Monitor Progress Toward G1. 8

Classroom walk-through data, assessment data, problem-solving worksheets, and qualitative surveys.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Evidence and survey results equating to an increase in student engagement and achievement.

G2. Promote a caring, collaborative, and responsive staff culture which fosters positive and supportive learning and work environments that meets the needs of all students and staff. **1a**

G100606

Targets Supported **1b**

Indicator	Annual Target
Discipline incidents	1000.0
Effective Teachers (Performance Rating)	80.0
Attendance rate	93.0
One or More Suspensions	6.0
Teacher attendance rate	97.0

Targeted Barriers to Achieving the Goal **3**

- Limited staff knowledge and support to build, foster, and facilitate positive learning and working environments that meet the needs of all students.
- Lack of school recognition structures which celebrate the accomplishments of students and staff.

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

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

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

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

Person Responsible

Tosha Jones

Schedule

Triannually, from 8/13/2018 to 5/29/2019

Evidence of Completion

Qualitative and Quantitative data.

G3. Increase school capacities to effectively engage all stakeholders through a fluid and continuous Tier I/ Tier II MTSS Problem-Solving Process to positively impact student achievement and behavior. 1a

G100607

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0
FSA ELA Achievement	65.0
FSA Mathematics Achievement	65.0
Students exhibiting two or more EWS indicators (Total)	50.0
Statewide Science Assessment Achievement	75.0
Attendance Below 90%	10.0
Civics EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of productive structure and processes for effective Tier I academic/behavioral data monitoring, problem-solving, action-planning, and monitoring.
- Lack of productive structure and processes for effective Tier II academic/behavioral data monitoring, problem-solving, action-planning, and monitoring.
- Lack of productive structure for an effective multi-tiered system of support that meets the needs of all students by providing high quality learning environments across all tiers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS
- MTSS
- School Psychologist
- School Social Worker
- School Truancy Officer
- BIS

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will plan for and implement standard-based instruction that is intentionally designed to scaffold pedagogical strategies ensuring all students are authentically engaged through rigorous learning experiences leading to increased student achievement and autonomy. **1**

 G100605

G1.B1 Misconception between student compliance and authentic student engagement. **2**

 B271437

G1.B1.S1 Provide instructional support and professional development to increase teacher capacity for creating intentionally designed lessons that authentically engage all students. **4**

 S287310

Strategy Rationale

Action Step 1 **5**

Support teachers and role-alike teams in planning for and implementation of research-based pedagogical strategies that authentically engage all students through rigorous standard-based lessons.

Person Responsible

Jeremy Szpaichler

Schedule

Every 2 Months, from 8/6/2018 to 5/29/2019

Evidence of Completion

Student Surveys / Classroom Walk-Throughs

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

Administrative and School Leadership Team meetings.

Person Responsible

Tosha Jones

Schedule

Biweekly, from 8/13/2018 to 5/29/2019

Evidence of Completion

PD Agendas Role-Alike Collaborative Agendas Classroom Walk-Through Data

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

Classroom Walk-Through's, Student Surveys, and Teacher Evaluation Scores for E07, E15, E21, and DQ5

Person Responsible

Tosha Jones

Schedule

Weekly, from 8/6/2018 to 5/29/2019

Evidence of Completion

Walk-Through Data Evaluation Ratings Student Surveys

G1.B1.S2 Staff will engage in a mini-series of professional learning opportunities facilitated by Tykes and Teens including Trauma-Informed Care, Mindfulness, Social and Emotional Climate, and Family Engagement. 4

S287311

Strategy Rationale

Action Step 1 5

Schedule and organize Tykes and Teens professional learning opportunities.

Person Responsible

Felice Bagley

Schedule

Quarterly, from 8/13/2018 to 5/29/2019

Evidence of Completion

PD Agendas

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

Monitor teacher attendance, attentiveness, and translation to classroom practice.

Person Responsible

Felice Bagley

Schedule

Quarterly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Sign-In's Calendar Dates Agendas Classroom Walk-Throughs

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

Qualitative Staff Survey and data to support impact of behavioral interventions.

Person Responsible

Felice Bagley

Schedule

Quarterly, from 8/13/2018 to 5/29/2019

Evidence of Completion

A qualitative survey will be given to staff members. Behavioral Intervention Evidence
Discipline Data

G1.B2 Teacher capacity for effective planning and implementation of standard-based DQ3 and DQ4 lessons. **2**

 B271438

G1.B2.S1 Create and implement an effective and productive structure for academic collaborative planning in which teachers deepen their knowledge and strengthen their capacity to create and deliver standards-based instruction, following the principles of backwards design, that aligns to academic standards, FSA/EOC Assessment Blueprints, DOK, and Test Item Specifications. **4**

 S287312

Strategy Rationale

Action Step 1 **5**

Train and support department chairs in the facilitation of weekly role-alike collaborative planning.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Department Agendas Leadership Meeting Agendas Department Assessment Data Problem-Solving Worksheets

Action Step 2 **5**

Create GMS document templates for lesson design, collaborative planning, and problem-solving that aligns to the GMS Problem-Solving Flow Chart.

Person Responsible

Jeremy Szpaichler

Schedule

On 8/1/2018

Evidence of Completion

Collaborative Planning Agenda Templates Role-Alike Monitoring Templates GMS Academic Problem-Solving Worksheet Templates GMS Interactive Lesson Plan Templates GMS Problem-Solving Flow Chart

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

Engage with staff in role-alike planning, department data meetings, and school leadership meetings.

Person Responsible

Jeremy Szpaichler

Schedule

Biweekly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Evidence of department planning agendas, problem-solving worksheets, role-alike worksheets, and teacher attendance will be submitted to administration.

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

Strengths and barriers will be discussed and problem-solved by the school leadership team.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Assessment Data Lesson Plans

G1.B2.S2 Deepen teacher understanding of DQ3 (E15/E16/E17/E18/E19/E20) and DQ4 (E21/E22/E23) by providing resources, modeling strategies, and lesson observation through professional development designed around the work of Robert Marzano and the research of John Hattie. 4

 S287313

Strategy Rationale

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G2. Promote a caring, collaborative, and responsive staff culture which fosters positive and supportive learning and work environments that meets the needs of all students and staff. 1

G100606

G2.B1 Limited staff knowledge and support to build, foster, and facilitate positive learning and working environments that meet the needs of all students. 2

B271439

G2.B1.S1 Implement Updated "Unified Dress for Success" initiative for the 2018-2019 school year. 4

S287314

Strategy Rationale

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

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

Action Step 1 **5**

Students will adhere to the 2018-2019 GMS Unified Dress for Success Initiative and The School District of Indian River County's Dress Code.

Jackets/Sweaters:

No hoods are permitted. Single solid colors. Logos must be two inches or less.

Shirt Colors:

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

Type of Bottoms (All of the following are allowed in accordance with District Code for Length):

Pants/Slacks Capri Pants

Skirts/ Shorts

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

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

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

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

Bottom Colors:

Solid Navy, Solid Tan, Solid Black, Solid Khaki, White

Logos:

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

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

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

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

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

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

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

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

Person Responsible

Tosha Jones

Schedule

Daily, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

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

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

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Discipline data concerning student attire will be monitored.

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

Discipline data will be monitored.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

G2.B1.S2 Utilize daily SPLASH period within school day to provide students opportunities for character building, academic remediation, and teacher-student rapport. 4

S287315

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Tosha Jones

Schedule

Daily, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

Action Step 2 5

F.I.N.S. Up Friday lesson plans will be created and shared, as needed, with classroom teachers every week.

Person Responsible

Felice Bagley

Schedule

Weekly, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

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

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

Person Responsible

Tosha Jones

Schedule

Biweekly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Classroom walk through data.

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

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

Person Responsible

Felice Bagley

Schedule

Quarterly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Qualitative survey results.

G2.B1.S3 Provide staff with instructional coaching/professional development for classroom management strategies that elicit positive learning and work environments. 4

 S287316

Strategy Rationale

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

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

Action Step 1 5

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

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

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

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Classroom ODR, incidents, and attendance.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

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

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Classroom ODR, incidents, and attendance.

G2.B1.S4 School based 3-3-3 Progressive Discipline Plan to ensure all disciplinary actions are administered fairly and consistently for all students. 4

S287317

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

Action Step 2 5

Teachers implement and adhere to GMS 3-3-3 Progressive Discipline Plan.

Person Responsible

Tosha Jones

Schedule

Daily, from 8/13/2018 to 9/15/2018

Evidence of Completion

ODR, detention, and behavioral intervention data.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Discipline data will be monitored and disaggregated. The 'live' GMS 3-3-3 Discipline Document will be routinely monitored to ensure teacher fidelity of implementation of the initiative.

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Transfer of knowledge to classroom implementation will be monitored through discipline data and classroom walk-throughs.

Person Responsible

Tosha Jones

Schedule

Quarterly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Classroom walk-through data and pre/post discipline data.

G2.B3 Lack of school recognition structures which celebrate the accomplishments of students and staff. 2

 B271440

G2.B3.S1 Develop a set of minimum standards for monthly student and staff recognition. 4

 S287318

Strategy Rationale

Action Step 1 5

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

Person Responsible

Felice Bagley

Schedule

Daily, from 8/1/2018 to 8/10/2018

Evidence of Completion

Developed minimum standards for school-based recognition programs.

Action Step 2 5

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

Person Responsible

Jeremy Szpaichler

Schedule

On 8/10/2018

Evidence of Completion

Qualitative and Quantitative data collected.

Action Step 3 5

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

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Celebrating and recognizing staff members monthly.

Action Step 4 5

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

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Celebrating and recognizing students monthly.

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

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

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

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

The school leadership team will analyze qualitative and quantitative data to assess the climate and culture of students and staff.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Staff climate surveys and discipline data.

G2.B3.S2 Celebrate staff successes and recognize those staff members who have met or exceeded the developed standards. 4

 S287319

Strategy Rationale

Action Step 1 5

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

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Teacher of the Month nominees and recipients will be recorded.

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

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

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Staff climate surveys.

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

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

Person Responsible

Jeremy Szpaichler

Schedule

Quarterly, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

G2.B3.S3 Celebrate student academic and behavioral successes and recognize those students who have met or exceeded the developed standards. 4

S287320

Strategy Rationale

Action Step 1 5

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

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

Student of the Month nominees and recipients will be recorded.

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

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

Person Responsible

Felice Bagley

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

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

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/29/2019

Evidence of Completion

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

G3. Increase school capacities to effectively engage all stakeholders through a fluid and continuous Tier I/Tier II MTSS Problem-Solving Process to positively impact student achievement and behavior. 1

G100607

G3.B1 Lack of productive structure and processes for effective Tier I academic/behavioral data monitoring, problem-solving, action-planning, and monitoring. 2

B271441

G3.B1.S1 Role-Alike curricular teams will collect, analyze, and disaggregate district unit common assessment data to drive current instruction and plan for interventions that are targeted towards standards of concern and classroom misconceptions. 4

S287321

Strategy Rationale

Action Step 1 5

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

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

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

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

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

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

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

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

Administration will monitor teacher evaluations, observation, assessment data, behavioral data, and walk-through data to identify strengths, growth, and weaknesses of the school-wide initiative.

Person Responsible

Jeremy Szpaichler

Schedule

Quarterly, from 8/13/2018 to 5/24/2019

Evidence of Completion

teacher evaluations, observation, assessment data, behavioral data, and walk-through data

G3.B1.S2 Grade Level teams will collect, analyze, and disaggregate attendance, failure, and discipline data to drive grade-level problem-solving and to plan for intervention. 4

S287322

Strategy Rationale

Action Step 1 5

Grade Level teams will complete a Problem-Solving Worksheet at the conclusion of each month to plan for behavioral intervention.

Person Responsible

Jeremy Szpaichler

Schedule

Biweekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Collaborative planning dates/agendas, data, problem-solving worksheet

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

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

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Evidence collected to demonstrate that the action plan is being implemented with fidelity include classroom observation data, data, problem-solving worksheets, and collaborative planning agendas.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

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

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Data

G3.B2 Lack of productive structure and processes for effective Tier II academic/behavioral data monitoring, problem-solving, action-planning, and monitoring. **2**

 B271442

G3.B2.S1 Create the structure for grade-level and role-alike teams to identify student sub-groups and provide the process for reporting the sub-group populations to the MTSS Tier II team to plan for Tier II academic and behavioral intervention. **4**

 S287323

Strategy Rationale

Action Step 1 **5**

Train grade-level and role-alike team leaders on the process for identifying targeted student sub-groups who are in need of Tier II academic/behavioral intervention.

Person Responsible

Jeremy Szpaichler

Schedule

Biweekly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Agendas, Data Monitoring

Action Step 2 **5**

Schedule and facilitate monthly Tier II MTSS meetings with Tier II team.

Person Responsible

Jeremy Szpaichler

Schedule

On 5/24/2019

Evidence of Completion

MTSS Tier II Agendas and Problem-Solving Worksheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

School administrators will monitor the fidelity of implementation for grade-level, role-alike, and the MTSS Tier II teams.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Agenda, Problem-Solving Worksheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Academic and Behavioral data will be monitored for academic/behavioral goals for the targeted student sub-groups.

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Academic/Behavioral Data, Intervention Monitoring Forms

G3.B3 Lack of productive structure for an effective multi-tiered system of support that meets the needs of all students by providing high quality learning environments across all tiers. 2

B271443

G3.B3.S1 Implement a multi-tiered system of support which monitors the fidelity and effectiveness of implemented interventions and assists teachers in the facilitation of rigorous learning environments that meet the academic and behavioral needs of all students. 4

S287324

Strategy Rationale

Action Step 1 5

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

Person Responsible

Jeremy Szpaichler

Schedule

On 9/28/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Minutes and evaluative documents of district-driven initiatives.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

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

Person Responsible

Tosha Jones

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

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

Person Responsible

Jeremy Szpaichler

Schedule

Triannually, from 8/13/2018 to 5/24/2019

Evidence of Completion

Quantitative and Qualitative data collected.

G3.B3.S2 Provide structures and procedures to ensure effective and meaningful communication exists between all tiers of the MTSS Comprehensive and Risk Profile Teams. 4

S287325

Strategy Rationale

Action Step 1 5

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

Person Responsible

Jeremy Szpaichler

Schedule

On 9/28/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Monthly newsletters.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

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

Person Responsible

Jeremy Szpaichler

Schedule

Monthly, from 8/13/2018 to 5/24/2019

Evidence of Completion

Agenda minutes and actions plans.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

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

Person Responsible

Tosha Jones

Schedule

Triannually, from 8/13/2018 to 5/24/2019

Evidence of Completion

SAPSI data.

V. Professional Development Opportunities

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

G1. Teachers will plan for and implement standard-based instruction that is intentionally designed to scaffold pedagogical strategies ensuring all students are authentically engaged through rigorous learning experiences leading to increased student achievement and autonomy.

G1.B1 Misconception between student compliance and authentic student engagement.

G1.B1.S1 Provide instructional support and professional development to increase teacher capacity for creating intentionally designed lessons that authentically engage all students.

PD Opportunity 1

Support teachers and role-alike teams in planning for and implementation of research-based pedagogical strategies that authentically engage all students through rigorous standard-based lessons.

Facilitator

Felice Heppern and Jeremy Szpaichler

Participants

Classroom Teachers

Schedule

Every 2 Months, from 8/6/2018 to 5/29/2019

G1.B1.S2 Staff will engage in a mini-series of professional learning opportunities facilitated by Tykes and Teens including Trauma-Informed Care, Mindfulness, Social and Emotional Climate, and Family Engagement.

PD Opportunity 1

Schedule and organize Tykes and Teens professional learning opportunities.

Facilitator

Dorothy Oppenheiser

Participants

GMS Staff

Schedule

Quarterly, from 8/13/2018 to 5/29/2019

VI. Technical Assistance Items

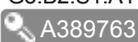
Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Support teachers and role-alike teams in planning for and implementation of research-based pedagogical strategies that authentically engage all students through rigorous standard-based lessons.	\$0.00
2	G1.B1.S2.A1	Schedule and organize Tykes and Teens professional learning opportunities.	\$0.00
3	G1.B2.S1.A1	Train and support department chairs in the facilitation of weekly role-alike collaborative planning.	\$0.00
4	G1.B2.S1.A2	Create GMS document templates for lesson design, collaborative planning, and problem-solving that aligns to the GMS Problem-Solving Flow Chart.	\$0.00
5	G2.B1.S1.A1	Students will adhere to the 2018-2019 GMS Unified Dress for Success Initiative and The School District of Indian River County's Dress Code. Jackets/Sweaters: No hoods are permitted. Single solid colors. Logos must be two inches or less. Shirt Colors: Any solid color with a collar/ short or long sleeved. Type of Bottoms (All of the following are allowed in accordance with District Code for Length): Pants/Slacks Capri Pants Skirts/ Shorts Solid Blue/Solid Black /Denim, including stretch denim styled skinny jeans, may be worn ONLY on Spirit Days No leggings/jeggings (leggings that imitate the look of denim) permitted. No athletic wear such as sweatpants or basketball/other sport shorts Holes, rips, and frays in clothing are not allowed. Bottom Colors: Solid Navy, Solid Tan, Solid Black, Solid Khaki, White Logos: Logos/brand names on pants and shirts may only be two inches or less in diameter. Accessories: Accessories are allowable so long as they are deemed not a distraction by administration. If clothing accessories such as long sleeve t-shirts are visible under unified dress, accessories must be of an approved solid color. Cold Weather Days - Jackets/Sweaters may be worn but must be removed in classrooms. School Spirit Day - students may choose to wear a school spirit shirt or any other school sponsored club or school sponsored sport spirit shirt. If not a spirit shirt, then one of the above described unified dress solid color collared shirt must be worn. Shirts do not need to be tucked in, as long as, the shirt tail does not fall below the back pocket area. Bottoms are to be secured around the waistline. No belt is needed if pants are secured at waist. Shoes will follow district dress code policy for middle schools- can be open-toed but strap across the back of shoe is required. All other rules and regulations for dress not covered in this policy will defer to the SDIRC Code of Conduct.	\$0.00
6	G2.B1.S2.A1	Implement daily Social Personal Leadership Academic Study Habits (SPLASH) period within school schedule.	\$0.00
7	G2.B1.S2.A2	F.I.N.S. Up Friday lesson plans will be created and shared, as needed, with classroom teachers every week.	\$0.00
8	G2.B1.S3.A1	Teachers will be provided instructional coaching and professional development for personalized classroom management strategies based on classroom/grade-level needs.	\$0.00
9	G2.B1.S4.A1	Provide training within grade-level team meetings on the expectations for, and strategies to support, managing student behavior.	\$0.00
10	G2.B1.S4.A2	Teachers implement and adhere to GMS 3-3-3 Progressive Discipline Plan.	\$0.00
11	G2.B3.S1.A1	Review past student and staff school-based recognition programs to create and define minimum standards for staff and student celebration and/or recognition.	\$0.00

12	G2.B3.S1.A2	Survey staff members, through a self-assessment, as to the fidelity of implemented initiatives and their effectiveness in meeting the expectations of the SDIRC 5-Year Strategic Plan.	\$0.00
13	G2.B3.S1.A3	Faculty and staff input will be collected monthly to identify and celebrate a staff member who has met or exceeded the defined standards for staff recognition each faculty meeting.	\$0.00
14	G2.B3.S1.A4	Grade level team leaders, in collaboration with team members, will identify and celebrate those students who have met or exceeded the defined standards for 'Student of the Month'.	\$0.00
15	G2.B3.S2.A1	Each faculty meeting a teacher who has met or exceeded the developed standards for recognition will be celebrated with their colleagues.	\$0.00
16	G2.B3.S3.A1	Monthly grade-level teams will celebrate a male and female student who has met or exceeded the developed standards for recognition.	\$0.00
17	G3.B1.S1.A1	Role-Alike teams will complete a Problem-Solving Worksheet at the conclusion of each unit assessment to identify targeted standards for intervention and student misconceptions. Within this process teachers will be asked to unwrap unit assessment items and the items aligned standard.	\$0.00
18	G3.B1.S2.A1	Grade Level teams will complete a Problem-Solving Worksheet at the conclusion of each month to plan for behavioral intervention.	\$0.00
19	G3.B2.S1.A1	Train grade-level and role-alike team leaders on the process for identifying targeted student sub-groups who are in need of Tier II academic/behavioral intervention.	\$0.00
20	G3.B2.S1.A2	Schedule and facilitate monthly Tier II MTSS meetings with Tier II team.	\$0.00
21	G3.B3.S1.A1	Create, outline, identify team members, and define roles/responsibilities for all tiers of the MTSS Comprehensive and Risk Profile Teams.	\$0.00
22	G3.B3.S1.A2	Collaborate with the district MTSS team to effectively implement, monitor, and adjust research-based interventions and school-wide initiatives to meet the needs of all students.	\$0.00
23	G3.B3.S2.A1	Create common documents that are visible and editable to all members of the MTSS Comprehensive and Risk Profile Teams across all tiers.	\$0.00
24	G3.B3.S2.A2	Create and share a monthly MTSS newsletter with staff members on newly planned initiatives, evaluation of implemented initiatives, and to share academic and behavioral data.	\$0.00
Total:			\$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.B2.S1.A2  A389748	Create GMS document templates for lesson design, collaborative planning, and problem-solving that...	Szpaichler, Jeremy	8/1/2018	Collaborative Planning Agenda Templates Role-Alike Monitoring Templates GMS Academic Problem-Solving Worksheet Templates GMS Interactive Lesson Plan Templates GMS Problem-Solving Flow Chart	8/1/2018 one-time
G2.B3.S1.A1  A389755	Review past student and staff school-based recognition programs to create and define minimum...	Bagley, Felice	8/1/2018	Developed minimum standards for school-based recognition programs.	8/10/2018 daily
G2.B3.S1.A2  A389756	Survey staff members, through a self-assessment, as to the fidelity of implemented initiatives and...	Szpaichler, Jeremy	8/6/2018	Qualitative and Quantitative data collected.	8/10/2018 one-time
G2.B1.S4.A2  A389754	Teachers implement and adhere to GMS 3-3-3 Progressive Discipline Plan.	Jones, Tosha	8/13/2018	ODR, detention, and behavioral intervention data.	9/15/2018 daily
G3.B3.S1.A1  A389765	Create, outline, identify team members, and define roles/responsibilities for all tiers of the MTSS...	Szpaichler, Jeremy	8/13/2018	Team members across all tiers assigned and roles/responsibilities defined.	9/28/2018 one-time
G3.B3.S2.A1  A389767	Create common documents that are visible and editable to all members of the MTSS Comprehensive and...	Szpaichler, Jeremy	8/13/2018	Collaborative documents house through OneDrive for quick reference and easy editing by all parties.	9/28/2018 one-time
G3.MA1  M425785	Local and state assessment, academic, behavioral, and evaluative data will be collected and...	Jones, Tosha	8/13/2018	Lesson plans, collaboration calendars, data sheets and notes, and common assessments will be used to monitor progress towards this goal.	5/24/2019 monthly
G3.B1.S1.MA1  M425775	Administration will monitor teacher evaluations, observation, assessment data, behavioral data, and...	Szpaichler, Jeremy	8/13/2018	teacher evaluations, observation, assessment data, behavioral data, and walk-through data	5/24/2019 quarterly
G3.B1.S1.MA1  M425776	Administration will monitor and support the effectiveness of implementation through the MTSS...	Jones, Tosha	8/13/2018	Evidence collected to demonstrate that the action plan is being implemented with fidelity include classroom observation data, common assessments, collaborative planning calendar, and PD agendas.	5/24/2019 monthly
G3.B1.S1.A1  A389761	Role-Alike teams will complete a Problem-Solving Worksheet at the conclusion of each unit...	Szpaichler, Jeremy	8/13/2018	Segments of monthly faculty meetings will be dedicated towards increasing instructional and curricular knowledge of classroom teachers with respect to state standards and assessment.	5/24/2019 monthly
G3.B2.S1.MA1  M425779	Academic and Behavioral data will be monitored for academic/behavioral goals for the targeted...	Szpaichler, Jeremy	8/13/2018	Academic/Behavioral Data, Intervention Monitoring Forms	5/24/2019 monthly
G3.B2.S1.MA1  M425780	School administrators will monitor the fidelity of implementation for grade-level, role-alike, and...	Szpaichler, Jeremy	8/13/2018	Agenda, Problem-Solving Worksheets	5/24/2019 monthly
G3.B2.S1.A1  A389763	Train grade-level and role-alike team leaders on the process for identifying targeted student...	Szpaichler, Jeremy	8/13/2018	Agendas, Data Monitoring	5/24/2019 biweekly
G3.B2.S1.A2  A389764	Schedule and facilitate monthly Tier II MTSS meetings with Tier II team.	Szpaichler, Jeremy	8/13/2018	MTSS Tier II Agendas and Problem-Solving Worksheets	5/24/2019 one-time
G3.B3.S1.MA1  M425781	The MTSS Comprehensive and Risk Profile teams will complete the MTSS Self-Assessment of...	Szpaichler, Jeremy	8/13/2018	Quantitative and Qualitative data collected.	5/24/2019 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.MA1 M425782	Administration will monitor the fidelity of defined actions plans for implementation.	Jones, Tosha	8/13/2018	Tier 1, Tier 2, and Tier 3 MTSS monitoring and action plan forms.	5/24/2019 monthly
G3.B3.S1.A2 A389766	Collaborate with the district MTSS team to effectively implement, monitor, and adjust...	Szpaichler, Jeremy	8/13/2018	Minutes and evaluative documents of district-driven initiatives.	5/24/2019 monthly
G3.B1.S2.MA1 M425777	The school-based MTSS and Problem-Solving Teams will analyze quantitative data to identify the...	Szpaichler, Jeremy	8/13/2018	Data	5/24/2019 monthly
G3.B1.S2.MA1 M425778	Administration will participate in a grade-level collaborative planning to monitor the...	Szpaichler, Jeremy	8/13/2018	Evidence collected to demonstrate that the action plan is being implemented with fidelity include classroom observation data, data, problem-solving worksheets, and collaborative planning agendas.	5/24/2019 monthly
G3.B1.S2.A1 A389762	Grade Level teams will complete a Problem-Solving Worksheet at the conclusion of each month to plan...	Szpaichler, Jeremy	8/13/2018	Collaborative planning dates/agendas, data, problem-solving worksheet	5/24/2019 biweekly
G3.B3.S2.MA1 M425783	SAPSI data will be collected and reviewed by GMS Administration and District MTSS Specialist.	Jones, Tosha	8/13/2018	SAPSI data.	5/24/2019 triannually
G3.B3.S2.MA1 M425784	Documents will be reviewed by MTSS Core Team, Risk Profile Team, and MTSS District Specialist for...	Szpaichler, Jeremy	8/13/2018	Agenda minutes and actions plans.	5/24/2019 monthly
G3.B3.S2.A2 A389768	Create and share a monthly MTSS newsletter with staff members on newly planned initiatives,...	Szpaichler, Jeremy	8/13/2018	Monthly newsletters.	5/24/2019 monthly
G1.MA1 M425759	Classroom walk-through data, assessment data, problem-solving worksheets, and qualitative surveys.	Jones, Tosha	8/13/2018	Evidence and survey results equating to an increase in student engagement and achievement.	5/29/2019 monthly
G2.MA1 M425774	Tri-Annally the GMS Self-Assessment of Effectiveness in Meeting the SDIRC 5-Year Strategic Plan,...	Jones, Tosha	8/13/2018	Qualitative and Quantitative data.	5/29/2019 triannually
G1.B1.S1.MA1 M425753	Classroom Walk-Through's, Student Surveys, and Teacher Evaluation Scores for E07, E15, E21, and DQ5	Jones, Tosha	8/6/2018	Walk-Through Data Evaluation Ratings Student Surveys	5/29/2019 weekly
G1.B1.S1.MA1 M425754	Administrative and School Leadership Team meetings.	Jones, Tosha	8/13/2018	PD Agendas Role-Alike Collaborative Agendas Classroom Walk-Through Data	5/29/2019 biweekly
G1.B1.S1.A1 A389745	Support teachers and role-alike teams in planning for and implementation of research-based...	Szpaichler, Jeremy	8/6/2018	Student Surveys / Classroom Walk-Throughs	5/29/2019 every-2-months
G1.B2.S1.MA1 M425757	Strengths and barriers will be discussed and problem-solved by the school leadership team.	Szpaichler, Jeremy	8/13/2018	Assessment Data Lesson Plans	5/29/2019 monthly
G1.B2.S1.MA1 M425758	Engage with staff in role-alike planning, department data meetings, and school leadership meetings.	Szpaichler, Jeremy	8/13/2018	Evidence of department planning agendas, problem-solving worksheets, role-alike worksheets, and teacher attendance will be submitted to administration.	5/29/2019 biweekly
G1.B2.S1.A1 A389747	Train and support department chairs in the facilitation of weekly role-alike collaborative planning.	Szpaichler, Jeremy	8/13/2018	Department Agendas Leadership Meeting Agendas Department Assessment Data Problem-Solving Worksheets	5/29/2019 monthly
G2.B1.S1.MA1 M425760	Discipline data will be monitored.	Jones, Tosha	8/13/2018	Discipline and dress code violations will be monitored and problem-solved routinely. Effects of dress code on the culture and climate of the school will be monitored qualitatively through staff surveys.	5/29/2019 monthly

Indian River - 0081 - Gifford Middle School - 2018-19 SIP

Gifford Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 M425761	Data will be collected and evaluated with respect to dress code incidents.	Jones, Tasha	8/13/2018	Discipline data concerning student attire will be monitored.	5/29/2019 monthly
G2.B1.S1.A1 A389749	Students will adhere to the 2018-2019 GMS Unified Dress for Success Initiative and The School...	Jones, Tasha	8/13/2018	Student attire will be monitored throughout the day by all teachers and staff - dress code violations will be reported to administration and data will be collected to monitor incidents concerning dress code.	5/29/2019 daily
G2.B3.S1.MA1 M425768	The school leadership team will analyze qualitative and quantitative data to assess the climate and...	Szpaichler, Jeremy	8/13/2018	Staff climate surveys and discipline data.	5/29/2019 monthly
G2.B3.S1.MA1 M425769	Administration will monitor staff and student recognition/celebrations to ensure coherent practices...	Jones, Tasha	8/13/2018	Data collected on the number and type of recognition which occurred. A developed and defined set of standards for recognition that has been conveyed to staff members. An increased morale as measured by student and staff climate surveys.	5/29/2019 monthly
G2.B3.S1.A3 A389757	Faculty and staff input will be collected monthly to identify and celebrate a staff member who has...	Jones, Tasha	8/13/2018	Celebrating and recognizing staff members monthly.	5/29/2019 monthly
G2.B3.S1.A4 A389758	Grade level team leaders, in collaboration with team members, will identify and celebrate those...	Bagley, Felice	8/13/2018	Celebrating and recognizing students monthly.	5/29/2019 monthly
G1.B1.S2.MA1 M425755	Qualitative Staff Survey and data to support impact of behavioral interventions.	Bagley, Felice	8/13/2018	A qualitative survey will be given to staff members. Behavioral Intervention Evidence Discipline Data	5/29/2019 quarterly
G1.B1.S2.MA1 M425756	Monitor teacher attendance, attentiveness, and translation to classroom practice.	Bagley, Felice	8/13/2018	Sign-In's Calendar Dates Agendas Classroom Walk-Throughs	5/29/2019 quarterly
G1.B1.S2.A1 A389746	Schedule and organize Tykes and Teens professional learning opportunities.	Bagley, Felice	8/13/2018	PD Agendas	5/29/2019 quarterly
G2.B1.S2.MA1 M425762	Student and staff surveys will be conducted quarterly to evaluate the initiative.	Bagley, Felice	8/13/2018	Qualitative survey results.	5/29/2019 quarterly
G2.B1.S2.MA1 M425763	Administrators will routinely visit classrooms to ensure teachers are following schoolwide...	Jones, Tasha	8/13/2018	Classroom walk through data.	5/29/2019 biweekly
G2.B1.S2.A1 A389750	Implement daily Social Personal Leadership Academic Study Habits (SPLASH) period within school...	Jones, Tasha	8/13/2018	Student schedules will reflect an 8-period day, with SPLASH occurring from 12:44 - 1:04 daily.	5/29/2019 daily
G2.B1.S2.A2 A389751	F.I.N.S. Up Friday lesson plans will be created and shared, as needed, with classroom teachers...	Bagley, Felice	8/13/2018	SPLASH lesson plans will be stored on staff M:\ drive.	5/29/2019 weekly
G2.B3.S2.MA1 M425770	The GMS Staff Self-Assessment of the SDIRC 5-Year Strategic Plan will be shared, results will be...	Szpaichler, Jeremy	8/13/2018	GMS Self-Assessment of the SDIRC 5-Year Strategic Plan	5/29/2019 quarterly
G2.B3.S2.MA1 M425771	The administrative team will monitor the consistency of staff recognition and the accuracy in the...	Jones, Tasha	8/13/2018	Staff climate surveys.	5/29/2019 monthly
G2.B3.S2.A1 A389759	Each faculty meeting a teacher who has met or exceeded the developed standards for recognition will...	Jones, Tasha	8/13/2018	Teacher of the Month nominees and recipients will be recorded.	5/29/2019 monthly
G2.B1.S3.MA1 M425764	School-wide discipline, PBIS, and attendance data will be monitored for effectiveness. If evidence...	Jones, Tasha	8/13/2018	Classroom ODR, incidents, and attendance.	5/29/2019 monthly
G2.B1.S3.MA1 M425765	School, grade level, and teacher classroom discipline data will be monitored to evaluate the...	Bagley, Felice	8/13/2018	Classroom ODR, incidents, and attendance.	5/29/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S3.A1 A389752	Teachers will be provided instructional coaching and professional development for personalized...	Bagley, Felice	8/13/2018	Classroom discipline data will be monitored monthly to evaluate the effectiveness of ongoing support for teacher classroom management.	5/29/2019 monthly
G2.B3.S3.MA1 M425772	The school-based MTSS and Problem-Solving Teams will analyze qualitative and quantitative data to...	Szpaichler, Jeremy	8/13/2018	Grade-level discipline, attendance, and academic data will be considered. Staff climate survey data.	5/29/2019 monthly
G2.B3.S3.MA1 M425773	Administration will monitor the process to which grade-level teams select nominees for students of...	Bagley, Felice	8/13/2018		5/29/2019 monthly
G2.B3.S3.A1 A389760	Monthly grade-level teams will celebrate a male and female student who has met or exceeded the...	Bagley, Felice	8/13/2018	Student of the Month nominees and recipients will be recorded.	5/29/2019 monthly
G2.B1.S4.MA1 M425766	Transfer of knowledge to classroom implementation will be monitored through discipline data and...	Jones, Tosha	8/13/2018	Classroom walk-through data and pre/post discipline data.	5/29/2019 quarterly
G2.B1.S4.MA1 M425767	Discipline data will be monitored and disaggregated. The 'live' GMS 3-3-3 Discipline Document will...	Jones, Tosha	8/13/2018	Student discipline and attendance data. Staff and student climate surveys.	5/29/2019 monthly
G2.B1.S4.A1 A389753	Provide training within grade-level team meetings on the expectations for, and strategies to...	Bagley, Felice	8/13/2018	Agenda and presentation documents will be retained for future analysis of the effectiveness of school-wide professional development opportunities to support staff members. Exit tickets will be used to monitor qualitative data from teacher reflections of the learning opportunity.	5/29/2019 monthly