Gray Middle School

2020-21 Schoolwide Improvement Plan

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Gray Middle School

205 E MAGNOLIA ST, Groveland, FL 34736

https://gms.lake.k12.fl.us/

Demographics

Principal: Melissa Frana

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Native American Students Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: B (58%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Gray Middle School's mission is to provide a safe, supportive learning environment with opportunities for all students to develop the skills and knowledge to become a responsible citizen in a global society.

La misión es proporcionar un ambiente de aprendizaje seguro y de apoyo con oportunidades para todos los estudiantes a desarrollar las habilidades y conocimientos para ser un ciudadano responsable en una sociedad global.

La mission est de fournir un environnement sûr et d'un grand soutien à l'apprentissage avec des opportunités pour tous les élèves à développer les compétences et les connaissances nécessaires pour devenir un citoyen responsable dans une société mondialisée.

Provide the school's vision statement.

Gators are...
Gifted
Always in Attendance
Task Oriented
Over Achievers
Respectful
Striving to move Gray from Good to Great!

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Chateauneuf, Pam	Principal	Principals manage the operations of the school and act as the instructional leader. They are responsible for ensuring their school runs smoothly, remains safe, and provides an excellent learning environment for all.
Smallridge, Greg	Assistant Principal	Assistant Principal - They assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes providing teachers with instructional support and feedback.
Skelton, William	Assistant Principal	Assistant Principal - They assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes providing teachers with instructional support and feedback.
Rhodes, Stephanie	Assistant Principal	Assistant Principal - They assists the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. This includes providing teachers with instructional support and feedback.
Miller, Matthew	Instructional Coach	Instructional Coach - He works closely with the TQR administrator and the principal in designing, developing, and implementing PD and other services to provide teachers the needed skills and strategies for success. Department Chair - They serve as instructional leaders in their respective departments. Part of their responsibilities include meeting with their department and being prepared to discuss department data at each Leadership Meeting.
Marshburn, Bridgitte	Instructional Media	Media Specialist: She works to help students and staff members find materials and learn to do research and complete projects. She is responsible for maintaining and organizing books, magazines, technology, and other resources. She teaches and provides support to teachers who want to integrate the digital world into the classroom and throughout the curriculum.
Roca, Yamilisa	School Counselor	Counselor: The counselors are members of the leadership team. They help all students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. They provide support with many of the programs, such as MTSS, 504, ELL, etc.
Curry, Denise	Other	ESE School Specialist - The ESE School Specialist acts as a coach, mentor, teacher trainer for differentiating instruction, adapting assessments and behavioral interventions.

Name	Title	Job Duties and Responsibilities
Hacker, Megan	Teacher, K-12	Department Chairs - They serve as instructional leaders in their respective departments. Part of their responsibilities include meeting with their department and being prepared to discuss department data at each Leadership Meeting.
Wentzell, Jennifer	School Counselor	Counselor: The counselors are members of the leadership team. They help all students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults of tomorrow. They provide support with many of the programs, such as MTSS, 504, ELL, etc.
Kuritz, Andrew	Teacher, K-12	Department Chairs - They serve as instructional leaders in their respective departments. Part of their responsibilities include meeting with their department and being prepared to discuss department data at each Leadership Meeting.
Vergara, Erika	Teacher, K-12	PASS Teacher - Our PASS teacher is responsible for students who have behavioral issues that exclude them from regularly scheduled classes. She uses Restorative Practices while assisting with academics while students are in her class.
Webster, Sandra	Other	Mental Health Liaison - The MHL works with students and employees who demonstrate at-risk behaviors. She works closely with all stakeholders.
Laljie, Nadia	Teacher, K-12	AVID Teacher - They work with our students to teach them strategies to be life long learners. Part of their responsibilities include attending the Leadership Teams and being prepared to discuss AVID data.
Fiske, Sara	Teacher, K-12	Department Chairs - They serve as instructional leaders in their respective departments. Part of their responsibilities include meeting with their department and being prepared to discuss department data at each Leadership Meeting.
Messer, Jessica	Teacher, K-12	Department Chairs - They serve as instructional leaders in their respective departments. Part of their responsibilities include meeting with their department and being prepared to discuss department data at each Leadership Meeting.

Demographic Information

Principal start date
Tuesday 7/1/2014, Melissa Frana

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
61

Demographic Data

2020-21 Status (per MSID File)	Active
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Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here].	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	256	255	233	0	0	0	0	744
Attendance below 90 percent	0	0	0	0	0	0	0	36	58	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	42	36	0	0	0	0	78
Course failure in ELA	0	0	0	0	0	0	0	16	11	0	0	0	0	27
Course failure in Math	0	0	0	0	0	0	0	16	11	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	28	40	53	0	0	0	0	121
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	35	48	53	0	0	0	0	136

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	217	222	0	0	0	0	439

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	0	1	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	1	3	9	0	0	0	0	13

Date this data was collected or last updated
Tuesday 8/25/2020

Prior Year - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	344	306	346	0	0	0	0	996
Attendance below 90 percent	0	0	0	0	0	0	35	54	52	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	12	51	57	0	0	0	0	120
Course failure in ELA or Math	0	0	0	0	0	0	51	113	70	0	0	0	0	234
Level 1 on statewide assessment	0	0	0	0	0	0	94	90	104	0	0	0	0	288

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	105	144	172	0	0	0	0	421

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	3	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	4	10	5	0	0	0	0	19

Prior Year - Updated

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	
Number of students enrolled	0	0	0	0	0	0	344	306	346	0	0	0	0	996
Attendance below 90 percent	0	0	0	0	0	0	35	54	52	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	12	51	57	0	0	0	0	120
Course failure in ELA or Math	0	0	0	0	0	0	51	113	70	0	0	0	0	234
Level 1 on statewide assessment	0	0	0	0	0	0	94	90	104	0	0	0	0	288

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	3	1	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	4	10	5	0	0	0	0	19

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	51%	50%	54%	52%	47%	52%
ELA Learning Gains	54%	52%	54%	58%	50%	54%
ELA Lowest 25th Percentile	48%	44%	47%	49%	39%	44%
Math Achievement	62%	56%	58%	61%	54%	56%
Math Learning Gains	58%	55%	57%	60%	56%	57%
Math Lowest 25th Percentile	50%	46%	51%	50%	45%	50%
Science Achievement	61%	49%	51%	56%	46%	50%
Social Studies Achievement	72%	70%	72%	72%	72%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	**Grade Level (prior year reported)**			**Total**
	6	**7**	**8**	
	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	46%	52%	-6%	54%	-8%
	2018	42%	47%	-5%	52%	-10%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	44%	49%	-5%	52%	-8%
	2018	55%	48%	7%	51%	4%
Same Grade Comparison		-11%				
Cohort Comparison		2%				
08	2019	61%	54%	7%	56%	5%
	2018	62%	55%	7%	58%	4%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	49%	53%	-4%	55%	-6%
	2018	41%	49%	-8%	52%	-11%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	61%	58%	3%	54%	7%
	2018	69%	59%	10%	54%	15%
Same Grade Comparison		-8%				
Cohort Comparison		20%				
08	2019	59%	39%	20%	46%	13%
	2018	52%	39%	13%	45%	7%
Same Grade Comparison		7%				
Cohort Comparison		-10%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	61%	49%	12%	48%	13%
	2018	58%	51%	7%	50%	8%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018	0%	61%	-61%	65%	-65%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	71%	71%	0%	71%	0%
2018	79%	70%	9%	71%	8%
Compare		-8%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	94%	52%	42%	61%	33%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	62%	30%	62%	30%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	43	41	30	46	42	23	39	30		
ELL	18	41	44	31	53	50	35	34	50		
ASN	57	57		61	62						
BLK	46	49	48	45	44	48	53	59	50		
HSP	47	52	49	54	56	53	48	61	54		
MUL	65	64		62	58		75	85	92		
WHT	55	54	48	73	62	46	73	83	65		
FRL	42	49	47	51	55	52	48	62	54		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	39	39	27	47	45	17	48			
ELL	13	43	44	20	47	54	8	56			
ASN	55	76		68	67						
BLK	49	57	54	47	56	50	57	74	40		
HSP	42	50	48	49	50	41	44	77	49		
MUL	77	72		61	59			100			
WHT	63	59	57	71	60	65	72	84	60		
FRL	47	52	51	52	52	43	53	77	40		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	41	43	23	46	38	23	41			
ELL	16	34	31	19	42	40		14			
ASN	56	68		76	72		69		73		
BLK	39	53	52	43	48	44	37	70	54		
HSP	42	52	44	51	61	52	43	63	54		
MUL	70	64		70	50		90	60	60		
WHT	61	63	53	70	61	47	66	80	70		
FRL	42	51	45	50	57	51	44	62	56		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	84
Total Points Earned for the Federal Index	602
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	59
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Compared to the 2018 data the following areas performed lower than the previous year: ELA Achievement (down 3% pts.); ELA Learning Gains (down 2% pts.); ELA Lowest 25% (down 5% pts.); Social Studies Achievement (down 9% pts.). This is the 2nd year in a row that ELA Learning Gains dropped 2% pts. New ELA teachers, attendance, and discipline are possible contributing factors. Comparing sub groups, our SWD is at 30% proficiency and ELL is at 31%. There is at least a 14% pts. behind the next lowest group. Based on our lowest ethnicity sub group for reading our SWD and ELL students are at approximately 1/3 to 1/2 proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA lowest 25th percentile showed a five percentage point decline and social studies achievement showed a nine percentage point decline. The factors that contributed to this decline are our percent truant for at least one day is 68% and our one day or more suspension rate is 71% for our economically disadvantaged students.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement had the greatest gap dropping 3% pts.. The contributing factors are first year teachers to content area, attendance, and discipline. No school trend apparent. Compared to the previous year we increased 4% pts. but we were below the school-district and state comparison by -6% pts. and -8% pts.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Achievement went up 3% pts.. Collaboration time became a part of the weekly routine. Data was analyzed, lessons adjusted, and remediation was offered during R&A. Students also had the opportunity to attend Grade Recovery and the YMCA after school program for remediation and support.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two potential areas of concern in our EWS and our Equity Inventory are course failures in ELA and math and one or more suspensions. We will continue to work with our students during R&A, grade recovery, tutoring, YMCA (if still available), and PASS to improve on course failures and out-of-school suspensions. This information will be reviewed monthly during our Guided Coalition Meetings.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students having multiple opportunities throughout the day to read, write, think, and talk through authentic literacy by using modeling, guided instruction, purpose, and collaborative and independent learning.
2. Professional development and collaborative time to support number 1.
3. Monthly meetings with the Guided Coalition Team to review data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Interventions-Based on Federal Index, SWD is our most critical area. By providing students the support necessary to meet high expectations as evident through rigorous and grade level instruction, RWTT, and focusing on teacher clarity. Students will become assessment-capable learners and show an effect size of 1.44, equaling approximately three years of progress within one academic year. When students have the clarity to answer the following three questions: 1) What am I learning? 2) Why am I learning it? and 3) How will I know when I have learned it? (Larry Ainsworth's "A Teacher clarity Professional Learning Series") they will be Empowered for Excellence. We will also focus on overcoming the achievement gap by creating a Guided Coalition and review the Equity Inventory data. When all participants learn to adjust their mindsets effect change will take place. (Anthony Muhammad's "Overcoming the Achievement Gap Trap")
Measurable Outcome:	By focusing on this area, we expect to see an increase of 3 percentage points not only in students with disabilities subgroups but all subgroups as evidenced by FSA/State testing. We also expect to see a decrease in suspension data. Students with Disabilities (35 to 38%) English Language Learners (44 to 47%) Economically Disadvantaged (54 to 57%) White (62 to 65%) Black/African American (49 to 52%) Hispanic (56 to 59%) Asian (59 to 62%) Multiracial (72 to 75%)
Person responsible for monitoring outcome:	Pam Chateauneuf (chateauneufp@lake.k12.fl.us)
Evidence-based Strategy:	To develop great teachers by building skills to effectively utilize the following strategies: modeling thinking, guided instruction, collaborative learning, independent learning, and purpose. ("Better Learning Through Structured Teaching" by Douglas Fisher and Nancy Frey. "The Teacher Clarity Playbook" by Douglas Fisher, Nancy Frey, Olivi Amador and Joseph Assof) We will also use these strategies to increase the subgroup, SWD, from 35 to 38%. We will monitor using the LSA and FSA data. It will be analyzed quarterly during data chats (administration, ESE school specialist, support facilitation teachers). We will provide collaborative learning and PD that uses the strategies that were taught during previous PD.
Rationale for Evidence-based Strategy:	If we implement, monitor and support the strategies, students will become assessment-capable learners and show an effect size of 1.44, equaling approximately three years of progress within one academic year. When students have the clarity to answer the following three questions: 1) What am I learning? 2) Why am I learning it? and 3) How will I know when I have learned it? (Larry Ainsworth's "A Teacher clarity Professional Learning Series") they will be Empowered for Excellence. We will also monitor and support strategies on overcoming the achievement gap by creating a Guided Coalition and review the Equity Inventory data. When all participants learn to adjust their mindsets effect change will take place. (Anthony Muhammad's "Overcoming the Achievement Gap Trap")

Action Steps to Implement

1. To continue to build Repair and Accelerate (R&A) class to create a more conducive atmosphere for student learning. To provide tutoring and activities/training to adjust mindsets which will in turn effect change.

2. To provide Region 3 level support to our Support Facilitation teachers to better serve the students in

math, ELA, and learning strategies classes.

3. To provide PD for the Support Facilitation teachers in the areas of math and ELA.

4. All teachers plan at the same time providing them time to collaborate within grade levels, departments, and interdisciplinary. Grade Level and Departments are monthly and grade level/content area are weekly.

5. All teachers planning at the same time provides opportunity for all teachers to participate in quarterly data chats.

6. To provide a quarterly, after school Grade Recovery Program for students in danger of failing at the end of each quarter and at the end of the year.

Person Responsible   Pam Chateauneuf (chateauneufp@lake.k12.fl.us)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	To provide every student, especially our students with disabilities based on the Federal index, and our economically disadvantaged students based on our equity inventory, a positive and comprehensive understanding of cultural, social, and behavioral expectations. If we implement, monitor, and support PBIS using Restorative Practices, PASS, and the Mental Health Liaison, then more students will be actively engaged which will increase attendance and reduce suspensions. If expectations are defined, explained, and reviewed with both students and teacher, then we will see an increase in a positive, collaborative, and productive school culture.
Measurable Outcome:	By focusing on this area, we expect to see an overall decrease of 3% pts. in attendance below 90 percent (14% to 11%) and in the number of one or more out-of-school suspensions (12% to 9%) as evidenced in the Early Warning Signs (EWS) data.
Person responsible for monitoring outcome:	Stephanie Rhodes (rhodess@lake.k12.fl.us)
Evidence-based Strategy:	To continue a Positive Alternative to School Suspension (PASS) Program to support the acceptable student behavior policies. PASS provides and creates the conditions that reduce the potential for misbehavior through structured supports to meet the academic, social-emotional and behavioral needs of the students (restorative practice and PBIS). Author Anne Wheelock asserts that ISS "should be one part of a school-wide strategy for creating and sustaining a positive, nurturing school climate, based on respectful relationships between teachers and students, teachers and teachers and students and students." She continues to say "Such a strategy would acknowledge that conflicts of all kinds occur in schools and should be based on a thoughtful set of approaches to resolving conflict and solving problems."
Rationale for Evidence-based Strategy:	If we implement, monitor and support a successful PASS program by creating a school that has a student-centered atmosphere, social-emotional support, use of best practices to support literacy, an alignment of curriculum and assessment, and availability of supplemental supports within general education structures, as well as special education services, then there will be a decease of 3 percentage points in attendance and out-of-school suspensions.

Action Steps to Implement

1. To continue the PASS Program.
2. To provide support, training, and monitoring of the PASS Program.
3. To build on our PBIS and restorative practice by providing PD during monthly meetings.
4. To provide training and supplies for our PBIS program.
5. To provide training and support for our Guided Coalition.
6. To research new strategies by means of a book study.

Person Responsible	Stephanie Rhodes (rhodess@lake.k12.fl.us)

#3. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	To provide every student, especially our economically disadvantaged students based on our equity inventory data, great teachers who have high expectations as evident through rigorous instruction, grade level assignments, college and career readiness opportunities, and RWTT through authentic literacy by focusing on teacher clarity and overcoming the achievement gap. This group is approximately 79% of our population and encompasses many of our SWD, EWS, and Hispanic population. All students will become assessment-capable learners and show an effect size of 1.44, equaling approximately three years of progress within one academic year. When students have the clarity to answer the following three questions: 1) What am I learning? 2) Why am I learning it? and 3) How will I know when I have learned it? (Larry Ainsworth's "A Teacher Clarity Professional learning Series") they will be Empowered for Excellence. To create a Guided Coalition to review monthly our equity inventory data and to change the mindset of teachers and students to effectively effect change. (Anthony Muhammad)
Measurable Outcome:	By focusing on this area, we expect to see an overall increase of three percentage points in all tested areas and subgroups as evidenced by FSA/State Testing/Federal Index/Equity Inventory Data. ELA Achievement (51 to 54%) Learning Gains (54 to 57%) Lowest 25% (48 to 51%) Math Achievement (62 to 65%) Learning Gains (59% to 61%) Lowest 25% (50 to 53%) Civics Achievement (72 to 75%) Science Achievement (61 to 64%) Algebra 1 Achievement (94 to 97%) Students with Disabilities (35 to 38%) English Language Learners (44 to 47%) Economically Disadvantaged (54 to 57%) White (62 to 65%) Black/African American (49 to 52%) Hispanic (56 to 59%) Asian (59 to 62%) Multiracial (72 to 75%)
Person responsible for monitoring outcome:	Pam Chateauneuf (chateauneufp@lake.k12.fl.us)
Evidence-based Strategy:	To provide collaboration and PD, monitoring, and support to our teachers to effectively utilize the following strategies: modeling thinking, guided instruction, collaborative learning, independent learning, and purpose. The book "Better Learning Through Structured Teaching" by Douglas Fisher and Nancy Frey. "The Teacher Clarity Playbook" by Douglas

	Fisher, Nancy Frey, Olivia Amador and Joseph Assof, and district level PD for our literacy coach and administration will guide our collaboration and PD. These strategies will be used to increase our over all school three percentage points. We will monitor this by using LSA data, state level data, and during data chats. We will conduct monthly Guided Coalition meeting to review our equity inventory data and to create and monitor our actions step.
Rationale for Evidence-based Strategy:	If we implement, monitor and support the strategies, students will become assessment-capable learners and show an effect size of 1.44, equaling approximately three years of progress within one academic year. When students have the clarity to answer the following three questions: 1) What am I learning? 2) Why am I learning it? and 3) How will I know when I have learned it? (Larry Ainsworth's "A Teacher clarity Professional Learning Series") they will be Empowered for Excellence. We will also monitor and support strategies on overcoming the achievement gap by creating a Guided Coalition and review the Equity Inventory data. When all participants learn to adjust their mindsets effect change will take place. (Anthony Muhammad's "Overcoming the Achievement Gap Trap")

Action Steps to Implement

1. Continue to provide at least weekly collaborative planning with a focus on the four questions from "Better Learning":
a. Targets - What do we want students to know and be able to do?
b. Evidence - How will we know if they get it or can do it?
c. Action - How will we respond when they don't learn? and How will we respond when they do learn, or already know it?
2. To provide PD that aligns with the Instructional Frameworks strategies: purpose, guided instruction, collaborative learning, independent learning and modeling thinking ("Better Learning")
3. To create a Guided Coalition.
4. To disaggregate our equity inventory data.
5. To create an action plan based on our equity inventory data.
6. To provide on-going coaching for additional support in moving forward with the Instructional Framework and mindset strategies.
7. To provide a quarterly, after school Grade Recovery Program for students in danger of failing at the end of the year or who failed the previous quarter.
8. To provide AVID tutors.
9. To provide additional technology to support student learning.
10. To provide needed materials and supplies for teacher/students success.

Person Responsible Pam Chateauneuf (chateauneufp@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

To do this we will implement, assist, and monitor all of the strategies discussed in our plan. In providing teachers and administrators collaborative time and PD throughout the year on effectively using the Instructional Frameworks and understanding the Equity Inventory data we will change not only our mindsets but the mindsets of our students and in turn this will effect positive change in all of us.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

PBIS Mission Statement: We want to promote and reinforce positive GATOR behavior and decrease UNGator behavior by engaging all stakeholders in the implementation of Positive Behavior Intervention Supports (PBIS).

Positive Behavior Intervention Support (PBIS) is a school-wide behavior support system. PBIS is proactive, educative, and reinforcement-based. It is structured to provide additional positive behavior support for those who need extra encouragement.
-Proactive: PBIS prevents inappropriate behaviors by developing consistent procedures and teaching practices and expectations.
-Educative: The PBIS model teaches students appropriate behaviors through continuous modeling and practice of expectations.
-Reinforcement-Based: Students are consistently rewarded for demonstrating exceptional behavior.

As positive behaviors are reinforced, negative behaviors are significantly reduced.

We celebrate students in many different ways. We celebrate students' citizenship and creativity, academics and attendance each quarter at our Academic Awards Ceremonies and at our end of the year FAME Celebration. Our students may receive "gator bucks" when they do something caring, respectful, or responsible. They also receive "gator bucks" for doing an outstanding job on an assignment or project. Students can earn as many bucks in a month as they want. On most Fridays, we open a Gator Store in the cafeteria for the students to trade their bucks for a sweet treat, school supplies and other small items. In addition to school wide activities, the classrooms celebrate success on a daily basis by collaborating virtually or with social distancing with shoulder partners and telling them what a great job they did, air high fiving, thumbs up, individual praise, etc. We believe in hard work and dedication but we also believe in celebrating success! We have many local businesses, individual families, and our PTO that provide donations in support of the program. We provide activities during our R&A time and as stated above reward students with gator bucks when doing the right thing.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	$0.00

2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				$27,773.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	100-Salaries	0113 - Gray Middle School	UniSIG		$7,650.00
		Notes: Notes SAI Funds to pay Grade Recovery teachers to cover Action Steps #6 in the first Area of Focus and #7 in the third Area of Focus. These funds will cover quarters 1, 2, and 3.				
	5100	210-Retirement	0113 - Gray Middle School	UniSIG		$765.00
		Notes: Notes SAI Funds to pay Grade Recovery teachers to cover Action Steps #6 in the first Area of Focus and #7 in the third Area of Focus. These funds will cover quarters 1, 2, and 3.				
	5100	220-Social Security	0113 - Gray Middle School	UniSIG		$585.23
		Notes: Notes SAI Funds to pay Grade Recovery teachers to cover Action Steps #6 in the first Area of Focus and #7 in the third Area of Focus. These funds will cover quarters 1, 2, and 3.				
	5100	240-Workers Compensation	0113 - Gray Middle School	UniSIG		$46.67
		Notes: Notes SAI Funds to pay Grade Recovery teachers to cover Action Steps #6 in the first Area of Focus and #7 in the third Area of Focus. These funds will cover quarters 1, 2, and 3.				
	5100	100-Salaries	0113 - Gray Middle School	UniSIG		$1,400.00
		Notes: Notes SAI Funds to pay AVID Tutors to cover Action Step #8 in the third Area of Focus.				
	5100	220-Social Security	0113 - Gray Middle School	UniSIG		$20.30
		Notes: Notes SAI Funds to pay AVID Tutors to cover Action Step #8 in the third Area of Focus.				
	5100	240-Workers Compensation	0113 - Gray Middle School	UniSIG		$8.54
		Notes: Notes SAI Funds to pay AVID Tutors to cover Action Step #8 in the third Area of Focus.				
	5100	644-Computer Hardware Non-Capitalized	0113 - Gray Middle School	UniSIG		$13,000.00
		Notes: Notes SAI and SAC Funds to provide additional technology to support students. This covers Action Step #9 in the third Area of Focus.				
	5100	510-Supplies	0113 - Gray Middle School	UniSIG		$4,297.26
		Notes: Notes SAI and SAC Funds to provide supplies to run Grade Recovery, PBIS, book studies, and other materials and supplies needed for academic success. This covers Action Steps #7 and #10 in the third Area of Focus and Action Steps #4 and #6 in the second Area of Focus.				
					Total:	$27,773.00