

Pasco County Schools

Gulf Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Gulf Middle School

6419 LOUISIANA AVE, New Port Richey, FL 34653

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

Demographics

Principal: Amy Riddle

Start Date for this Principal: 8/17/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 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* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (40%) 2018-19: C (46%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI

* 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 Pasco 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Gulf Middle School

6419 LOUISIANA AVE, New Port Richey, FL 34653

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">85%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">51%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	C	C	C

School Board Approval

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

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.

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>.

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.

We aim to provide a caring and rigorous student-centered learning environment that inspires our students' journeys in becoming life-long learners who demonstrate compassion, collaboration and inter-cultural understanding.

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Aldrich, Eric	Teacher, K-12	Social Studies
Cameron, Justin	Teacher, K-12	ELA
Cannon, Anne	Teacher, K-12	Dance
Fox, Kimberly	Instructional Coach	Science & Math
Gendebien, Cheryl	Teacher, K-12	Math
Jackson, Ruth Ann	Assistant Principal	
Karalis-Tsounias, Konstantina	Teacher, K-12	Social Studies
Kledzik, Karen	Assistant Principal	
Laroue, Ann	Instructional Coach	Learning Design Coach
Lehmker, Cheri	School Counselor	
Majorana, Constance	Teacher, K-12	Science
Mobley, Lori	Assistant Principal	
Moore, Hope	Instructional Coach	ELA and Social Studies
Myers, Mark	Teacher, K-12	Math
Richards, Aja	Assistant Principal	
Riddle, Amy	Principal	
Serletic, Jeffery	Teacher, ESE	Department Chair
Watkinson, Jennifer Ann	Teacher, K-12	Math
Whitehurst, Carey	Behavior Specialist	

Demographic Information

Principal start date

Wednesday 8/17/2022, Amy Riddle

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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

58

Total number of students enrolled at the school

910

Identify the number of instructional staff who left the school during the 2021-22 school year.

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	340	285	285	0	0	0	0	910
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 8/17/2022

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	46%	50%				41%	52%	54%
ELA Learning Gains	39%						47%	55%	54%
ELA Lowest 25th Percentile	31%						43%	47%	47%
Math Achievement	32%	34%	36%				53%	60%	58%
Math Learning Gains	49%						57%	61%	57%
Math Lowest 25th Percentile	51%						46%	52%	51%
Science Achievement	22%	54%	53%				44%	52%	51%
Social Studies Achievement	51%	59%	58%				51%	68%	72%

Grade Level Data Review - State Assessments

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	2022					
	2019	40%	56%	-16%	54%	-14%
Cohort Comparison						
07	2022					
	2019	32%	51%	-19%	52%	-20%
Cohort Comparison		-40%				
08	2022					
	2019	42%	58%	-16%	56%	-14%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	48%	59%	-11%	55%	-7%
Cohort Comparison						
07	2022					
	2019	26%	42%	-16%	54%	-28%
Cohort Comparison		-48%				
08	2022					
	2019	61%	68%	-7%	46%	15%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	41%	54%	-13%	48%	-7%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	70%	-21%	71%	-22%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	61%	39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	23	32	29	21	40	43	24	40			
ELL	20	36	32	24	48	43	7	43			
ASN	40	46		43	45						
BLK	23	35	27	15	41	42	6	30			
HSP	30	36	29	29	48	43	19	54	47		
MUL	27	26	31	40	60	73	13	63			
WHT	33	43	32	36	51	57	29	54	61		
FRL	29	39	32	30	49	52	22	50	52		

2021 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 2019-20	C & C Accel 2019-20
SWD	31	35	30	30	38	45	40	55			
ELL	26	41	36	23	28	32	40	44			
ASN	58	63		47	50		82				
BLK	19	25	14	18	24	29	17	48			
HSP	29	35	38	31	34	32	36	53	41		
MUL	29	24	10	33	38	50	44	27			
WHT	37	34	31	39	37	39	52	52	43		
FRL	32	34	31	33	34	37	42	49	39		

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	28	40	40	37	52	42	37	35			
ELL	16	42	41	35	56	50	7	27			
ASN	43	29		57	69						
BLK	26	44	40	28	44	31	29	22			
HSP	31	48	47	49	57	48	30	43	35		
MUL	40	37	40	55	60	30	53	58			
WHT	48	49	42	57	58	49	50	58	32		
FRL	39	47	45	49	55	46	41	51	29		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	44
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	42
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	44
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	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All school-wide state assessment achievement levels and learning gains for the lowest 25% have decreased since the 2018-2019 school year except social studies achievement and math learning gains. All students who completed their Lexia program in intensive reading showed learning gains on the FSA ELA Assessment.

Our MAP data in reading and math aligns with the FSA scores with MAP proficiency decreasing throughout the school year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science had the greatest drop in achievement going from 44% to 22%. ELA dropped from 41% to 31%. Math dropped from 53% to 32%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Lack of motivation on the part of the student based on observation of students and completion time in the TIDE database. Action-students need to see the value of the assessment so we plan to begin schoolwide data chats and work on students setting goals.

Teachers plan for tier two instruction but do not always implement the plan as observed during classroom walkthroughs and PLC's. Action-Implementation of a multi-tiered system of support for teachers, increased classroom walkthroughs with predetermined look-fors.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social Studies achievement stayed the same at 51%. Our middle acceleration increased from 35 to 52.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Increase in advanced course work offerings in our master schedule. The same two Civics teachers have taught and planned together as a PLC for the past two school years.

What strategies will need to be implemented in order to accelerate learning?

- *Increase tier two and three support for students
- *Identify our Tier 3 teachers and increase support for them
- *Realign our coaching structure
- *PLC Planning protocols have been updated for this year

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- *Implementation of Tier Two instruction PD
- *PD for teachers to better understand their data and plan for interventions
- *Behavior management PD

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- *We increased the number of intensive reading teachers from 2 to 3
- *We increased the number of intensive math teachers from 1 to 3
- *Implementation of a Graduation Enhancement teacher who will focus on behavior
- *Increase the amount of time our instructional facilitators are supporting students from 24 periods per week to 30 periods per week.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers will plan for standards-based, high impact instructional strategies within their content area that will result in growth from the beginning of the year to the end of the year in their FAST Data.

Based on our FSA and progress monitoring data it was determined that alignment of standards and grading practices was inconsistent throughout PLC's.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

100% of teachers will plan for standards-based common formative assessments and grade using an agreed upon scale/rubric. As a result by May 2023, at least 70%+ of the student population will make growth from the beginning to end of the year based on the state progress monitoring tool.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

- PLCs (teachers, admin & academic coaches) will monitor CFA data by using the data tracker to identify and support students with T2 interventions.
- Weekly Grade Level Meetings (GLM) will conduct data driven discussions to plan supports for students identified across multiple classrooms.
- School Intervention Team (SIT) will monitor students using the universal screener, to determine on-track, at-risk, and off-track status in the area of academics.
- Academic coaches reviewing lessons plans to identify alignment to standards, common assessments, tier two instruction and enrichment.

Person responsible for monitoring outcome:

Amy Riddle (ariddle@pasco.k12.fl.us)

Teachers will plan and implement grade appropriate assignments and holding students accountable for the learning.

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will plan for rigorous instruction by planning assignments that require critical thinking, lessons that immerse students in real world problem solving, plan questions and tasks that require the appropriate level of thinking for the identified standard.

Maintain high expectations for all students regardless of disability or socio-economic status. Teachers will build a classroom culture where students feel safe, able to make mistakes without judgement and feel their voice is heard.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

TNTP Research shows this will increase students proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- Identify grade level appropriate assignments in the district secondary learning network as supported by academic coaches (Moore, Fox and LaRoue) in weekly PLC's.
- Participate in after school planning and professional development.
- Developing an MYP interdisciplinary units (one unit per semester per grade level).
- Teachers will develop lesson plans using the MYP Unit Planner.
- Teachers will routinely use WICOR strategies in the classroom.
- Teachers will plan as departments and PLCs for standards based common formative assessments.
- PLCs will plan for and execute Tier Two instruction using core resources and Edmentum courses.
- Departments and PLCs will collaborate to score student sample sets of assignments/assessments to come to consensus on common grading practices.

Person Responsible Amy Riddle (ariddle@pasco.k12.fl.us)

Rigorous Instruction will be provided by all teachers by using resources from the secondary learning network and supported by the academic coaches (Moore, Fox and LaRoue) in weekly PLC's. Administration & coaches will monitor during focused walkthroughs with identified look fors.

Person Responsible Amy Riddle (ariddle@pasco.k12.fl.us)

Maintaining high expectations for all students. Teachers will use district provided resources. Ongoing PD for creating a culture for success will continue throughout the year during staff meetings and early release days. Administration & coaches will monitor during focused walkthroughs with identified look fors. Teachers will begin data chats with students to reflect on their learning and set goals for success.

Person Responsible Amy Riddle (ariddle@pasco.k12.fl.us)

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

When looking at our spring data it was determined systems of tiered instruction and monitoring is a critical need.
 ELA Achievement went from 41 to 31
 ELA Learning Gains from 47 to 39
 ELA Learning Gains lowest 25% from 43 to 31
 Math Achievement from 53 to 32
 Math Learning Gains from 57 to 49
 Science Achievement from 44 to 22

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 22-23 school year coaches will have completed impact cycles with 100% of our Tier 2 & 3 teachers.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

We will look at the state assessment data and set attainable goals at our next leadership meeting on September 13th.

Person responsible for monitoring outcome:

Monitoring will occur weekly during our admin/coaches meeting. Coaches will be completing a coaching log that summarizes their work with tier 2 & 3 teachers.

Amy Riddle (ariddle@pasco.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Impact cycles are proven to increase teacher effectiveness due to ongoing support and feedback.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on our school-wide data teachers need support on delivering rigorous instruction and tiered interventions in the classroom.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Admin Action Steps

- *Identify admin and coaching walkthrough look fors
- *Create a schedule for walk-throughs
- *Develop a schoolwide plan for reflective data chats for students
- *Develop a schoolwide system for collecting and evaluating data in PLC's
- *Monitoring impact cycles through coaching logs during weekly admin/coaches meetings

Person Responsible

Amy Riddle (ariddle@pasco.k12.fl.us)

Coaches Action Steps

- *Tier teachers based on Multi Tiered Support Systems
- *Create a schedule for walk-throughs
- *Create a schedule for impact cycles
- *Share feedback about data collected during impact cycles with admin at weekly admin/coaches meeting

Person Responsible

Amy Riddle (ariddle@pasco.k12.fl.us)

Teacher Action Steps

- *PLC will focus on student data

- *Analyze student data to identify students for tiered instruction
- *Plan for an implement for tiered instruction
- *Ongoing data chats with students

Person Responsible

Amy Riddle (ariddle@pasco.k12.fl.us)

Student Action Steps

- *Analyze and understand their data
- *Set goals for growth
- *Engage in learning opportunities

Person Responsible

Amy Riddle (ariddle@pasco.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

At Gulf Middle School a system was developed to assure students receive instruction on school-wide and classroom expectations and procedures. Teachers were provided a PowerPoint during the first week of school to teach, on the same day each period, expectations procedures. These shared values are visible to students as a reminder. We communicated processes for success to our staff in our GMS Collective Commitments document during planning week. This document outlines schoolwide and classroom non-negotiables around academics, school culture, routines and procedures. The Gulf Middle School Collective Commitments define the four key domains of a responsive classroom; engaging academics, positive community, effective management and developmentally responsive teaching. Responsive classroom shared practices of interactive modeling, teacher language, logical consequences and interactive learning structures are defined to support schoolwide relationship building as well as expected middle school practices; responsive advisory meetings, investing students in the rules, brain breaks, active teaching, student practice and small group learning. To celebrate students and staff committed to our GMS collective commitments, we have implemented a reward system along with a student and staff of the month recognition. The reward system allows students and staff the opportunity to purchase items of interest through our Buccaneer Bounty Store. Our student and staff of the month are nominated by peers, identified by our MYP IB learner profiles, and recognized publicly with their families or in class. Holding staff and students accountable to these expectations will create a community of consistency. Clear expectations, positive relationships and consistency schoolwide will reduce disproportionate disciplinary outcomes.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Students

- *Demonstrate shared values (respectful, responsible, problem solver)
- *Engage in learning opportunities

Teachers

- *Model shared values (respectful, responsible, problem solver)
- *Plan for advisory meetings.
- *Award points to students and staff through PBIS system
- *Being consistent enforcing school-wide routines and procedures
- *Engaging academics
- *Positive community
- *Effective management
- *Developmentally responsive teaching
- *Hold students accountable for learning
- *Communicate with families

Support Staff

- *Model shared values (respectful, responsible, problem solver)
- *Award points to students and staff through PBIS system
- *Being consistent enforcing school-wide routines and procedures
- *Positive community
- *Communicate with families

Admin

- *Communicate and monitor vision, mission, values, and goals.
- *Model shared values (respectful, responsible, problem solver)
- *Award points to students and staff through PBIS system
- *Being consistent enforcing school-wide routines and procedures
- *Positive community
- *Hold teachers accountable through a multi-tiered system and directing the levels of support needed for growth.
- *Plan for and support staff culture through planned activities both in and out of school.
- *Plan for and support student culture through planned activities in school.
- *Communicate with families

Parent

- *Monitoring students academics, attendance and behaviors through MyStudent parent portal.
- *Reinforce school values and expectations at home.
- *Supporting their students in extracurricular activities
- *Communicate with teachers and administration