

Gifford Middle School

4530 28TH CT, Vero Beach, FL 32967

www.indianriverschools.org

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

56%

Alternative/ESE Center

No

Charter School

No

Minority

45%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

Provide the school's vision statement

Gifford Middle School will increase student achievement gains school-wide by focusing on rigorous teaching and learning.

School Environment

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

Relationships are built through our EPIC (8th period) where teachers and students have 30 minutes each day to use. Lesson plans are provided with a monthly theme such as "Getting to Know You, Getting To Know Yourself", "Success Strategies", "Diversity", and "Cultural Understanding". These lessons are part of a series called Words of Wisdom which also relate to our daily announcements which provide a reflective quote from a diverse group of famous authors, leaders and role model from the beginning of time through today.

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

Gifford Middle School has a Positive Behavior Program which recognizes students who are following our FINS expectations. Follow directions, Interact Safely, Negotiate Conflict and Show Respect. Students are also using our "No, Go, Tell" anti-bullying program to report bullying and harassment. This year we are also phasing in Restorative Justice with our 6th grade class. These techniques are used before, during and after school.

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

Positive Behavior Support Reward System

Person or Persons Responsible

Administration, Teachers, Non Instructional Staff

Target Dates or Schedule

• Quarterly rewards developed by grade levels • Success Celebrations given to students for being: FINS • Dolphin Dollars are used in exchange for privileges such as preferred seating, lunch speed passes to advance the lunch line, and other tangible rewards.

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

MTSS- Multi-Tiered Systems of Support --Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP are structures to address effectiveness of core instruction, resource allocation (funding and

staffing), teacher support systems, and small group and individual student needs
The MTSS team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.
Function and responsibility of each school-based leadership team member as related to MTSS are as follows:
Craig Kinsley (AP) and Jaime Tanner (Student Support Specialist) -Co-Chairs
Eathal Hart and Ivonne Ferraro - Guidance Counsellors- Data Co-Chairs
Dr. Ralph Schroeder- School Psychologist
Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement
GMS utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

GMS uses our District's Baseball Card data inside of PM2 to look at students with specific indicators.
Students who miss 10 percent or more of available instructional time
Students retained, pursuant to s. 1008.25, F.S.
Students who receive two or more behavior referrals
Students who receive one or more behavior referrals that lead to suspension.
Students who failed courses in the prior year in ELA or math.
The Baseball Card allows MTSS to look at students in the yellow, or red categories to see at what level of severity the student is identified inside PM2.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	17	10	48	75
One or more suspensions	9	19	35	63
Course failure in ELA or Math	1	24	49	74
Level 1 on statewide assessment	55	37	67	159

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	29	59	101

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

GMS communicates regularly through Blackboard Connect phone calling system, newsletters, Open Houses, and Facebook posts. Individual teachers use Edmodo and Canvas in addition to communicate with parents. Honor Roll and On-A-Roll assemblies will be used to also build parent involvement.

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.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Decker, Roxanne	Principal
Kinsley, Craig	Assistant Principal
Jones, Tosha	Assistant Principal
Demeter, Nancy	Teacher, K-12
Broxton-Brown, Tammy	Teacher, K-12
Ferraro, Ivonne	Guidance Counselor
Hart, Eathel	Guidance Counselor
Lunn, Tara	Teacher, K-12
Hiser, Pat	Teacher, K-12
Ridlen, Susan	Teacher, K-12
Tomlinson, Paul	Teacher, K-12
Kostick, Barbara	Teacher, K-12

Duties

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

GMS Principal leads meetings. They are held once every month to accomplish our goals. The team maintains a focus on the overall implementation of reading instruction

throughout the school. Additionally, data is analyzed on student reading performance across grade levels. Recommendations for adjustments to content area instruction and strategies that will enable students to read successfully are shared.

Major initiatives of the Leadership Team

The major initiatives of our LLT this year are:

- 1) To successfully plan and implement school-wide writing across content areas
- 2) To promote the use of Close Reading and use of Complex Text that support effective integration reading strategies across content area classrooms school-wide.

Every Teacher Contributes to Reading Instruction

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

Students are grouped according to ability.

Specific reading strategies are taught through reading classes and implemented school-wide.

Through

annual professional development, our faculty is exposed to reading strategies that are utilized throughout

all areas of curricula. It is our school's expectation that all teachers are explicitly teaching the strategies

and using them on a regular basis. Our administrators are responsible for monitoring that reading strategies are being placed in lesson plans and evaluates the use of these strategies during the informal and formal observations.

The 8 step plan is also used regularly to analyze how best to face barriers and where to apply resources.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Beth Stanley	Parent
Jennifer Cummings	Business/Community
Chris Mortimer	Education Support Employee
Wanda Scott	Parent
Betty VanHest	Teacher
Amber Aracena	Parent
Stephanie Smeltzer	Parent
Cody Lanier	Student
Diane Lanier	Parent

Duties

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

Evaluation of last year's school improvement plan

Involvement of the SAC in the development of the SIP and review of last year's plan takes place at monthly meetings.

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

Development of this school improvement plan

Activities of the SAC for the upcoming school year

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

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

Professional development for best practices (Kagan Cooperative Learning) \$3,000

After School Tutoring/Course Recovery Buses \$6,000

After School Tutoring (teacher)
Dolphin Days (5th Grade Mini-Summer Camp) for transition to middle School

Preparation of the school's annual budget and plan

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

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

Last year's budget for SAC was allocated to 5th grade transition, after school programming and staff development initiatives.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Decker, Roxanne	Principal
Ridlen, Susan	Other
Lunn, Tara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Incorporate best practice strategies for teachers to assist with time on task such as: Cooperative Learning techniques, Differentiated Instruction, PD360 a collection of videos are being implemented to show teachers before , during and after reading strategies. Literacy is being emphasized in all classes with open response writing and a school wide writing program implemented with a month to month roll out. Write Score will also be used to have all student do a computer -based writing sample which will be graded externally and returned with specific feedback for each student. AR is used to incorporate the reading goal of independent reading.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

GMS uses a once a week collaboration period for teachers to collaborate on school wide literacy strategies. This time is called EPIC. Norms are set for working relationships, teachers are observing each other and sharing strategies for literacy.

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

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

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

This year our EPIC teachers are paired in Reading/Language Arts groups so that collaboration for cooperative learning and literacy may take place. The mentors of new teachers are within the same department or grade level.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

GMS has provided staff development for cPalms as a resource for standards, lesson planning and materials. Our new reading and language arts adoption has been vetted by groups of teachers on the selection committee to assure it is standards based.

Teachers of math and ELA are using icmaps to instruct standards based instruction.

Instructional Strategies

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs
The MTSS team assists with the analysis of school, classroom, and student level data in order to identify

areas for school improvement. Additionally, the team assists with the evaluation of the student response

to current interventions, curricula, and school systems.

Modifications take place at the classroom level. Supplemental resources are derived from cPalms.

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. ALS allows students to recover courses. Gifted and accelerated students work on enrichment activities such as Hydrogen Fuel Cell and Envirothon. Accelerated students stay for Mighty Mu Math competitions and various academic games competitions.

Strategy Rationale

Having students stay after school protects instructional time in class.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Kinsley, Craig, craig.kinsley@indianriverschools.org

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

Number of students passing courses in ALS and number of students participating in academic competitions.

Strategy: Before School Program

Minutes added to school year: 200

Teachers invite students to before school tutoring.

Strategy Rationale

Protection of instructional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Decker, Roxanne, roxanne.decker@indianriverschools.org

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

Students passing classes at semester.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness***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.

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 Florida Choices 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 postsecondary level include college days and awareness through college and career information in our media center's college center.

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

Technology class will be an industry certified class next year.

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

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.** Provide standards based instruction which is observed and monitored for continuous improvement.
- G2.** Implement and monitor a school-wide literacy plan which focuses on writing through the content areas.
- G3.** Provide rigorous teaching and learning by protecting loss of instructional time.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Provide standards based instruction which is observed and monitored for continuous improvement. 1a

G050911

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	55.0
AMO Math - SWD	49.0
AMO Math - All Students	73.0
AMO Reading - SWD	49.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Experienced teachers who are dedicated and willing to teach the standards.
- PD offered by district to overview CPalms and unpack the standards.
- Department Heads that are deeply trained in standards.
- EPIC 45 minute once a week period to collaborate with faculty.
- Willingness for ESE and Gen. Ed teachers of language arts and math to be part of the ESE Support Facilitation Model.
- Administrators who have been trained in Florida rollout Standards through cPalms.

Targeted Barriers to Achieving the Goal 3

- Time to familiarize teachers with the Florida Standards.
- Time for teachers in support facilitation to be able to plan and collaborate.

Plan to Monitor Progress Toward G1. 8

Use Early Warning system to monitor ESE students who less than 1 course failure in language arts and math at semester.

Person Responsible

Tosha Jones

Schedule

Evidence of Completion

SWD rates of course failures will drop as they are included in the gen. ed curriculum.

Plan to Monitor Progress Toward G1. 8

SWD students will raise their achievement on the FSA to above 49%.

Person Responsible

Roxanne Decker

Schedule

On 6/30/2015

Evidence of Completion

Reading and Language Arts scores will be raised by double digits with the target being 49% proficiency for ELA and math.

G2. Implement and monitor a school-wide literacy plan which focuses on writing through the content areas.

1a

G045907

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	79.0
AMO Reading - All Students	75.0
2+ Course Failures - Middle Grades	10.0

Resources Available to Support the Goal 2

- GMS will utilize a cooperative learning techniques to increase engagement in classes and cut loss of instructional time.
- Teachers will bring strong skills related to teaching their subject areas.
- School team which has been exposed to school-wide literacy through IRFIL.
- EPIC - 45 minute PLC once a week
- Two school controlled in-service days; 6 IRTIPS in-services

Targeted Barriers to Achieving the Goal 3

- EPIC is a collaborative PLC in which teachers meet once a week for 45 minutes. Time is limited and it occurs at end of day.
- Content area teachers are not deeply familiar with requirements of writing essays or paragraphs

Plan to Monitor Progress Toward G2. 8

Write Score will be used to practice writing one time and feedback will be given individually to each student. A school-wide literacy plan which focuses on writing in the content areas will be implemented month by month.

Person Responsible

Tara Lunn

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Each department will have students write across the curriculum in content areas starting with paragraph writing which cites evidence. Teachers will then bring the products back to EPIC to compare to the FSA rubric and to develop standards based instructional strategies to improve the students understanding of writing.

G3. Provide rigorous teaching and learning by protecting loss of instructional time. 1a

G045901

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	25.0
Attendance Below 90%	95.0
One or More Suspensions	25.0
2+ Course Failures - Middle Grades	10.0

Resources Available to Support the Goal 2

- Admin. and teachers are using school-wide expectations of FINS as part of our newly implemented PBS program.
- Willingness of school and students to use the school-wide expectations.
- PTSA and SAC supporting the PBS program through donations, fundraising and awareness.
- PTSA and guidance creating recognition programs such as Honor Roll and On-A-roll which recognizes students who are showing increasing effort.
- Success Celebrations which recognize students for their attendance and following school =wide expectations.
- Admin. and teachers being trained in Restorative Justice framework.
- SAC willing to support after school buses for course recovery.
- Willingness of faculty to embrace cooperative learning techniques as part of Tier 1 classroom practices.

Targeted Barriers to Achieving the Goal 3

- High number of student failing courses in 8th grade and therefore being retained.
- Tier 1 classroom engagement levels of students.

Plan to Monitor Progress Toward G3. 8

Early Warning System, Course failure reports, benchmark assessments, attendance rates will all be sources of data.

Person Responsible

Roxanne Decker

Schedule

Quarterly, from 11/3/2014 to 1/30/2015

Evidence of Completion

Student engagement will be measured through year end survey of students. In the meantime, course failures reports will show how students are engaged.

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. Provide standards based instruction which is observed and monitored for continuous improvement. **1**

 G050911

G1.B1 Time to familiarize teachers with the Florida Standards. **2**

 B127736

G1.B1.S3 Use Write Score to do a benchmark for the FSA writing computer based assesement. **4**

 S139879

Strategy Rationale

Write score will provide data for specific areas of writing to be improved.

Action Step 1 **5**

Use of Write Score to provide a computer based assessment of writing which will be returned with individual feedback for each student and reports for teachers to see overall data and guide instruction.

Person Responsible

Craig Kinsley

Schedule

On 11/14/2014

Evidence of Completion

Reports of student performance will be returned to each student and each class.

G1.B4 Time for teachers in support facilitation to be able to plan and collaborate. 2

B127742

G1.B4.S1 Teachers in the support facilitation model need time to plan and collaborate on the new Florida Standards and the pacing of the class and accommodations so that ESE students are keeping pace with the standards. 4

S139883

Strategy Rationale

Teachers who plan together will better be able to accommodate ESE students' IEPs and assure that the standards are being taught.

Action Step 1 5

Monthly substitutes will be provided so that ESE and gen. ed teachers may plan together.

Person Responsible

Roxanne Decker

Schedule

On 5/29/2015

Evidence of Completion

Teacher logs of planning times and standards they are planning to teach with accommodations. Assessments of students grades, progress reports and benchmarks.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Collaboration time to ensure that ESE students are getting the standards of the gen. ed class at the same pace through differentiated instruction.

Person Responsible

Roxanne Decker

Schedule

On 6/4/2015

Evidence of Completion

Florida Inclusion Network action plan will be reviewed by Emily Tonn and Dr. Ferrentino for areas of improvement. ESE students achievement levels will rise in math and language arts.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

G2. Implement and monitor a school-wide literacy plan which focuses on writing through the content areas. 1

 G045907

G2.B1 EPIC is a collaborative PLC in which teachers meet once a week for 45 minutes. Time is limited and it occurs at end of day. 2

 B113522

G2.B1.S1 Use of protocols to make EPIC time an efficient use of teachers' time to collaborate 4

 S124930

Strategy Rationale

If our PLCs are focused on the school-wide literacy then we will see gains in all our subject areas since visible thinking is the evidence of processing learning deeply.

Action Step 1 5

Use of protocols for EPIC meetings.

Person Responsible

Roxanne Decker

Schedule

On 6/5/2015

Evidence of Completion

EPIC meeting protocols

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

Informal observations, Formal Observations, walk throughs for non-evaluative purposes and student achievement on benchmarks and FSA will be used to monitor.

Person Responsible

Craig Kinsley

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Data collection slips which contain the element of cooperative learning will be gathered.

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

Deaprtment Heads will monitor the use of the school-wide writing plan.

Person Responsible

Craig Kinsley

Schedule

Monthly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Evidence will be collected in the form of student writing and teacher responses to reflective protocols.

G2.B6 Content area teachers are not deeply familiar with requirements of writing essays or paragraphs **2**

 B127738

G2.B6.S1 A school-wide rubric will be created in student friendly terms and introduced to show visible thinking and processing. **4**

 S139885

Strategy Rationale

All content area teachers will see a benefit in having students write (use visible thinking) to show their knowledge of content, processes or be able to argue a certain claim.

Action Step 1 **5**

The FSA rubric was written for grades 4-11 and has many unfamiliar terms in it which students are not familiar with , so we will create a student-friendly rubric for use in all content areas throughout the school.

Person Responsible

Tara Lunn

Schedule

On 10/30/2014

Evidence of Completion

The rubric will be visible and teachers will have students write according to the school-wide month to month planning calendar.

Action Step 2 **5**

Write Score will provide once computer based practice in November to allow students to practice evidenced based writing where specific feedback will be returned by Write Score through individual and class reports of each of the rubric areas. (focus, organization, evidence citing, and mechanics.

Person Responsible

Craig Kinsley

Schedule

On 11/14/2014

Evidence of Completion

Reports of all rubric criteria will be returned after the November administration of the Write Score test. Lesson plans from Write Score will be provided to help teachers differentiate instruction for some students and to help guide classroom instruction.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Student writing will be reviewed by teachers in EPIC group to begin to build inter-rater reliability for the use of the rubric.

Person Responsible

Roxanne Decker

Schedule

Monthly, from 10/31/2014 to 4/30/2015

Evidence of Completion

Teachers will bring a high, medium and a low example of student writing to EPIC to see if the rubric is being used with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Monitoring the use of student writing and the use of the rubric.

Person Responsible

Roxanne Decker

Schedule

On 1/30/2015

Evidence of Completion

Student products will be gathered.

G2.B6.S2 A school-wide rubric will be created in student friendly terms and introduced to teachers to use in content areas during EPIC. 4

 S139886

Strategy Rationale

All content area teachers will see a benefit in having students write (use visible thinking) to show their knowledge of content, processes or be able to argue a certain claim.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G3. Provide rigorous teaching and learning by protecting loss of instructional time. 1

 G045901

G3.B2 High number of student failing courses in 8th grade and therefore being retained. 2

 B127735

G3.B2.S1 Students who do not respond to Tier 1 classroom practices, or are absent from school or lack skills fail classes and cannot leave middle school until the courses are recovered. 4

 S139894

Strategy Rationale

Students must become more engaged and want to pass their classes.

Action Step 1 5

Offer course recovery classes after school through ALS program.

Person Responsible

Tosha Jones

Schedule

Weekly, from 10/10/2014 to 6/30/2015

Evidence of Completion

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

After school course recovery being offered for student who fail two or more courses.

Person Responsible

Tosha Jones

Schedule

Evidence of Completion

Students courses will be monitored for completion each week and credit will be given as students complete.

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

Instructional time will be maximized through better Tier 1 practices, developing attendance reflectrion practices for students so that fewer students miss class.

Person Responsible

Eathel Hart

Schedule

Evidence of Completion

Using the Early Warning System, fewer students will fail courses, miss class and have discipline ODR's.

G3.B8 Tier 1 classroom engagement levels of students. 2

B127760

G3.B8.S1 Cooperative Learning is a proven engagement technique that promotes positive interdependence, social skills and verbal processing of thinking skills. 4

S139898

Strategy Rationale

Students who are more engaged are less likely to be absent or to get office referrals leaving more time for instruction.

Action Step 1 5

Provide Professional Development by a national trainer in Kagan Cooperative strategies.

Person Responsible

Roxanne Decker

Schedule

On 10/17/2014

Evidence of Completion

The faculty will complete a survey and evaluation at the end of the session.

Plan to Monitor Fidelity of Implementation of G3.B8.S1 6

Admin. will monitor to see if cooperative learning is being used in classes.

Person Responsible

Craig Kinsley

Schedule

Daily, from 10/24/2014 to 6/5/2015

Evidence of Completion

Admin. is using blue slips during our own walkthroughs. The slips are non-evaluative , but can be used to share coaching feedback with the teacher.

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 7

Cooperative learning will be monitored to see if classroom engagement increases with a student survey.

Person Responsible

Tosha Jones

Schedule

On 5/29/2015

Evidence of Completion

Students will take a survey to show engagement as they answer the questions" My teacher makes learning fun" which has been on the surveys for years so many years of data can be compared.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Use of protocols for EPIC meetings.	Decker, Roxanne	10/17/2014	EPIC meeting protocols	6/5/2015 one-time
G1.B1.S3.A1	Use of Write Score to provide a computer based assessment of writing which will be returned with individual feedback for each student and reports for teachers to see overall data and guide instruction.	Kinsley, Craig	11/12/2014	Reports of student performance will be returned to each student and each class.	11/14/2014 one-time
G1.B4.S1.A1	Monthly substitutes will be provided so that ESE and gen. ed teachers may plan together.	Decker, Roxanne	10/10/2014	Teacher logs of planning times and standards they are planning to teach with accommodations. Assessments of students grades, progress reports and benchmarks.	5/29/2015 one-time
G2.B6.S1.A1	The FSA rubric was written for grades 4-11 and has many unfamiliar terms in it which students are not familiar with , so we will create a student-friendly rubric for use in all content areas throughout the school.	Lunn, Tara	10/10/2014	The rubric will be visible and teachers will have students write according to the school-wide month to month planning calendar.	10/30/2014 one-time
G2.B6.S2.A1	[no content entered]			one-time	
G3.B2.S1.A1	Offer course recovery classes after school through ALS program.	Jones, Tosha	10/10/2014		6/30/2015 weekly
G3.B8.S1.A1	Provide Professional Development by a national trainer in Kagan Cooperative strategies.	Decker, Roxanne	The faculty will complete a survey and evaluation at the end of the session.	10/17/2014 one-time	
G2.B6.S1.A2	Write Score will provide once computer based practice in November to allow students to practice evidenced based writing where specific feedback will be returned by Write Score through	Kinsley, Craig	11/12/2014	Reports of all rubric criteria will be returned after the November administration of the Write Score test. Lesson plans from Write Score will be provided to help teachers differentiate	11/14/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	individual and class reports of each of the rubric areas. (focus, organization, evidence citing, and mechanics.			instruction for some students and to help guide classroom instruction.	
G1.MA1	Use Early Warning system to monitor ESE students who less than 1 course failure in language arts and math at semester.	Jones, Tosha	6/5/2015	SWD rates of course failures will drop as they are included in the gen. ed curriculum.	one-time
G1.MA2	SWD students will raise their achievement on the FSA to above 49%.	Decker, Roxanne	6/5/2015	Reading and Language Arts scores will be raised by double digits with the target being 49% proficiency for ELA and math.	6/30/2015 one-time
G1.B4.S1.MA1	[no content entered]			one-time	
G1.B4.S1.MA1	Collaboration time to ensure that ESE students are getting the standards of the gen. ed class at the same pace through differentiated instruction.	Decker, Roxanne	10/10/2014	Florida Inclusion Network action plan will be reviewed by Emily Tonn and Dr. Ferrentino for areas of improvement. ESE students achievement levels will rise in math and language arts.	6/4/2015 one-time
G2.MA1	Write Score will be used to practice writing one time and feedback will be given individually to each student. A school-wide literacy plan which focuses on writing in the content areas will be implemented month by month.	Lunn, Tara	10/1/2014	Each department will have students write across the curriculum ion content areas starting with paragraph writing which cites evidence. Teachers will then bring the products back to EPIC to compare to the FSA rubric and to develop standards based instructional strategies to improve the students understanding of writing.	4/30/2015 monthly
G2.B1.S1.MA1	Deaprtment Heads will monitor the use of the school-wide writing plan.	Kinsley, Craig	10/1/2014	Evidence will be collected in the form of student writing and teacher responses to reflective protocols.	4/30/2015 monthly
G2.B1.S1.MA1	Informal observations, Formal Observations, walk throughs for non-evaluative purposes and student achievement on benchmarks and FSA will be used to monitor.	Kinsley, Craig	8/18/2014	Data collection slips which contain the element of cooperative learning will be gathered.	6/1/2015 weekly
G2.B6.S1.MA1	Monitoring the use of student writing and the use of the rubric.	Decker, Roxanne	1/16/2015	Student products will be gathered.	1/30/2015 one-time
G2.B6.S1.MA1	Student writing will be reviewed by teachers in EPIC group to begin to build inter-rater reliability for the use of the rubric.	Decker, Roxanne	10/31/2014	Teachers will bring a high, medium and a low example of student writing to EPIC to see if the rubric is being used with fidelity.	4/30/2015 monthly
G3.MA1	Early Warning System, Course failure reports, benchmark assessments, attendance rates will all be sources of data.	Decker, Roxanne	11/3/2014	Student engagement will be measured through year end survey of students. In the meantime, course failures reports will show how students are engaged.	1/30/2015 quarterly
G3.B2.S1.MA1	Instructional time will be maximized through better Tier 1 practices, developing attendance reflection practices for students so that fewer students miss class.	Hart, Eathel	10/10/2014	Using the Early Warning System, fewer students will fail courses, miss class and have discipline ODR's.	quarterly
G3.B2.S1.MA1	After school course recovery being offered for student who fail two or more courses.	Jones, Tosha	10/10/2014	Students courses will be monitored for completion each week and credit will be given as students complete.	weekly
G3.B8.S1.MA1	Cooperative learning will be monitored to see if classroom engagement increases with a student survey.	Jones, Tosha	Students will take a survey to show engagement as they answer the questions" My teacher makes	5/29/2015 one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			learning fun" which has been on the surveys for years so many years of data can be compared.		
G3.B8.S1.MA1	Admin. will monitor to see if cooperative learning is being used in classes.	Kinsley, Craig	10/24/2014	Admin. is using blue slips during our own walkthroughs. The slips are non-evaluative , but can be used to share coaching feedback withe the teacher.	6/5/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Provide standards based instruction which is observed and monitored for continuous improvement.

G1.B1 Time to familiarize teachers with the Florida Standards.

G1.B1.S3 Use Write Score to do a benchmark for the FSA writing computer based assesement.

PD Opportunity 1

Use of Write Score to provide a computer based assessment of writing which will be returned with individual feedback for each student and reports for teachers to see overall data and guide instruction.

Facilitator

Department Heads of ELA

Participants

ELA teachers.

Schedule

On 11/14/2014

G3. Provide rigorous teaching and learning by protecting loss of instructional time.

G3.B8 Tier 1 classroom engagement levels of students.

G3.B8.S1 Cooperative Learning is a proven engagement technique that promotes positive interdependence, social skills and verbal processing of thinking skills.

PD Opportunity 1

Provide Professional Development by a national trainer in Kagan Cooperative strategies.

Facilitator

Kagan

Participants

Faculty

Schedule

On 10/17/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: Implement and monitor a school-wide literacy plan which focuses on writing through the content areas.	3,000
Goal 3: Provide rigorous teaching and learning by protecting loss of instructional time.	13,790
Grand Total	16,790

Goal 2: Implement and monitor a school-wide literacy plan which focuses on writing through the content areas.

Description	Source	Total
B6.S1.A2 - SAC voted on 10/18 to approve.	School Improvement Funds	3,000
Total Goal 2		3,000

Goal 3: Provide rigorous teaching and learning by protecting loss of instructional time.

Description	Source	Total
B1.S1.A1 - 5100 0000 0000	School Improvement Funds	10,790
B8.S1.A1 - Staff Development Funds have been used from my general budget for GMS.	General Fund	3,000
Total Goal 3		13,790