

Lake County Schools

Gray 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	10
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

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: 7/1/2021

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
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* Native American Students Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: B (58%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

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205 E MAGNOLIA ST, Groveland, FL 34736

<https://gms.lake.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: 24px;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">98%</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: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">63%</p>

School Grades History

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

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SIP Authority

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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.

The mission of Gray Middle School is to provide a secure, welcoming environment for all students and staff to thrive. We will ensure that student learning is paramount and a place where all students become leaders of tomorrow.

La misión de la Escuela Secundaria Gray es proporcionar un ambiente seguro y acogedor para que todos los estudiantes y el personal prosperen. Nos aseguraremos de que el aprendizaje de los estudiantes sea primordial y un lugar donde todos los estudiantes se conviertan en líderes del mañana.

La mission de Gray Middle School est de fournir un environnement sûr et accueillant pour que tous les élèves et le personnel puissent s'épanouir. Nous veillerons à ce que l'apprentissage des élèves soit primordial et un lieu où tous les élèves deviennent les leaders de demain.

Provide the school's vision statement.

Gators are...
 Goal Oriented
 Academically Focused
 Trustworthy
 Organized
 Respectful
 Striving for Greatness!

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
Frana, Melissa	Principal	
Smallridge, Greg	Assistant Principal	
Sorrells, Michelle	Assistant Principal	
Gilbert, Phyllis	Teacher, K-12	
Wentzell, Jennifer	School Counselor	
Miller, Matthew	Instructional Coach	
Brosious, Adrianna	Teacher, ESE	
Fiske, Sara	Teacher, K-12	
Grady, Amy	Teacher, K-12	
Hacker, Megan	Teacher, K-12	
Grable, Vicky	Other	
Cornwell, Miranda	School Counselor	
Stuart, Edward	Assistant Principal	

Demographic Information

Principal start date

Thursday 7/1/2021, Melissa Frana

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.*

2

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

1,173

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

27

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

29

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	367	399	447	0	0	0	0	1213
Attendance below 90 percent	0	0	0	0	0	0	142	190	220	0	0	0	0	552
One or more suspensions	0	0	0	0	0	0	46	66	62	0	0	0	0	174
Course failure in ELA	0	0	0	0	0	0	2	1	3	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	3	2	3	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	109	155	153	0	0	0	0	417
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	126	127	144	0	0	0	0	397
Number of students with a substantial reading deficiency	0	0	0	0	0	0	109	155	153	0	0	0	0	417
	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	208	226	257	0	0	0	0	691

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	1	3	2	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	2	1	3	0	0	0	6

Date this data was collected or last updated

Wednesday 7/20/2022

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	387	385	422	0	0	0	0	1194
Attendance below 90 percent	0	0	0	0	0	0	0	100	105	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	112	153	187	0	0	0	0	452
Course failure in ELA	0	0	0	0	0	0	129	137	195	0	0	0	0	461
Course failure in Math	0	0	0	0	0	0	130	137	165	0	0	0	0	432
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	39	53	0	0	0	0	122
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	56	47	69	0	0	0	0	172
Number of students with a substantial reading deficiency	0	0	0	0	0	0	83	80	103	0	0	0	0	266

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	130	137	195	0	0	0	0	462

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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	4	4	0	0	0	0	8

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	387	385	422	0	0	0	0	1194
Attendance below 90 percent	0	0	0	0	0	0	0	100	105	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	112	153	187	0	0	0	0	452
Course failure in ELA	0	0	0	0	0	0	129	137	195	0	0	0	0	461
Course failure in Math	0	0	0	0	0	0	130	137	165	0	0	0	0	432
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	39	53	0	0	0	0	122
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	56	47	69	0	0	0	0	172
Number of students with a substantial reading deficiency	0	0	0	0	0	0	83	80	103	0	0	0	0	266

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	130	137	195	0	0	0	0	462

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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	4	4	0	0	0	0	8

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	40%	45%	50%				51%	50%	54%
ELA Learning Gains	38%						54%	52%	54%
ELA Lowest 25th Percentile	31%						48%	44%	47%
Math Achievement	41%	33%	36%				62%	56%	58%
Math Learning Gains	44%						58%	55%	57%
Math Lowest 25th Percentile	34%						50%	46%	51%
Science Achievement	44%	50%	53%				61%	49%	51%
Social Studies Achievement	64%	54%	58%				72%	70%	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	46%	52%	-6%	54%	-8%
Cohort Comparison						
07	2022					
	2019	44%	49%	-5%	52%	-8%
Cohort Comparison		-46%				
08	2022					
	2019	61%	54%	7%	56%	5%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	49%	53%	-4%	55%	-6%
Cohort Comparison						
07	2022					
	2019	61%	58%	3%	54%	7%
Cohort Comparison		-49%				
08	2022					
	2019	59%	39%	20%	46%	13%
Cohort Comparison		-61%				

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	61%	49%	12%	48%	13%
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	71%	71%	0%	71%	0%
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	94%	52%	42%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	49%	-49%	57%	-57%

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	14	28	26	21	35	27	12	36	40		
ELL	20	34	37	22	35	34	20	44	69		
AMI	14	38		21	31						
ASN	57	48		54	56		58	77			
BLK	31	31	36	34	39	30	42	51	52		
HSP	39	40	32	35	41	32	39	56	59		
MUL	51	42		50	42		60				
WHT	45	37	25	51	49	40	50	73	58		
FRL	30	33	32	32	38	30	34	55	51		
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	22	36	24	29	39	27	29	36	35		

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
ELL	30	40	36	26	30	36	8	44			
ASN	61	52		68	30						
BLK	47	50	36	37	36	24	27	71	36		
HSP	41	41	33	41	36	31	40	54	61		
MUL	45	45		39	27		40	82			
WHT	49	46	37	53	38	31	54	62	55		
FRL	39	42	32	38	37	28	38	55	52		

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		

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)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	37
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	26
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	58
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
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	49
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	48
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The trend that emerged across all grade levels was a significant drop in attendance rates, and a significant increase in the number of students who scored below proficiency on the FSA ELA and Math. Both Math and ELA achievement decreased by 5 points. Our ELA achievement decreased by 6.

The 2022 Florida Standards Assessment (FSA) indicated that ELA's lowest quartile learning gains & Math's lowest quartile learning gains were the lowest performing areas. Contributing factors appear to be a lack of targeted intervention during our R&A block and a lack of attendance during this time. Tier 1 instruction has lacked differentiation, a focus on our lowest quartiles of students during instructional time, and utilizing formative assessments to adjust instructional needs.

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

The greatest need for improvement is in the eighth-grade FSA math scores. From the 20-21 to 21-22 school years our scores have dropped 20 percentage points.

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

Gray Middle School started the 2021-2022 school year significantly under-allocated. Our enrollment increased nearly 25%, and we had to overcrowded classrooms. After the school year started, we were given six more allocations, and we were forced into hiring teachers as the school year progressed and it was difficult to find and hire qualified teachers. From October through January, there was a significant gap in teacher practice in our 8th grade Pre-Algebra and Algebra classes. Two-thirds of our 8th-grade students taking math were without a qualified teacher during these months. Learning loss occurred with a majority of our 8th-grade students. Currently, our 2022-23 8th-grade math teachers all have the proper certifications.

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

Our 7th grade FSA math scores increased by three percentage points. 8th grade Science FSA scores increased by 8 percentage points and Civics EOC scores increased by 3 percentage points. Twenty-two 6th grade intensive reading students no longer need intensive reading.

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

We added an experienced seventh-grade math teacher from Clermont Middle School to the 7th-grade math team for the 2021-2022 school year, and he joined two other experienced math teachers. The seventh-grade math department utilized Read, Write, Think and Talk and collaborative structures that are researched and proven strategies. Our 8th grade Science department utilized a weekly collaborative planning time sharing best practices and was led by a veteran teacher with a wealth of knowledge. Our Civics department for years has worked collaboratively with common assessments, and all three teachers have years of experience. They also worked together during collaboratively planning time. Our sixth-grade reading teacher is also our most experienced reading teacher who led the reading department and utilized student data to drive interventions.

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

We will focus on the District Instructional Framework for all of our teachers across grade levels and content areas. Modeling thinking using "I statements" to explain thinking, demonstrating the task or strategy. This will allow teachers to alert learners about errors to avoid or show them how to apply new thinking. Guided instruction will allow teachers to go to direct instruction only when questioning, prompting, and cueing students did not reach the desired effect in the allotted time. Collaborative learning will help students consolidate their understanding of the content and explore opportunities to problem solve and negotiate thinking through productive tasks with their peers. Independent learning will be utilized to provide practice in applying skills and information. We will utilize common formative assessments during instruction to differentiate instruction based on student needs. Finally, teachers will focus on the purpose of the lesson to make it interesting and relevant.

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.

Gator University is our new teacher induction program for teachers new to Gray Middle School, where teachers are supported in instruction, routines, and getting used to the daily function of the school. Gator University will be provided to our new teachers to assist them in becoming highly effective teachers. They will be given detailed instruction for the TEAM evaluations and highly effective teaching strategies. They will be led by Mr. Smallridge, Assistant Principal, Matt Miller, literacy coach, and Mr. Williams a former math coach. Each administrator trained the entire faculty during pre-planning days on a highly effective teaching techniques. Trainings included, Defining a Clear and Compelling Purpose; Mission and Vision; One Team Collective Commitments; Focused on Learning and Utilizing Formative Assessments and Interventions;

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

Gray Middle School will provide Flextime to students four days a week and students will be required to sign-up for this time to get support in content areas where deficiencies are evident. Teachers will check rosters for Flextime to ensure that students have signed up in appropriate areas. Tutoring services will also be provided for ELL students, ESE students, lowest quartile students, and AVID tutors for students during AVID class. For any students with a failing grade on their quarterly report card, a Grade Recovery program will be provided to regain credit for a core course. During grade recovery and tutoring sessions, tutors will be working in small groups modeling processes using computers/displays/projectors. Supplies for our grade recovery and tutoring sessions include file folders for each student to track their progress, scratch paper, and other general supplies. Intensive math class will be given as additional support for students with a level one on the FSA mathematics section. If students still have a failing grade at the end of the year, Summer School will be required to attend in the month of June.

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 Professional Learning Communities

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

This year Gray Middle School has 30 new teachers on campus and the need for a Professional Learning Community has never been greater. The 8th-grade math scores had the most significant drop of percentage points of any FSA-tested area. A need for a focus on learning is not only evident in this area but is also evident in our overall school grade of a low "C". Our ELA department will modify and adapt lessons in its second year of implementation of its new curriculum. We will be focusing on essential standards during the delivery of these lessons to ensure students are prepared going into the next grade level. Teachers will utilize the PLC 3 big ideas and 4 critical questions during their planning time to ensure instruction is meeting the needs of all students.

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

Measurable outcomes will be progress monitored through F.A.S.T. three times per year for Math and ELA. Our 21-22 math proficiency currently stands at 41%. We will see an increase in math proficiency by 11 percentage points. Our 21-22 ELA proficiency is currently 40%. Our ELA goal will collectively improve by 10 percentage points. Science, Civics, and Algebra I will be monitored through Lake Standards Assessment three times per year. We will see a positive trend in all three areas with an increase of 3 percentage points.

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

Teacher/Administration attendance during Collaborative Planning Time will be monitored through the weekly completion of the Common Planning Time (CPT) Google document. The principal will monitor the administrative team's attendance in CPT through weekly admin meetings. Data will be disaggregated after each testing window to identify trends allowing students and teachers to complete data tracking sheets.

Person responsible for monitoring outcome:

Melissa Frana (franam@lake.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being

Utilizing the PLC Model which includes collaborative planning time where common assessments are used to drive interventions and instruction.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

Due to the elevated numbers of new teachers on campus, the use of the PLC model will provide consistency among grade levels and content areas. If we implement, monitor, and support common planning, then teachers will have the opportunity to plan for and evaluate student formative assessments/work products in order to increase student achievement.

**Describe the
resources/
criteria used
for selecting
this strategy.**

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.

1. Create and establish a common planning schedule with identified facilitator/coach, clearly defined protocols, planning time frame, and expected products.

Who: Administration, Literacy Coach, Instructional Dean, & Potential Specialist

When: 8/22/22, End 5/12/23

Frequency: Re-evaluate quarterly

Evidence: Schedule, Norms, List of protocols, and deliverables

Create a professional development series that focuses on purpose, formative assessments, and positive behavior intervention supports.

Who: Administration, Literacy Coach, Instructional Dean, & Potential Specialist

When: Quarterly

Evidence: Professional development schedule, presentations, sign-in sheets, and CPT data.

Person

Responsible Matthew Miller (millerm1@lake.k12.fl.us)

#2. Instructional Practice specifically relating to Small Group Instruction

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

Based on our ESSA subgroups scoring below the 41% threshold for student achievement, the following subgroups have been identified as focus areas: African American, Students with Disabilities, Native Americans, English Language Learners and Economically Disadvantaged. Additionally, the lowest quartile data in ELA and Math from the most recent Florida Standards Assessment (21-22) identified our lowest quartile learning gains as one of our most critical areas of focus.

Students in our subgroups noted above have continually been identified as lower quartile. Due to this identification, our area of focus for our lowest quartile was identified as a critical area. Students in these two areas have not grown in achievement level over the past two years. Our current learning gains in 2021 were ELA - 33% and Math - 29%. In the most recent tested year, these two areas were ELA - 31% and Math - 34%.

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

By focusing on this area, we expect to see increases in state-level data from 34% to 44% in Math lowest quartile learning gains and 31% to 41% in ELA lowest quartile learning gains. We expect to see all sub-groups performing at or above the required 41% by ESSA. Specifically, we expect to see an increase in Students with Disabilities to increase from 27% to 41%, African American Students we expect to see an increase from 38% to at least 41%, Native American Students we expect to see an increase from 26% to at least 41%, Economically Disadvantaged Students we expect to see an increase from 40% to at least 41%, and lastly our ELL students we expect to see an increase from 37% to at least 41%.

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

Administration, the literacy coach, the instructional dean, and the potential specialist will attend Common Planning Time (CPT) with grade-level subject areas that will drive the intervention process. Teachers will be notified of our lowest quartile students as well every quarter.

Person responsible for monitoring outcome:

Melissa Frana (franam@lake.k12.fl.us)

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

Utilizing the Professional Learning Communities (PLC) four critical questions, we will focus specifically on Question 3: What do we do when students don't learn? Using teacher observations and common formative assessment data, we can focus on those students who need more time to master grade-level content.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.

If we implement, monitor, and support a structured intervention time then there will be an increase in our lowest quartile data evidenced in school/state/district level data.

Describe the resources/criteria used for selecting this strategy.

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.

1. Create a structured intervention plan supported by non-load-bearing staff to implement ELA/Math interventions for students identified in the lowest quartile in ELA & Math and those in need of intervention.
2. Implement the usage of ALEKS to support quality instruction during Math Repair & Accelerate (R&A) block.
3. Increase intervention time from 2 days per week to 4 days per week. (50% increase)
4. Purchase iXL Language Arts & Math licenses to support our Repair & Accelerate (R&A) block and core class instruction.

Who: Administration, Coaches, Dean, and Specialist

When: Start 8/29/22, End 5/10/23

Frequency: Reevaluate quarterly

Evidence: School/State/District level data.

Person Responsible Edward Stuart (stuarte@lake.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Academics, Behavior and Attendance

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

By utilizing early warning systems data, Gray Middle School will increase attendance and positive student behaviors and maintain a safe and supportive academic environment for all students. If we monitor early warning systems data quarterly and work with students and families to ensure expectations are clear, then we will increase attendance, and positive student behaviors, and maintain a safe and supportive environment for all students. We will utilize school-wide PBIS implementing the use of Gator bucks for students who make good choices, exceed expectations, and improve academically. We will build school-wide culture through the use of Gator behavior and holding students to high expectations.

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

Reduce the number of students meeting the early warning systems data and maintain 7% or less each quarter. Reduce the number of students with 10% or more absences by 15%.

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

Teachers and staff will hold students to high expectations. Administration, the dean, potential specialist, and literacy coach will ensure the structure for our PBIS system are in place and operate smoothly.

Person responsible for monitoring outcome:

[no one identified]

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

Implementation of school-wide positive behavior plan to offer incentives for students demonstrating desired positive behaviors and monitor early warning signs to intervene with students displaying at-risk behaviors. Reduce the number of students meeting the early warning systems data and maintain 7% or less each quarter. Reduce the number of students with 10% or more absences by 15%.

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

If we monitor early warning systems data quarterly and work with families to ensure expectations are clear, then we will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students.

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.

1. Implementation of a school-wide positive behavior plan to offer incentives for students demonstrating desired positive behaviors and monitor early warning signs to intervene with students displaying at-risk behaviors.

When: 8/22/22

End: 5/26/23

Person Responsible

Michelle Sorrells (sorrellsm@lake.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.

When the students enter the campus each day, the administration, teachers, and school resource officer cooperate to create an environment in which students feel safe and respected. Administration has organized a supervision schedule that ensures that each entry point and staging area are closely and adequately supervised while students are waiting for classes to begin. As students move between classes, teachers and administrators are present in the hallways and at the classroom doors to ensure that students are supervised both in the hallway and in the classrooms. This also ensures that students are welcomed into the classroom as they enter. Once the class time begins, all classroom doors are locked and students must obtain permission to leave the room. Students are also closely supervised during lunchtime by a team of faculty who are equipped to respond to any discipline or emergency situations. Students expressed their feeling of security at school as recorded in data from the student climate survey. Throughout the day, teachers have the ability to contact the front office in order to call for assistance from administration or the school resource deputy. Classrooms are also equipped with phones so that administrators and first responders can be called in the case of a critical emergency. All visitors are required to enter the school through the main office, sign in using the Raptor system, and wait for an escort if approved to enter the campus. During the year, the entire school population rehearses procedures for fire, tornado, bomb, and intruder issues. After the academic day is complete, faculty and staff again work together to supervise all students in the pick-up areas. A routine has been established to limit the number of students congregated in any one area while waiting for transportation home. Administration ensures that the entry points to the school are secure and remain visible to handle any issues that arise. Teachers and administrators on duty are equipped with radios to answer students' questions and ensure an appropriate response time.

GMS also has a Positive Behavior Intervention Support system as a school-wide behavior system. PBIS is proactive, educative, and reinforcement-based for ALL students. It is structured to provide additional support for those who need extra encouragement. Students are issued "Gator Bucks" weekly on Monday's during R&A. Students receive Gator Bucks for having their binder organized, their agenda signed, no agenda comments, chromebook charged and ID's worn. Every Friday, students are able to redeem their Gator Bucks for items from the snack cart. Each month we have a PBIS reward on a large scale. The monthly activities range from student vs. staff sporting events, movies, pizza with the principal, and field trips. We also recognize 12 students per month who are nominated by their teachers for showing kindness, helpfulness, or overall traits of a good student. They are then treated with a catered lunch by Chick-Fil-A. Last year, our students earned and redeemed over 30,000 Gator Bucks and we did notice a decline in negative student behaviors.

- 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 want to promote and reinforce positive GATOR behavior and decrease Swampy behavior by engaging all stakeholders in the implementation of Positive Behavior Intervention Supports (PBIS). Having a clear school-wide understanding of the GATOR expectations and rules by implementing the GATOR reward buck system with fidelity by all stakeholders

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

Michelle Sorrells takes the lead for the PBIS program at Gray. She has team members who meet once a month and includes the following teachers; Mr. Bonner, Mr. Alexander, Ms. Sanservino, and Mrs. Keller. The PBIS program is also supported by the school's PTO, our Potential Specialist, Mrs. Ricks-Mallard and our Media Specialist, Ms. Strickland. Our stakeholders in our positive school culture includes all teachers, administration and all support staff.