Gulf Middle School

2014-15 School Improvement Plan

Gulf Middle School

6419 LOUISIANA AVE, New Port Richey, FL 34653

www.pasco.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	81%

Alternative/ESE Center	Charter School	Minority
No	No	35%

School Grades History

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

School Board Approval

This plan was approved by the Pasco County School Board on 10/7/2014.

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
Focus	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

"Dream it, Own it, Live it"

Provide the school's vision statement

Under development as we are in the first year of our Turn Around plan

School Environment

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

School needs assessment identifies the needs of the students through standardized assessment and social economic data. Staff and School Advisory Counci use this data to develop the the learning environment for GMS.

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

Shared values of respect, responsibility and problem solver are the cornerstones for acceptable behaviors of students, staff and stakeholders. These values are taught to students via Student Handbook by their Social Studies Teacher the first two days of school. Preventive, Support and Corrective strategies are used to shpport the Tier 1 environment. School recognition program supports the academic and social On Track behaviors on a regular basis.

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

The GMS behavioral system is a comprehensive plan of preventative, corrective and supportive strategies focused on addressing the academic and social needs of a developing adolescent learner in a Title One school. School shared values of respect, responsibility and problem solving define acceptable behaviors by students, staff and all stakeholders in supporting our students' desired effects and four student outcomes. Desired effect is for GMS students to be college, career and life ready. Our four student outcomes include: 1) Annual yearly progress in all curricular areas, 2) Mastery of grade level standards, 3) Middle School to High School promotion and 4) High School Diploma.
The GMS comprehensive plan includes protocols and expectations for both students and staff. The student handbook is taught the first two days of school by the Social Studies Teachers. Academic and Social Goal setting meeting by grade level help students make connections of "On Track" behaviors and incentives. The staff have aligned the research based instructional strategies from Robert Marzano's the connect academic and social strategies in supporting our students' Desired Effect and Four Student Outcomes.
Teachers address struggliing student academic and social behaviors by implementing a data inquiry cycle that recognizes the undesired behavior, yet focuses on the desired behavior. The inquriy based cycle seeks to understand the "why" or root of the undesired behavior in order to develop intervention and supports that will result in the desired behavior. Professional development is offered to assist

Teachers in implementing this system not only for the benefit of student progress towards their DE and Four Student Outcomes, but to support the 50% of Teacher Evaluation determined by Student assessment scores.

The staff reviews academic and social student response data @ 4.5 weeks to continually reflect upon our preventative, corrective and supportive strategies for Tier 1, Tier 2 and Tier 3 students. Our academic and social strategies will continually adjust as per input from staff.

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

The social emotional needs of GMS Students are identified from previous Early Warning System (EWS) along with social economic data. Because of the "gap" between home and school (students who lack support for schooling) Title One funds were used to hire a MTSS Coach (School Pychologist) and an additional Social Worker (total of two) and an additional Administrative Assistant for Discipline to join with other MTSS members at a weekly meeting to complete PLC work to identify and address the social emotional needs of students. The MTSS Team consists of: MTSS Coach (School Psychologist), two Social Workers, School Nurse, ESE Department Chair, SSAP Teacher, Administration and Administrative Assistant for Discipline.

MTSS Coach and Social Workers conduct student observations and assist Teachers in develping Tier 2 and Tier 3 student success plans.

Our Parent Involvement Coordinator implements parent involvment activities and events in order to align the work of the school and parents in being "Partners in their child's education."

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

The Early Warning System (EWS) at Gulf Middle School is based upon a data inquiry cycle focused on continually montoring student response rates in progress of our four student outcomes. Our four student outcomes include: 1) Annual yearly progress in all curricular areas, 2) Mastery of grade level standards, 3) Middle School to High School promotion and 4) High School Diploma. The GMS EWS cycle monitors student response rates in the areas of grades, attendance and social behaviors. Based upon student response rates, student are identified in each of these three areas in the categories of: 1) On Track, 2 (At Risk) or 3) Off Track. The following scale is used to identify students in each of the three categories:

Grades - On Track = Grades A-C
Grades - At Risk = Grades of D
Grades - Off Track = Grades of F
Attendance - On Track = Less than 5% absences per year (45 days=2 @qrt.),
Attendance At Risk = 6 to 10% absences per year (45 days= 3-4 @qrt.)
Attendance Off Track = 11+% absences per year (45 days=5+ @qrt.)
Social Behaviors (Discipline) - On Track = 0-1 referrals @ qrt.
Social Behaviors (Discipline) - At Risk = 2-4 referrals @ qrt.
Social Behaviors (Discipline) - Off Track = 5+ referrals @ qrt.

The GMS EWS cycle starts with pre-identifing "Off Track" students from the previous year data. This "Off Track" list is used during "Schedule pickup day" (week prior to student start of school) for the Principal to make a positive contact with student and their parent/caregiver. Students who are on this list are required to first report to the Principal to collaborate on the four student outcomes and discuss whether past behaviors support agreed upon student outcomes, then identify acceptable behaviors from our "Shared Values" social matrix. Also, shared are incentives that student will earn throughout the year for demonstrating "On Track" behaviors that support their four student outcomes. Also at this

time, students are introduced to one of our two Social Workers in order to provide support for students who lack support for school.

The GMS EWS inquiry cycle continues throughout the year with the entire staff review student response data in these three categories on a 4.5 week cycle. This review allows staff to identify students' needs and adjust academic and social strategies with the goal of having at least 80% of students responding in the Tier One area. Students identified in the "At Risk" and "Off Track" subgroups are provided appropriate support and interventions with the goal of bringing them back to "On Track" status and making positive progress towards our GMS desired effect and four student outcomes.

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	35	54	72	161
One or more suspensions	8	49	60	117
Course failure in ELA or Math	40	33	85	158
Level 1 on statewide assessment	78	75	97	250

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	45	56	93	194

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

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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?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/176882.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Mission Statement
"Buccaneer Nation! Dream it, Own it, Live it!"
Title 1 Families/Parents/Caregivers
Gulf Middle School will involve parents in the development of the Title 1 plan and the school improvement process.
• An annual meeting will be held to which all GMS families are invited and encouraged to attend. The purpose of the meeting is to inform parents of the school's participation in the Title I program and of the parent's right to be involved.
• Parents will be provided access to information on school performance data and assistance interpreting their child's individual assessment results.
• Parents will be provided a description and explanation of the curriculum and standards used at the school, the forms of assessment used to measure student progress, and the proficient levels students are expected to meet.
• Parents will be invited and encouraged to attend monthly SAC (School Advisory Council) meetings to offer suggestions, share experiences and to participate in decisions related to the education of their children.
Parent Involvement Opportunities
Gulf Middle School will support and encourage active parent involvement in the home and at school in many ways. In order to meet the needs of our families Gulf Middle School will provide the following:
• Parent workshops will be offered at convenient times to assist parents with providing a supportive home environment.
• Opportunities for volunteering.
• A variety of school events that families are invited to and encouraged to attend.
• Opportunities for families to share their feedback about school events.
• Parent / teacher conferences.
• An annual survey for parents to complete to help the school meet the needs of Gulf Middle families.
Communication
Gulf Middle School provides their families with ongoing and timely communication. Some of the ways that Gulf Middle School communicates information to families include:
• Emails
• Ongoing Parent/Teacher/Student Conferences
• Individual and automated phone calls (School Connects)
• eSembler (electronic grade book and attendance)
• Social Media: Twitter and Facebook
• GMS Website

• Buccaneer Marquee (school sign)
• MTSS (Multi-Tiered Systems of Support) / EWS (Early Warning System) parent meetings
The Gulf Middle School web site will be updated and easy to use. It will provide the following information:
• Teacher and Staff Contact Information including email
• District School calendar
• Parent and Student Resources
• School lunch menu
• Current school events calendar
• Athletic Information
• Social media
o Add links here
Gulf Middle School will partner with our families using a School/Home Compact. The compact will state the expectations and goals for the student, parents and school. Parents, students, and the entire staff will share the responsibility for improving academic achievement and social well-being. This shared partnership will provide all students with opportunities to be college, career and life ready.
Annually, the SAC will review and make recommendations for the Parent Involvement Plan and the School/Home Compact. Families are encouraged to submit their feedback regarding school events and the Parent Involvement Plan and to participate in our annual parent survey.
For more parent resources, parents may view the website www.floridapartnership.usf.edu for more information.
This document will be made available to all parents annually. Gulf Middle School shall ensure opportunities and information are accessible to all families. Please contact the school if you require additional assistance.

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
Mobley, Lori	Assistant Principal
Bruno, Daniela	Teacher, K-12
Kledzik, Karen	Assistant Principal
Joens, Jason	Principal

Duties

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

Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
• Identification of critical MTSS infrastructure already established and/or in need of development and provide plan for building capacity.
• Analysis of schoolwide and grade-level data in order to identify student achievement trends.
• Analysis of disaggregated data in order to identify trends and groups in need of intervention.
• Development of assessment strategies and calendars
• Development of data review plans, supports, and calendars.
• Development of processes to ensure intervention fidelity
• Review of Progress Monitoring data.

• Planning for Interventions.
• Assessment of MTSS implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI).
• Assessment of school staff's skill development.
• Development of professional development/technical assistance plan to support MTSS implementation.

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

Dashboard School-wide Needs Assessment Completed in March and Updated in August
4.5 week data collection and analysis of Early Warning System Data by MTSS Team, SBLT and Faculty.
Professional Learning Community Proficiency Data Base reviewed biweekly by Academic Steering Committee.
Title One Part A: Working with our district we are able to fund a MTSS Coach, 1.8 Social Workers, 3 additional teachers to reduce class size in 6th grade and an Administrative Asstistant. A full time Math and Science Coach is funded by the district through a School Improvement Grant. An ELA Coach is allocated but not filled at this time.
Supplemental Academic Instruction: Extended School Day provides additional instructional opportunities for students who are not proficient based upon student response rates to Common Assessments developed by PLCs. Both Support for struggling students and enrichment for students already at mastery level is provide after regular school hours through SAI funding.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jason Joens	Principal
Debra Brosseau	Parent
Michelle Andrews	Parent
Mary Emerson	Parent
Barbara Michels	Parent
Annika Santagelo	Business/Community
Carl Serpe	Parent
Renee Tyner	Parent
Chuck Keay	Teacher
Karol MacQuarrie	Teacher

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

As the 2013-14 plan resulted in a "D" grade for the third year in a row, we have decided to move in another direction. A new Principal, Jason Joens was named to lead the school in a new direction. The 2014-15 School Advisory Council will continue to provide input in shaping the educational environment by reviewing EWS data on a 4.5 week data inquiry cycle with the focus on student success as measured by our Desired effect: All GMS students will be college, career and life ready, along with our four student outcomes of 1) Annual progress in each subject area, 2) Mastery of grade level standards, 3) Middle to High School promotion and 4) High School Diploma.

Development of this school improvement plan

The School Advisory Council will also function as a parent focus group providing feedback to administration and staff regarding support and interventions that support student success whether they are struggling or require enrichment. The SAC will meet monthly to make recommendations to our "Living Plan."

Preparation of the school's annual budget and plan

Since the school's annual budget plan is due prior to the establishment of the 2014-15 SAC, the plan will be shared and input will be used to make any final decisions of allocating resources to support student success.

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

Staff Development: $1,000.00
Student Incentives: $1,000.00
Materials and Supplies: $500.00
After School Intervention Program: $1,000.00

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
Joens, Jason	Principal
Kledzik, Karen	Assistant Principal
Mobley, Lori	Assistant Principal
Bruno, Daniela	Teacher, K-12
Bruno, Matthew	Teacher, K-12
Loveless, Joyce	Teacher, ESE
O'Dell, Ronda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT performs the following functions with a primary focus steering the curriculum, instruction and assessment for this year:
Monthly
Collects, analyzes student response data
Identifies preventive, corrective and supportive interventions for Tier 1, 2 and 3 needs
Identifies research based instructional practices that support student success
Supports work of Professional Learning Communites
Contributes to the School Improvement Plan

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

Professional Learning Community structures are used to align teachers, standards, student response data and collaborative decision making to inform instruction. PLC structue is aligned with expectations on the Step 0 and Five Planning Questions rubrics. Professional development will be provided with formative feedback and coaching in order to support the on going professional growth of teachers.

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

The Prinicipal oversees the hiring process. High-qualified applicants are considered first. School vision, student goals and acceptable adult behaviors/instructional practices are discussed during the interview process. Specific questions during the interview process allow the interviewer to gain insight on how the applicant address the various needs of the developing adolescent in a Title One school. Gallup survey questions on student hope and encouragement are also considered.
Teacher retention is supported by providing clear goals, outcomes and how they will be supported in their work. A professional growth model mindset is shared in order to support the staff in safe environment where they are encouraged for stepping outside of their comfort zone with instructional practices that align with student success.

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

A new teacher training program is prepared with formative feedback and coaching sessions from August until June. PLC are developed based upon standards based content. PLC members collaborate in "Just the right work" and defined by the five planning questions rubric.

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

Our first SIP goal is to ensure and guaranteed and viable curriculum. Our PLC structure and work is guided by the Step 0 and Five planning questions rubric. Deliverables from the PLCs and Teachers include copy of :
Flordia Standards
Assesment calendar
District pacing guide

Common Syllabus and Qurarterly newsletter
Docuementation of PLC work with five planning questions to include the data driven discussions around student response to PLC developed common assessments.
School wide agreement that any student scoring less than 70% proficiency on assessment receives additional instruction and re-assessment.
Students demonstrating 70%+ proficiency on the first attempt may receive enrichment.
Formative feedback and coaching will be provided by Administration and Subject area Coaches.
Summative evaluation will be provided by Administration

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

Robert Marzanos framework of research based educational practices will be used to determine appropriate actions/behaviors from the staff. Student response data from PLC generated common assessments are used to collect evidence of student learning and provide the platform for collaborative data based decisions to improve instructional practice. Student scoring below 70% will be provided additional instruction and assessment.

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: Extended School Day

Minutes added to school year: 43,220

Student response data from PLC generated common assessments are used to collect evidence of student learning and provide the platform for collaborative data based decisions to improve instructional practice. Student scoring below 70% will be provided additional instruction and assessment.

Strategy Rationale

Timely identification of skill/mastery levels are address through re-teaching or re-establishing backgorund knowledge levels so students can connect prior knowledge to new knowledge. Identification of student needs are determined by PLC generated common assessments. Student response rates to these assessments are used as formative assessment information to drive future instruction. Once student reaches acceptable level of mastery (70%+), the student response information is noted as a summative score/assessment.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Joens, Jason, jjoens@pasco.k12.fl.us

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

Identification of student needs are determined by PLC generated common assessments. Student response rates to these assessments are used as formative assessment information to drive future instruction. Once student reaches acceptable level of mastery (70%+), the student response information is noted as a summative score/assessment.

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

Not applicable for middle school.

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

The school promotes academic and career planning by:
*providing lessons in Career and Technical Education courses (students explore the Florida Choices website as well as completing other career related activities throughout the year);
*surveying each 8th grade student to further determine specific career areas that students can explore during classroom guidance lessons;
*giving information on local high school career academies to specific students with interests in those areas;

*offering students opportunities to visit local high schools to learn about those vocational and career academies;
*providing and assisting 8th grade students with individualized course selection forms for zoned or chosen high schools.

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

All seventh grade students participate in the Career and Technical Education. The courses are Food and Consumer Science, Technology Education, and Business Computers Technology. In 2014-15, we are planning to start a middle school academy, "Computer gaming and simulation" to align with our feeder Gulf High School.

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

Reseached based instructional practices along with Florida Standards are threaded across the CTE and the Core Content areas.

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

Our Early Warning Systems is used to continually provide student response data on our desired effect of all GMS students being college, career and life ready along with our four student outcome of 1) Anual progress in all coursework, 2) Mastery of grade level standards, 3) Middle to High School promotion and 4) High School Diploma. Our data inquiry cycle runs every 4.5 weeks to continually focus on providing supports and interventions with the goal of the HS diploma.

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. To ensure delivery of a guaranteed and viable curriculum that ensures the success of all learners

G2. Create an emotionally and physically safe and secure school

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. To ensure delivery of a guaranteed and viable curriculum that ensures the success of all learners 1a

🔍 G051014

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- ITC for Literacy

- Common Planning Periods for PLC's

- SW Regional Support Team, District, and State Team

- Common Core Bell Ringers and Caught Ya's

- State Writing Rubric and Anchor Sets

- DBQ's for Social Studies

- Math and Science Coach

- Interactive Notebooks

- Kagan Cooperative Learning Training

Targeted Barriers to Achieving the Goal 3

- Lack of intentional planning

- PLCs are not functioning at the developed level due to limited understanding in the development of common assessments

- Lack of timely and appropriate action to student response to instruction

Plan to Monitor Progress Toward G1. 8

Lesson plans, syllabus, quarterly newsletter

Person Responsible

Schedule
Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Samples of lesson plans, syllabus, quarterly newsletter located in PLC binder

G2. Create an emotionally and physically safe and secure school 1a

🔍 G051015

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- PLC Facilitators

- Academic Coaches, school and district

- Master Schedule

- Refining structure and process from previous year

- Monitoring Tool with resources aligned around a hybrid of DuFour Four Essential Questions for PLC's

- Marzano Professional Growth Model

Targeted Barriers to Achieving the Goal 3

- Lack of strategies to build positive relationships and interventions to address behaviors that create an emotionally and physically safe school

- Gap of social expectations between home and school

Plan to Monitor Progress Toward G2. 8

Provide PD on MTSS philosophy and practice

Person Responsible

Schedule

Evidence of Completion
Training agenda and sign in sheets

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. To ensure delivery of a guaranteed and viable curriculum that ensures the success of all learners `1`

🔑 G051014

G1.B1 Lack of intentional planning `2`

🔑 B128131

G1.B1.S1 Implementation of PD to incorporate intentional planning school-wide `4`

🔑 S140274

Strategy Rationale

Action Step 1 `5`

Outline components of instructional planning through lesson plans, syllabus, quarterly newsletter

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Samples of lesson plans, syllabus, quarterly newsletter located in PLC binder

Action Step 2 `5`

Outline components of instructional practice through professional development in domains 1-4. Teachers will develop a deliberate practice of instructional strategies.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plan documentation of instructional strategies such as: DBQ's in Social Studies; Orchestrating productive discussions in Math; Task-based activities in Science (SWAT PD); and scaffolded writing instruction in ELA. Vertical planning in departments as evidenced in lesson plans as well as through informal observations, Formative feedback and coaching cycles with administration.

G1.B2 PLCs are not functioning at the developed level due to limited understanding in the development of common assessments `2`

🔑 B128132

G1.B2.S1 Implementation of PLC structures school-wide at the developing level `4`

🔑 S140275

Strategy Rationale

Action Step 1 `5`

Implement PLC structure and work at the developmental level as measured by the step 0 and 5 PLC questions rubric through professional development on the PLC structure and practice

Person Responsible

Schedule

Annually, from 8/11/2014 to 6/5/2015

Evidence of Completion

Department meeting agendas and PLC binder containing a common course syllabus, quarterly newsletter, common assessments

Action Step 2 5

Professional development for the development of common assessments and using student response data to guide instruction

Person Responsible

Schedule

On 9/30/2014

Evidence of Completion

Common Assessments in PLC binder and lesson plan book

G1.B3 Lack of timely and appropriate action to student response to instruction 2

🔑 B128133

G1.B3.S1 Implement a continuous data inquiry cycle that will impact daily instruction 4

🔑 S140276

Strategy Rationale

Action Step 1 5

School-wide predetermined sub groups to receive targeted additional MTSS support

Person Responsible

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Case load of targeted students

Action Step 2 5

4.5 week data cycle to identify students using EWS data

Person Responsible

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

MTSS agendas and sub groups of students listed by On Track, At Risk, and Off Track every 4.5 weeks

Action Step 3 5

PLC common assessment data used to reflect on student response rates from common assessments

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

"Just the Right Work" common documentation

Action Step 4 5

Daily classroom practice with multiple checks for student understadning

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Instructional practice noted on daily lesson plans

G2. Create an emotionally and physically safe and secure school [1]

G2.B1 Lack of strategies to build positive relationships and interventions to address behaviors that create an emotionally and physically safe school [2]

G2.B1.S1 Students and staff will take an active role in the development, implementation, and reflection of a multi-tiered system of supports that include preventive, corrective, and supportive interventions. [4]

Strategy Rationale

Action Step 1 [5]

Provide professional development on MTSS philosophy and practice

Person Responsible

Schedule

On 8/29/2014

Evidence of Completion

Training agenda and sign in sheets

Action Step 2 [5]

Use of Title 1 funds for additional support staff: second social worker, MTSS coach, and second discipline para

Person Responsible

Schedule

On 7/31/2014

Evidence of Completion

Noted on Title one budget plan

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

Person Responsible

Schedule

Evidence of Completion

G2.B2 Gap of social expectations between home and school 2

B128135

G2.B2.S1 Develop a school-wide process of identifying and responding to the needs of students who lack support at a Title I school on a timely basis 4

S140278

Strategy Rationale

Action Step 1 5

Use MTSS process to close the gap between home and school with pre-identified kids by subgroup data to receive targeted additional MTSS support

Person Responsible

Schedule

Annually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Case load of targeted students

Action Step 2 `5`

Use MTSS data inquiry cycle to identify Tiered levels of supports for student sub groups using EWS data

Person Responsible

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

MTSS agendas and sub groups of students listed by On Track, At Rick, and Off Track every 4.5 weeks.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

PLC process monitored by administrators, Academic Coaches and PLC Facilitators through visits to PLC's along with the PLC Monitoring Data Base, and PLC Rubric. Quarterly Feedback collected from PLC Facilitators at Leadership Meeting.

Person Responsible

Schedule

Evidence of Completion

Minutes from PLC feedback, adjustments to resource/monitoring tool. Communications to the staff. Administration, Coaches and Facilitators monitoring work and progress of PLCs using a defined rubric.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Interim assessments in Writing, Reading, Math, and Science as well as proficiency data in PLC monitoring data base.

Person Responsible

Schedule

Evidence of Completion

Student growth on interim assessments

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
G1.B1.S1.A1	Outline components of instructional planning through lesson plans, syllabus, quarterly newsletter		8/18/2014	Samples of lesson plans, syllabus, quarterly newsletter located in PLC binder	6/5/2015 daily
G1.B2.S1.A1	Implement PLC structure and work at the developmental level as measured by the step 0 and 5 PLC questions rubric through professional development on the PLC structure and practice		8/11/2014	Department meeting agendas and PLC binder containing a common course syllabus, quarterly newsletter, common assessments	6/5/2015 annually
G1.B3.S1.A1	School-wide predetermined sub groups to receive targeted additional MTSS support		8/18/2014	Case load of targeted students	6/5/2015 annually
G2.B1.S1.A1	Provide professional development on MTSS philosophy and practice		8/18/2014	Training agenda and sign in sheets	8/29/2014 one-time
G2.B2.S1.A1	Use MTSS process to close the gap between home and school with pre-identified kids by subgroup data to receive targeted additional MTSS support		8/18/2014	Case load of targeted students	6/5/2015 annually
G1.B1.S1.A2	Outline components of instructional practice through professional development in domains 1-4. Teachers will develop a deliberate practice of instructional strategies.		8/18/2014	Lesson plan documentation of instructional strategies such as: DBQ's in Social Studies; Orchestrating productive discussions in Math; Task-based activities in Science (SWAT PD); and scaffolded writing instruction in ELA. Vertical planning in departments as evidenced in lesson plans as well as through informal observations, Formative feedback and coaching cycles with administration.	6/5/2015 weekly
G1.B2.S1.A2	Professional development for the development of common assessments and using student response data to guide instruction		9/2/2014	Common Assessments in PLC binder and lesson plan book	9/30/2014 one-time
G1.B3.S1.A2	4.5 week data cycle to identify students using EWS data		8/18/2014	MTSS agendas and sub groups of students listed by On Track, At Risk, and Off Track every 4.5 weeks	6/5/2015 every-6-weeks
G2.B1.S1.A2	Use of Title 1 funds for additional support staff: second social worker, MTSS coach, and second discipline para		7/1/2014	Noted on Title one budget plan	7/31/2014 one-time
G2.B2.S1.A2	Use MTSS data inquiry cycle to identify Tiered levels of supports for student sub groups using EWS data		8/18/2014	MTSS agendas and sub groups of students listed by On Track, At Rick, and Off Track every 4.5 weeks.	6/5/2015 every-6-weeks
G1.B3.S1.A3	PLC common assessment data used to reflect on student response rates from common assessments		8/18/2014	"Just the Right Work" common documentation	6/5/2015 weekly
G1.B3.S1.A4	Daily classroom practice with multiple checks for student understadning		8/18/2014	Instructional practice noted on daily lesson plans	6/5/2015 daily
G1.MA1	Lesson plans, syllabus, quarterly newsletter		8/18/2014	Samples of lesson plans, syllabus, quarterly newsletter located in PLC binder	6/5/2015 weekly
G2.MA1	Provide PD on MTSS philosophy and practice		8/18/2014	Training agenda and sign in sheets	one-time
G2.B1.S1.MA1	[no content entered]				one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Interim assessments in Writing, Reading, Math, and Science as well as proficiency data in PLC monitoring data base.		Student growth on interim assessments	one-time	
G2.B2.S1.MA1	PLC process monitored by administrators, Academic Coaches and PLC Facilitators through visits to PLC's along with the PLC Monitoring Data Base, and PLC Rubric. Quarterly Feedback collected from PLC Facilitators at Leadership Meeting.		Minutes from PLC feedback, adjustments to resource/ monitoring tool. Communications to the staff. Administration, Coaches and Facilitators monitoring work and progress of PLCs using a defined rubric.	one-time	

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 Opportuntities

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

G1. To ensure delivery of a guaranteed and viable curriculum that ensures the success of all learners

G1.B1 Lack of intentional planning

G1.B1.S1 Implementation of PD to incorporate intentional planning school-wide

PD Opportunity 1

Outline components of instructional practice through professional development in domains 1-4. Teachers will develop a deliberate practice of instructional strategies.

Facilitator

SWAT

Participants

Faculty

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B2 PLCs are not functioning at the developed level due to limited understanding in the development of common assessments

G1.B2.S1 Implementation of PLC structures school-wide at the developing level

PD Opportunity 1

Implement PLC structure and work at the developmental level as measured by the step 0 and 5 PLC questions rubric through professional development on the PLC structure and practice

Facilitator

Participants

Schedule

Annually, from 8/11/2014 to 6/5/2015

PD Opportunity 2

Professional development for the development of common assessments and using student response data to guide instruction

Facilitator

Participants

Schedule

On 9/30/2014

G2. Create an emotionally and physically safe and secure school

G2.B1 Lack of strategies to build positive relationships and interventions to address behaviors that create an emotionally and physically safe school

G2.B1.S1 Students and staff will take an active role in the development, implementation, and reflection of a multi-tiered system of supports that include preventive, corrective, and supportive interventions.

PD Opportunity 1

Provide professional development on MTSS philosophy and practice

Facilitator

SWAT Team

Participants

Faculty

Schedule

On 8/29/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**