



## Gulf Middle School

1809 SW 36TH TER, Cape Coral, FL 33914

<http://gfm.leeschools.net/>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

58%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

39%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Lee 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   | 5                 | <a href="#">Gayle Sitter</a> |
| Former F    | Turnaround Status |                              |
| No          |                   |                              |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To provide a safe, nurturing and well-managed environment, allowing staff to prepare all students for success in a global society.

##### **Provide the school's vision statement**

To be a world class-school.

#### School Environment

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

The school learns about students' cultures by encouraging teambuilding and classbuilding in the classroom, using Kagan strategies. Students write about themselves in journals and are encouraged to connect their personal experiences to their learning. In addition, Gulf Middle has a student mentor program in which students can develop a more personal relationship with a mentor teacher, who acts as a guide and advocate for the student. Teachers also utilize Parentlink to maintain open communication with students' families.

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

Gulf Middle actively promotes a culture of safety and respect. Our expectations motto is "Be Respectful, Be Responsible," and this motto is posted in every classroom and throughout the public areas of the building. Teachers, administration, and support staff also employ an open door policy so students always feel welcome to speak with any staff member, about anything, anytime.

##### **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**

Most instructional staff is trained in Kagan Cooperative Learning strategies which are utilized in most lessons in order to maximize student engagement during instruction. Gulf Middle's behavioral system includes Positive Behavior Support, through which students are rewarded for doing the right thing. We also employ a behavior card which each student carries in their student planner. The behavior card is used to keep track of minor infractions and offers students four chances to redirect inappropriate behavior. All teachers are trained to consistently use our behavior system with fidelity.

##### **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**

Teachers maintain constant communication with each other through PLCs and team meetings to discuss student progress and ensure student needs are being met. Gulf Middle also offers a teacher mentor program for students in need of extra attention. Students are paired with a teacher who acts as a guide and advocate to ensure each student is reaching his/her fullest potential. In addition, counseling is available with our school counselor, Andrea Justice as well as our School Psychologist, Diana Powers.

### 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

Discipline folders are color coded based on student achievement levels (bottom quartile, Intensive Academics, etc.) In addition, weekly attendance reports are generated to track students with excessive absences and ensure appropriate interventions are employed. Gulf also employs an active MTSS team made up of the school counselor, teachers and administrators to ensure early supports for students who exhibit early signs of academic and behavioral struggles.

#### 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     | 9           | 4  | 6  | 19    |
| One or more suspensions         | 2           | 7  | 7  | 16    |
| Course failure in ELA or Math   | 3           | 9  | 1  | 13    |
| Level 1 on statewide assessment | 27          | 27 | 25 | 79    |

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

| Indicator                                  | Grade Level | Total |
|--|-------------|-------|
|  | 7           |       |
| Students exhibiting two or more indicators | 1           | 1     |

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

MTSS: The MTSS team works to identify students with early indicators of academic failure. The team consists of teachers, the school counselor, and support staff who decide on what interventions are appropriate for the student. Data is collected and regularly analyzed to determine the effectiveness of the interventions and make decisions on future interventions.

teacher mentors: Our school counselor works with students in need of special attention and teachers volunteer to be mentors to these students. Student and mentor meet once per week to discuss any problem the student is facing and provide moral support to the student.

differentiated instruction: Teachers differentiate instruction to help meet the individual needs of students. Differentiation may occur in the delivery of the lesson and/or assessment.

planners/dolphin cards: This is the disciplinary warning system of the school. Students are given 4 chances to redirect disruptive behavior before a referral is written. They are given a clean slate at the beginning of each quarter.

### 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**

Gulf Middle makes regular use of Parentlink to communicate with families and also publishes a quarterly newsletter to keep families up to date on school events. Teachers have also received training on the Parentlink system in order to maintain direct communication with parents regarding grades and classroom activities.

**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**

Gulf Middle has partnered Florida Gulf Coast University to bring college work study students into the school as tutors and student mentors. These college students provide one-on-one support to students in need and Intensive Academics. They also assist with our English Language Learners.

**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               |
|-------------------|---------------------|
| Hopper, Donnie    | Principal           |
| Duttko, Julee     | Assistant Principal |
| Woelke, Carol     | Assistant Principal |
| Crussard, Carmen  | Teacher, K-12       |
| Kane, Laurie      | Teacher, K-12       |
| Roy, Leisha       | Teacher, K-12       |
| Starling, Valerie | Teacher, K-12       |
| Katler, Deborah   | Teacher, ESE        |
| Brown, Karen      | Instructional Coach |
| Lockard, Debra    | Teacher, K-12       |
| Powella, Renee    | Teacher, K-12       |
| Tomczyk, Corrine  | Teacher, K-12       |

**Duties**

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

Donnie Hopper-Principal-provides administrative support and allocates appropriate resources  
 Julee Duttko-Assistant Principal  
 Carol Woelke-Assistant Principal  
 Carmen Crussard-6th Grade Level Chair, School Improvement Coordinator, School Inservice Representative  
 Laurie Kane-Math department team leader  
 Leisha Roy-Exploratory department team leader  
 Valerie Starling-Intensive reading department team leader  
 Deborah Katler-ESE Team Leader  
 Karen Brown-Reading Coach  
 Debra Lockard-ELA Team Leader  
 Renee Powella-Social Studies Team Leader  
 Corinne Tomczyk-PE Team Leader

**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**

Team Leaders lead weekly PLC meetings during which teams discuss student data, generate instructional objectives, and engage in professional development in enhance classroom instruction and maximize student achievement.

Title II funds will be used for professional development and teacher advancement initiatives that promote professional growth and lead to increased student achievement. SAI funds will be used to fund the Intensive Reading program and Reading Coach at Gulf Middle School.

### School Advisory Council (SAC)

#### Membership

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

| Name            | Stakeholder Group |
|-----------------|-------------------|
| Flora Regan     | Parent            |
| Kathy Mangone   | Parent            |
| Lynn Rockwell   | Parent            |
| Starla Kennelly | Parent            |
| Donnie Hopper   | Principal         |
| Leisha Roy      | Teacher           |
| Carmen Crussard | Teacher           |
| Trish Geer      | Teacher           |
| Debra Lockard   | 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*

The SAC committee was pleased with the results of last year's plan and look forward to seeing the results of moving from the block schedule to the seven period day schedule to increase student achievement.

*Development of this school improvement plan*

The SAC reviewed the 13-14 data and discussed the strengths and areas where improvement is needed. Goals, barriers and strategies were discussed.

*Preparation of the school's annual budget and plan*

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

Professional development for best practices \$5000  
 Positive Behavior Support System \$3500  
 Communications to parents \$1500

**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               |
|-------------------|---------------------|
| Brown, Karen      | Instructional Coach |
| Crussard, Carmen  | Teacher, K-12       |
| Duttko, Julee     | Assistant Principal |
| Hopper, Donnie    | Principal           |
| Woelke, Carol     | Assistant Principal |
| Starling, Valerie | Teacher, K-12       |
| Justice, Andrea   | Guidance Counselor  |
| Cornwell, Leslie  | Teacher, K-12       |
| Phares, Jennifer  | Teacher, K-12       |

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiatives of our LLT this year are:

- 1) To utilize the double period of Reading and Language Arts for students scoring a level 1 or 2 on the FCAT.
- 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.
- 3) Use of Teen Biz to increase student achievement in reading
- 4) District initiative of Backward Design & Differentiated Instruction based on data

## 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**

Teachers participate in weekly Professional Learning Communities to discuss student data, individual students in need of early interventions, and professional development. Additionally, the master schedule includes common planning for teachers with common grade levels and subjects to further encourage collaborative planning. Teachers within departments also share lesson plans through Oncourse.

### **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 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**

Teacher mentors will collaboratively plan with mentees through the district Apples Program. Rationale for pairings include pairing new teachers with veteran teachers in the same subject area.

## 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***

New adoptions are aligned with new standards.

#### 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***

Departments use student data to drive weekly PLC meetings and collaborate to increase student achievement. Kagan strategies are used schoolwide to differentiate instruction and group students for maximum achievement. Students also keep data folders so they can take initiative in their own learning and keep track of their progress.

In addition, team teaching is utilized for ESE students and support staff and college volunteers are utilized to assist with ELL students and lower achieving students.<sup>9</sup>

#### ***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:**

**Strategy Rationale**

**Strategy Purpose(s)**

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

**Person(s) responsible for monitoring implementation of the strategy**

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

**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**

Gulf Middle has added the exploratory Middle School Success to assist incoming 6th graders with the transition from Elementary to 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 Business and Computer Applications and Career Planning course is a required course before high school. 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 Gulf Middle 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.

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

Business and Computer Applications, with Career Planning, informs 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.

**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.** Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning.

## 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. Gulf Middle will increase student achievement gains school-wide by focusing on rigorous teaching and learning.** 1a

G039377

**Targets Supported** 1b

| Indicator                     | Annual Target |
|-------------------------------|---------------|
| AMO Math - All Students       | 85.0          |
| AMO Math - Asian              | 95.0          |
| AMO Math - American Indian    |               |
| AMO Math - African American   | 71.0          |
| AMO Math - ED                 | 79.0          |
| AMO Math - ELL                | 67.0          |
| AMO Math - Hispanic           | 80.0          |
| AMO Math - SWD                | 61.0          |
| AMO Math - White              | 87.0          |
| Algebra I EOC Pass Rate       | 90.0          |
| FCAT 2.0 Science Proficiency  | 60.0          |
| Math Lowest 25% Gains         | 80.0          |
| AMO Reading - All Students    | 82.0          |
| AMO Reading - White           | 84.0          |
| AMO Reading - American Indian |               |
| AMO Reading - Asian           | 75.0          |
| AMO Reading - ED              | 76.0          |
| AMO Reading - Hispanic        | 77.0          |
| AMO Reading - ELL             | 53.0          |
| AMO Reading - SWD             | 59.0          |
| ELA/Reading Lowest 25% Gains  | 75.0          |
| Math Gains                    | 79.0          |
| ELA/Reading Gains             | 79.0          |

**Resources Available to Support the Goal** 2

- Computer Labs
- Teachers
- Computer Software
- Administration
- District Adopted Curriculum
- Helping Teachers/Volunteers
- Professional development for teachers - i.e. progress monitoring, differentiated instruction, engagement strategies (Kagan CL)
- 

**Targeted Barriers to Achieving the Goal** 3

- Discipline
- Attendance

- Adoption of curriculum - ELA, Intensive Reading, Math

**Plan to Monitor Progress Toward G1. 8**

Increase student achievement gains school-wide by focusing on rigorous teaching and learning

**Person Responsible**

**Schedule**

***Evidence of Completion***

Assessment data, lesson plans, classroom walkthroughs

## 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.** Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning. **1**

 G039377

**G1.B1** Discipline **2**

 B094851

**G1.B1.S1** Use full implementation of Positive Behavior Support Program. **4**

 S105931

### Strategy Rationale

#### Action Step 1 **5**

Development of school wide expectations.

#### Person Responsible

Donnie Hopper

#### Schedule

On 6/2/2015

#### Evidence of Completion

Expectations posted in all classrooms and throughout the school.

### Action Step 2 5

Development of reward menu such as Superstar Awards, quarterly rewards, and end of year rewards.

**Person Responsible**

Julee Duttko

**Schedule**

On 6/2/2015

***Evidence of Completion***

Meeting minutes, celebration dates and poster of rewards.

### Action Step 3 5

Grade level expectations assembly.

**Person Responsible**

Donnie Hopper

**Schedule**

***Evidence of Completion***

Video of assembly.

### Action Step 4 5

Monthly review of behavior incident referral data.

**Person Responsible**

Donnie Hopper

**Schedule**

Monthly, from 9/17/2014 to 6/2/2015

***Evidence of Completion***

Monthly data sheet of referral data

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Monitoring student behavior and communicating with parents when either positive or negative.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Communication log showing communication via email or phone. The student planner is always used as a communication tool between the school and the parent.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B1.S2 Use of mentor program.** 4

 S105932

**Strategy Rationale**

**Action Step 1** 5

Teacher Mentor Program for struggling students.

**Person Responsible**

Andrea Justice

**Schedule**

On 6/2/2015

***Evidence of Completion***

Anecdotal data from mentors and grade reports from students.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B1.S3 Use of high school volunteers.** 4

 S105933

**Strategy Rationale**

**Action Step 1** 5

Use of highschool and college volunteers to tutor the students.

**Person Responsible**

Carmen Crussard

**Schedule**

On 6/2/2015

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B2 Attendance** 2

 B094853

**G1.B2.S1** Increase student attendance by monitoring absences and student signouts with the involvement of the school social worker. 4

 S124375

**Strategy Rationale**

**Action Step 1** 5

Monitor the student absences, tardies and sign outs to both school and class through Parentlink messages to the parent when the child is absent. When the child has reached three tardies a referral is written and the code of conduct is followed for discipline actions. Referrals will be given to the social worker before the student the has reached the maximum days.

**Person Responsible**

**Schedule**

On 6/2/2015

***Evidence of Completion***

**G1.B3** Adoption of curriculum - ELA, Intensive Reading, Math **2**

 B113057

**G1.B3.S1** Professional development in the areas of the adoption of new curriculum: ELA, Intensive Reading and Math. **4**

 S124875

**Strategy Rationale**

**Action Step 1** **5**

To provide professional development of the new curriculum through various trainings at the school and district level.

**Person Responsible**

Carol Woelke

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

**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 | Development of school wide expectations.  | Hopper, Donnie   | 8/18/2014                     | Expectations posted in all classrooms and throughout the school. | 6/2/2015 one-time  |
| G1.B2.S1.A1 | Monitor the student absences, tardies and sign outs to both school and class through Parentlink messages to the parent when the child is absent. When the child has reached three tardies a referral is written and the code of conduct is followed for discipline actions. Referrals will be given to the social worker before the student the has reached the maximum days. |                  | 8/18/2014                     |  | 6/2/2015 one-time  |
| G1.B1.S2.A1 | Teacher Mentor Program for struggling students.   | Justice, Andrea  | 9/2/2014                      | Anecdotal data from mentors and grade reports from students.     | 6/2/2015 one-time  |
| G1.B1.S3.A1 | Use of highschool and college volunteers to tutor the students.   | Crussard, Carmen | 9/29/2014                     |  | 6/2/2015 one-time  |
| G1.B3.S1.A1 | To provide professional development of the new curriculum through various trainings at the school and district level.   | Woelke, Carol    | 8/18/2014                     |  | 6/2/2015 monthly   |
| G1.B1.S1.A2 | Development of reward menu such as Superstar Awards, quarterly rewards, and end of year rewards.  | Duttko, Julee    | 8/18/2014                     | Meeting minutes, celebration dates and poster of rewards.        | 6/2/2015 one-time  |
| G1.B1.S1.A3 | Grade level expectations assembly.  | Hopper, Donnie   | 8/27/2014                     | Video of assembly.   | one-time           |

| Source       | Task, Action Step or Monitoring Activity   | Who            | Start Date (where applicable)   | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|----------------|---|---------------------------------------|--------------------|
| G1.B1.S1.A4  | Monthly review of behavior incident referral data.   | Hopper, Donnie | 9/17/2014   | Monthly data sheet of referral data   | 6/2/2015 monthly   |
| G1.MA1       | Increase student achievement gains school-wide by focusing on rigorous teaching and learning |                | Assessment data, lesson plans, classroom walkthroughs   | one-time                              |                    |
| G1.B1.S1.MA1 | [no content entered]   |                |   | one-time                              |                    |
| G1.B1.S1.MA1 | Monitoring student behavior and communicating with parents when either positive or negative. |                | Communication log showing communication via email or phone. The student planner is always used as a communication tool between the school and the parent. | one-time                              |                    |
| G1.B1.S2.MA1 | [no content entered]   |                |   | once                                  |                    |
| G1.B1.S2.MA1 | [no content entered]   |                |   | once                                  |                    |
| G1.B1.S3.MA1 | [no content entered]   |                |   | once                                  |                    |
| G1.B1.S3.MA1 | [no content entered]   |                |   | once                                  |                    |

## 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.*

## 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 1: Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning. | 5,000        |
| <b>Grand Total</b>   | <b>5,000</b> |

| Goal 1: Gulf Middle will Increase student achievement gains school-wide by focusing on rigorous teaching and learning. |                          |              |
|--|--------------------------|--------------|
| Description  | Source                   | Total        |
| B1.S1.A2   | School Improvement Funds | 5,000        |
| <b>Total Goal 1</b>  |                          | <b>5,000</b> |