Gray Middle School

2014-15 School Improvement Plan

Gray Middle School

205 E MAGNOLIA ST, Groveland, FL 34736

http://lake.k12.fl.us/gms

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	62%

Alternative/ESE Center	Charter School	Minority
No	No	53%

School Grades History

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

School Board Approval

This plan is pending approval by the Lake 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a safe, supportive learning environment with opportunities for all students to develop the skills and knowledge to become a responsible citizen in a global society.

La misión es proporcionar un ambiente de aprendizaje seguro y de apoyo con oportunidades para todos los estudiantes a desarrollar las habilidades y conocimientos para ser un ciudadano responsable en una sociedad global.

La mission est de fournir un environnement sûr et d'un grand soutien à l'apprentissage avec des opportunités pour tous les élèves à développer les compétences et les connaissances nécessaires pour devenir un citoyen responsable dans une société mondialisée.

Provide the school's vision statement

Gators are...
Gifted
Always in Attendance
Task Oriented
Over Achievers
Respectful
Striving to move GMS from Good to Great!

School Environment

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

The school has a culture in which everyone is treated equitably. The teachers and students start each morning with a 10 minute period to build relationships and provide assistance in daily preparation. The school has several bi-lingual instructional and non-instructional staff members to support our students, parents and community members. We provide several activities which promotes this school wide culture such as, Meet and Greet, Open House, Gator Expo, Gator Camp, etc. Our SAC and PTO represent all ethnic groups and their support, input, and guidance is welcomed and encouraged.

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

From the moment the students enter the campus each day, the administration, teachers, and school resource deputy 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 is equipped to respond to any discipline or emergency situations. 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, and wait for an escort if approved to enter the campus. During the year, the entire school population rehearses procedures for fire, tornado, 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 and schedules to answer students' questions and ensure an appropriate response time.

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

Gray Middle School has School-wide Rules that are posted in each classroom and help to maintain consistent behavior expectations and consequences school-wide. Student friendly posters share the expectations/consequences and are used to help reteach appropriate behavior.
Gray Middle School uses the district approved Positive Behavior Support (PBS) which is a school-wide behavior support system. PBS is proactive, educative, and reinforcement-based. It is structured to provide additional positive behavior support for those who need extra support. As positive behaviors are reinforced, negative behaviors are significantly reduced. It is proactive, educative and reinforcement-based.
• Proactive: PBS prevents inappropriate behaviors by developing consistent procedures and teaching procedures and expectations.
• Educative: The PBS model teaches students appropriate behaviors through continuous modeling and practice of expectations.
• Reinforcement-Based: Students are consistently rewarded for demonstrating exceptional behavior. The PBS team includes teachers, parents and students who plan to meet monthly to review data to see what needs to be done to strengthen our system. Students are rewarded with Gator Bucks for meeting Gator Expectations and a PBS Store is held in the cafeteria during lunches where they may redeem Gator Bucks for various rewards. Surveys are given to students & staff to help us identify items that they want in their Gator Store.
Gray Middle School Expectations are shared with staff, parents, teachers and the community. Our school team developed the following to identify our GATORS.
Give Respect
Attendance is Key
Take Responsibility
On Task
Ready with Materials
Striving for Success
WE ARE GATORS!
Parent brochures were sent home with information on PBS and it is posted on our school web site.
Parents, We Need You! There are several ways you can help:
• Review the GATORS expectations with your student.
• Reinforce these expectations at home.
• At home, and on our campus, reward good behavior with verbal praise.
• Join PTO (Parent Teacher Organization) or SAC (School Advisory Council), get involved.
• Be a part of the positive atmosphere we are creating at Gray Middle.
* Go on the school website. Under PBS, you can leave positive comments about staff members.

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

Students start their day with an extended first period. During this time, the teachers meet with the students to provide them a strong start of their school day. They organize their AVID binders, make

sure they have their agendas, listen and help solve any issues that could prevent learning throughout the day. Students begin first period prepared and ready to be successful for the day. The grade level counselors work with each individual student based on their individual needs. Administrators mentor students who exhibit many of the early warning indicators. Many of our instructional and non-instructional personnel are bi-lingual and offer support to both students and families.

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 learning indicators used in recognizing students at Cecil E. Gray Middle school are as follows:
Attendance greater than ten days
One or more out of school suspensions
Course failure in English Language Arts or Mathematics
A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts and Mathematics
Retained for one or more years
Writing score below a 3.5

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	13	23	37	73
One or more suspensions	11	12	43	66
Course failure in ELA or Math	1	5	11	17
Level 1 on statewide assessment	78	88	104	270
	0	0	0	

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	19	32	35	86

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

Grade Recovery Program: Students making a "D" or "F" on their report card are required to make up missing assignments one day after school per week and/or twice a grading period on Saturday mornings until the grade improves to passing.
Mentoring: Administrators will mentor students who display at least two of the Early Warning System indicators.
Extended first period: Ten minutes are utilized every morning for teachers to assist students with organization/planning for the week.
MTSS/RtI

PBS
Time provided to teachers for collaboration
Tutoring
AVID Binders

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

NA

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

Increase parental involvment through
1. Meet the Teacher event held on August 14th, from 10:00 am - Noon to orient parents and students to a new schedule and set of teachers.
2. INSYNC onine educational resources parents and students access from home.
3. AVID parent night held on August 8th from 6:00 - 7:00 pm.
4. Encourage parents to volunteer more at school through the Newsletter, Website, Marquee, and Call Out System
5. Gator expo.
6. PTO and SAC

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
Chateauneuf, Pam	Principal
Smallridge, Greg	Assistant Principal
Skelton, William	Assistant Principal
Rhodes, Stephanie	Assistant Principal
Delaney, Linda	Other
Heitman, Natalie	Instructional Coach
Green, Danielle	Teacher, K-12
Sorrells, Michelle	Teacher, K-12
Wright, Kimberly	Other

Duties

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

MTSS - Each team member is responsible for gathering, reviewing, synthesizing, and sharing data with their content area teachers. They lead their team in planning and implementing instructional practices and school based initiatives focused on improving student achievement and increasing instructional effectiveness.
SIP - each team member is responsible for facilitating problem solving discussion regarding data and plan for improvement for thier content area. Each uses the SIP Problem Solving Process to create goals and action steps.
Leadership team reviews data each month to identify any trends.
SAI - Each team member reviews previous years data to determine the appropriate strategies and needs of the school.
C2 Cohorts - Administration, Literacy Coach, and Florida Standards Teacher attend the C2 Cohort meetings. The knowledge gained is shared with the appropriate school based personnel.
Florida Standards - The Florida Standards Teacher
PLCs
Literacy council
PBS
Professional Development

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

The Response to Intervention (RTI) approach represents a process for assessing and maximizing the opportunity for students who are struggling in any content area. RTI emphasizes the importance of effective and responsive instruction and early intervention for all students. Core Teachers who observes students struggling will document interventions attempted using the GMS form "At Risk for Failure of a Class". Additionally, administrators continually review students' grades to determine student success rates in each class and monitor effective core instruction. If students continue to struggle, the student and their parents will be invited to the Problem Solving/MTSS team for brainstorming and discussion. New interventions will be instituted to fidelity and will be monitored and graphed by the team. The MTSS team will continue to meet concerning the student as needed to determine if the interventions are successful or if students need to move to higher tier of intervention.

Through the analysis of data collected from the interventions, staff can continue to perfect interventions to ensure that all students reach their academic potential.

Gray Middle has SAI funds in the amount of $20,308.00 for the 2014-15 school year. Sixth, seventh, and eighth grade students who scored at Level 1 and 2 in Math and Reading requiring tier 2 interventions will have extended learning time and homework help along with additional tutoring after school throughout the school year. A Learning Center (Gator Help) will offer one on one help to students by a highly qualified teacher. . PENDA, Achieve 3000, Edgenuity, Moby Max, Differentiated Instructional Strategies, AR Books, and Classroom Libraries will be utilized to assist students in problem areas. This data will be used for Progress Monitoring for Tier 2 and 3 interventions. PENDA, Moby Max, AR, Benchmark Assessments, and students grades will be analyzed by Guidance Counselors, Administrators and Teachers and the MTSS Team to determine the effectiveness of the Learning Center.

During weekly PLCs data is analyzed and lesson plans are revised.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Ryan Milchman	Teacher
Ryan Milchman	Teacher
Michael Uhrich	Teacher
Jose Rameriz	Teacher
Amber Green	Teacher
Robin Griffin	Parent
Anthony Gismonde	Teacher
Kim Bates	Teacher
Ruby Webb	Teacher
Reanna Alaniz	Teacher
Faith Krebs	Teacher
Damaris Acevedo	Education Support Employee
Pam Chateauneuf	Principal

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

Last year, Gray Middle School had a representative from each department display their section of the School Improvement Plan to the SAC members. This was done using Gallery walks where SAC members could listen to the rationale from each department head. Each SAC member had the opportunity to ask questions and offer suggestions. The SAC then voted on approving the SIP. The SIP strategies were discussed throughout the school year at the SAC meeting to monitor and update members on progress.

Development of this school improvement plan

During the first week of school, Principal Chateauneuf distributed the previous year's School Improvement Plan to the Leadership team. The Leadership team consists of the Principal, three Assistant Principals, Literacy Coach, Florida Standards teacher, all Department Heads and the Media Specialist. All of the Department Heads, Literacy Coach, and the Florida Standards Teacher, were asked to collaborate with their respective teachers and bring suggestions and revisions to the next meeting. The Leadership team then met again two weeks later and a round table discussion was shared for everyone to hear. More revisions were made and recorded at that time. This information was entered into the SIP template and then emailed to the SAC members for their review before the first SAC meeting. The SAC members then had the opportunity to offer suggestions and ask questions concerning the plan during the first SAC meeting. Further revisions were made after the SAC meeting and the SIP was then shared with the entire faculy for review before submitting to the district for review.

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

There are no School Improvement Funds provided to Gray Middle School.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

We reach out to all ethnic groups that match the demographics of Gray Middle School.

Literacy Leadership Team (LLT)

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

Name	Title
Chateauneuf, Pam	Principal
Heitman, Natalie	Instructional Coach
Sorrells, Michelle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team this year incorporates five major areas: Florida Standards/College amd Career Readiness; Developing and sustaining a progress monitoring plan; Implementing AVID WICOR Strategies; Fostering family/community support, and; Student Engagement/Motivation. Within these five areas, we will develop and implement various initiatives that promote leteracy school wide.

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

The faculty and staff are provided with several opportunities throughout the year to participate in social gatherings on the school campus to review data and celebrate successes. Every Thursday, and first and third Wednesdays, a PLC will be held by the teachers who have common planning. Strategies, daily lesson plans, common assessments, remediation and enrichment (or acceleration) will be discussed at these meetings. Scope and Sequence and Blueprint Unit Plans will guide these discussions along with data obtained through common assessments.

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

Principal and Assistant Principals are involved in hiring personnel for Gray Middle School. A great effort is made to begin interviewing highly qualified candidates as soon as a position is vacant. This is done by dividing the hiring duties between the Principal and three Three Assistant Principals. The thinking is that a wider range of candidates are available toward the end of the school year and the beginning of the Summer. With four administrators interviewing, more candidates can be interviewed/hired in a short period of time from a large number of candidates.
An Assistant Principal is responsible for Teacher Quality and Retention programs. He plans monthly trainings with our new teachers. They are assigned a teacher mentor. They are allotted plan time with teachers of thier content area and common planning with teachers who teach the same subject (PLC). We try to provide them with the support they need to succeed in the classroom.

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

Each new teacher was given an experienced teacher as a mentor who teaches in the same subject area. Each mentor teacher has been tasked with training the new teacher in the technology offered at Gray. Monthly new teacher meetings are lead by an Assistant Principal. At each monthly new teacher meeting, the Professional Educational Competencies (PEC) are discussed, the PEC Portfolios are reviewed, and professional development opportunities are given. Since all teachers have a common planning period with their departments members, new teachers have a daily opportunity to work with their mentor on the School Based Mentor Checklist. The Principal met with all of the new teachers to Gray on Tuesday, August 25 during their planning time to solicit any information that would help them have a successful school year and to better prepare administration for assisting any new teachers for next school year.

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

A new position, Florida Standards teacher, was added by the Lake County School Board to ensure the implementation of the Florida Standards in Lake County middle/high schools. This teacher will model enthusiasm, commitment, and intensity focused on Florida standards, assist and support the school leadership team and all teachers in implementing Florida standards and building instructional capacity. This teacher will also demonstrate and model strategies, provide consultation to teachers, work directly with students, and organize and facilitate professional development opportunities. A team of educators worked together for a year to build the Scope and Sequence and Blueprints for the Florida standards for all classrooms to provide the framework for the teachers to implement the standards in each classroom with fidelity and rigor. Embedded in the blueprints are the materials needed to successfully deliver these standards to all students.
Every Thursday, and first and third Wednesdays, a PLC will be held by the teachers who have

common planning. Strategies, daily lesson plans, common assessments, remediation and enrichment (or acceleration) will be discussed at these meetings. Scope and Sequence and Blueprint Unit Plans will guide these discussions along with data obtained through common assessments.

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

Strategy Type: Intensive Reading
Purpose: To provide intensive instruction in Reading for students who have difficulty reading.
Description: Students who scored a level 1 or 2 in Reading are placed in a 1 or 2 hour reading class to receive instruction. The data used to distinguish which class the student would fall into comes from FCAT and/or FAIR. The students will receive instruction in Achieve 3000, Kagan Cooperative Structure, and Thinking Maps to organize their thoughts.
Rationale: Person Responsible: N. Heitman, Literacy Coach; Intensive Reading Teachers – D. Green, Winkler, McKeown, Hardin, Milchman.
Data that will be collected: Assessments from FAIR-FS three times a year which will determine the students' growth throughout the year; reports from Achieve 3000 that will indicate weekly progress; teacher assessments for daily/weekly progress.

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: 7,140

Extended learning time will be provided for homework help through the school year to students who scored at Level 1 and 2 in Math and students who scored Level 1 and 2 in Reading in grades 6, 7, and 8 and students requiring Tier 2 interventions. A Learning Center (Gator help) will be offered after school every week to help these students and core teachers will be used as tutors. Any students who receive a "D" or "F" grade on a reportcard are required to attend and make up assignments to have their class averages increased. PENDA, Read 180, Edgenuity, Differentiated Instructional Strategies, REV it up Vocabulary, AR Books, and Classroom Libraries will be utilized to assist students in problem areas
The data from these strategies will also be used for Progress Monitoring for Tier 2 interventions.

Strategy Rationale

Instead of providing a Summer School for students who did not meet the requirements of the Student Progression Plan, we are offering help to students early and throughout the school year to prevent them from being retained. Students are given the opportunity to sit down with a Highly Qualified teacher to receive one on one help with any of the core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Smallridge, Greg, smallridgeg@lake.k12.fl.us

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

PENDA, AR, Benchmark Assessments, and students grades will be analyzed by Guidance Counselors, Administrators and Teachers to determine the effectiveness of the Learning Center and Academic Wednesday.

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

Gray Middle has a program called GATOR CAMP that is designed to help incoming sixth graders become familiar with the campus, classrooms, and some of the sixth grade teachers. Students participate in various "classes" and take a tour of the Gray Middle School campus. Students are given information on social, emotional, and academic strategies for a successful transition into middle school. . Prior to Gator Camp, a counselor from Gray visits the feeder elementary schools to discuss school culture at Gray (dress code, enrichments, Gator Camp, etc.) to help promote attendance at Gator camp.
Vertical planning between the middle and the high school helped transition our eighth graders into ninth grade.For our outgoing eighth grade students, Guidance counselors from South Lake High School visit Gray to assist with scheduling questions during the fourth quarter grading period. Parents and students have the opportunity to ask questions.
During the second semester of the school year, high school coaches and club sponsors are given the opportunity to present information about their organization during the school day in the cafeteria.

There is also a presentation from the Career and Technical Schools department on possible certifications that can be earned in high school as well as the classes needed to complete those certifications. 8th grade students also participate in Florida Choices, an online program that helps map out their 4 years at high school towards college and career. The site also has Interest and Personality Surveys to assist with determining possible career choices.

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

Every student generates a Personal Education Plan in the career component of their U.S. History course. This enables students to plan the appropriate course selections to prepare them for the career of their choice. Gray also offers 7th and 8th grade students a course in AVID which also promotes academic and career planning. AVID is dedicated to deepen students academic planning through students taking advanced courses, as well as, giving the students strategies such as Cornell Notes and Tutorials to succeed in all classes. AVID is also dedicated to promoting career planning. Students write cover letters for portfolios and also have a career research unit. This unit focuses on the types of jobs available, comparing advantages and disadvantages, education needed, and what classes students should focus on in school.
We offer a CAP Academy, Introduction to Informational Technology (IT) where students can earn industry certification. Copy CTE

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

Career planning is a component of every United States History course and is incorporated throughout the school year. The purpose of this unit is to prepare students for the career of their choice as they enter high school. Students explore important background information on the career they plan to pursue throughout high school. Students learn educational requirements, realistic hiring prospects, and financial benefits of their chosen career. Students will also practice valuable real world skills to acquire a job such as: correctly filling out a job application, preparing for and participating in a job interview.
CAP Academy

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

We offer the following career and technical education classes on campus: Agriscience, Fundamentals of Culinary Careers, and IT. The IT teacher has earned his certification to become a CAP academy.

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

N/A

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. Starting the week of September 22nd the students will participate in the first of 5 lessons, BullyProofing Your School, to have 100% completion by the end of March 2015, as evidenced by either lesson plans, classroom walk-throughs or student artifacts.

G2. Gray Middle will increase the number of students in the lowest 25% making learning gains in reading from 62% in 2013-14 to 67% in 2014-15.

G3. Discipline: We will decrease the number of students receiving out-of-school suspensions from a total of 66 in 2013-14 to 50 in 2014-15. The percentage of students receiving an out-of-school suspension would decrease from 6.5% in 2013-14 to 4.7% in 2014-15

G4. Gray Middle will increase the percentage of ELL (CELLA) students who are proficient in Writing from 21% in 2013-14 to 30% in 2014-15.

G5. Gray Middle will increase the number of students in the lowest 25% making learning gains in Math from 64% in 2013-14 to 69% in 2014-15.

G6. Gray Middle School will increase the percentage of students who are proficient in Science from 62% in 2013-14 to 67% in 2014-15.

G7. STEM: Increase student engagement in STEM activities in science classrooms. Gray Middle will have 100% of it's 6th and 7th grade students create Science Fair Projects and 8th grade students will create Science Fair Projects by class.

G8. CTE: Gray Middle School is offering Introduction to information technology for the first time and our goal is to meet the CAP academy's standards of a passing rate of at lease 50% on the CIW Internet Business Associates Certification Exam.

G9. Gray Middle will increase the passing rate on the End-of-Course assessment for Algebra 1 students from 93% in 2013-14 to 95% in 2014-15.

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. Starting the week of September 22nd the students will participate in the first of 5 lessons, BullyProofing Your School, to have 100% completion by the end of March 2015, as evidenced by either lesson plans, classroom walk-throughs or student artifacts. `1a`

🔍 G042068

Targets Supported `1b`

Indicator	Annual Target
	100.0

Resources Available to Support the Goal `2`

- School Resouce Officer
- Prevention Education on Safe School Site
- Bully Proofing Your School, by Marla Bonds, Psy.D.
- www.stopbullying.gov
-

Targeted Barriers to Achieving the Goal `3`

- Working bullying lessons into the school day throughout the school year.

Plan to Monitor Progress Toward G1. `8`

The progress will be monitored by the administration, literacy coach, Florida standards teacher, and Guidance Counselors during classroom walkthroughs and lesson plan review.

Person Responsible
Stephanie Rhodes

Schedule
Every 6 Weeks, from 9/22/2014 to 3/31/2015

Evidence of Completion
Classroom walkthrough data, lesson plans

G2. Gray Middle will increase the number of students in the lowest 25% making learning gains in reading from 62% in 2013-14 to 67% in 2014-15. `1a`

🔑 G040477

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0

Resources Available to Support the Goal `2`

- 1. Intensive Reading Blocks 2. Florida Standards Teacher 3. Literacy Coach 4. Thinking Maps Training 5. CRISS Strategies 6. PLC/Common Planning 7. C2 Cohort Capacity Builders 8. Kagan/Cooperative Structures training 9. AVID Strategies 10. County Curriculum Blue Prints and Scope and Sequence 11. NG-CARPD 12. Reading Strategies incorporated in all areas 13. Achieve 3000 14. Accelerated Reader

Targeted Barriers to Achieving the Goal `3`

- 1. Lack of experience with new Language Arts Florida Standards.

Plan to Monitor Progress Toward G2. `8`

FAIR-FS assessments, mini-assessment data will be monitored for progress. If progress is not being made, classroom observations and observations/participation in common plan with data review, lesson study will be implemented to determine changes needed.

Person Responsible
Natalie Heitman

Schedule
Monthly, from 9/3/2014 to 6/4/2015

Evidence of Completion
FAIR-FS assessments and mini-assessment data.

G3. Discipline: We will decrease the number of students receiving out-of-school suspensions from a total of 66 in 2013-14 to 50 in 2014-15. The percentage of students receiving an out-of-school suspension would decrease from 6.5% in 2013-14 to 4.7% in 2014-15 `1a`

Targets Supported `1b`

🔍 G040478

Indicator	Annual Target
One or More Suspensions	4.7

Resources Available to Support the Goal `2`

- Positive Behavioral Support System School Wide

- School Wide Expectations and Consequences

- Weekly Administrative Detentions & Wednesday School

- Weekly Teacher Detentions

Targeted Barriers to Achieving the Goal `3`

- Inconsistent use of PBS school wide

Plan to Monitor Progress Toward G3. `8`

Number of students receiving referrals will decrease and the number of out-of-school suspensions will decrease.

Person Responsible

Stephanie Rhodes

Schedule

Monthly, from 9/3/2014 to 6/4/2015

Evidence of Completion

PBS data, Discipline Data

G4. Gray Middle will increase the percentage of ELL (CELLA) students who are proficient in Writing from 21% in 2013-14 to 30% in 2014-15. 1a

🔑 G040479

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	30.0

Resources Available to Support the Goal 2

- C2 Collaborative Cohorts
- Write Score
- Wow!I'm a Writer
- Rev It Up
- Write Scource
- Leadership Team
- Leteracy Newsletter
- Faculty Meetings
- AVID Strategies
- Writing Recipe Strategies

Targeted Barriers to Achieving the Goal 3

- ELL students need extended time, before or after school for one on one turoring to make up for the language barrier.

Plan to Monitor Progress Toward G4. 8

Observe teachers using reading and writing strategies
Review students samples, review Write Score Data - comparing results over time.
If results are questionable or not positive adjustments will be in professional development goals and adjustments made to instruction based on type of problems revealed,

Person Responsible
Stephanie Rhodes

Schedule
Monthly, from 9/3/2014 to 6/4/2015

Evidence of Completion
Write Score Data, Student Sample comparison over time and CWT data

G5. Gray Middle will increase the number of students in the lowest 25% making learning gains in Math from 64% in 2013-14 to 69% in 2014-15. `1a`

`G040480`

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	69.0

Resources Available to Support the Goal `2`

- Resources Available to Support the Goal 1. Use of new Florida Standards.
- Cross curriculum with reading and writing
- Vary instructional routine
- Provide rigorous tasks
- Note taking skills
- Project based instruction
- Peer classroom observation
- Real world connections
- Wide range of assessments
- Print rich environment
- AVID strategies
- Thinking maps
- Florida Standards Teacher
- Common plan time for department teachers
- Math Flip Book
- County Blue Prints

Targeted Barriers to Achieving the Goal `3`

- Understanding and implementing the new Florida Standards.

Plan to Monitor Progress Toward G5. `8`

Lake Benchmark Mini Assessments provide information on progress toward the Lake Benchmark Assessments.
FAIR-FS data will be provided by the Literacy Coach, Natalie Heitman.
Classroom Walkthroughs will be conducted and Lesson plans will be monitored by administration.

Person Responsible
Michelle Sorrells

Schedule
Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Literacy Coach reports, Classroom Walkthrough feedback

G6. Gray Middle School will increase the percentage of students who are proficient in Science from 62% in 2013-14 to 67% in 2014-15. 1a

Targets Supported 1b

G040481

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0

Resources Available to Support the Goal 2

- EBSCO
- SKYWARD
- PENDA
- CRISS strategies
- Online translators; Rosetta Stone
- Thinking Maps
- AVID strategies
- iPads

Targeted Barriers to Achieving the Goal 3

- 1. Some students have a language barrier ELL (no English)

Plan to Monitor Progress Toward G6. 8

LBA, Mini Assessments, student work samples

If Progress is not evident or is questionable adjustments will be made to instruction.

Person Responsible

Schedule
On 6/4/2015

Evidence of Completion
Science Mini-Assessment Data, student grades, LBA. Student work samples with improvement over time. Lesson plans, classroom walkthrough data.

G7. STEM: Increase student engagement in STEM activities in science classrooms. Gray Middle will have 100% of it's 6th and 7th grade students create Science Fair Projects and 8th grade students will create Science Fair Projects by class. `1a`

Targets Supported `1b`

🔍 G040482

Indicator	Annual Target
FCAT 2.0 Science Proficiency	67.0

Resources Available to Support the Goal `2`

- 1. STEM coordinator
- 2. Online resources for STEM education
- 3. Textbook resources

Targeted Barriers to Achieving the Goal `3`

- 1. Teachers have little experience with STEM education.

Plan to Monitor Progress Toward G7. `8`

Each step of creating a Science Fair Project; Question, Hypothesis, Design and Condudct an Experiment, Analyze the Results of the Experiment, and Draw a Conclusion will be monitored by the science teachers and monitored by the Assistant Principal during classroom walkthroughs.

Person Responsible

William Skelton

Schedule

Evidence of Completion

Student work samples of STEM projects, lesson plans, classroom walkthrough data and Science Fair Projects.

G8. CTE: Gray Middle School is offering Introduction to information technology for the first time and our goal is to meet the CAP academy's standards of a passing rate of at lease 50% on the CIW Internet Business Associates Certification Exam. `1a`

Targets Supported `1b`

🔍 G040483

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	50.0

Resources Available to Support the Goal `2`

- 1.Keyboarding Classroom with sufficient number of computers
- Certified instructor to teach exam pre-requisite courses
- Clearly Defined CAP Academy goals
- CIW Training Materials
- CAP Academy
- Clermont Middle School's IT teacher (experienced)

Targeted Barriers to Achieving the Goal `3`

- The Intraoduction to information technology course is being taught at Gray Middle for the first time by our Business Teacher.

Plan to Monitor Progress Toward G8. `8`

Every grading period student report card grades will be examined to determine progress toward meeting the goal.

Person Responsible
William Skelton

Schedule
Quarterly, from 10/21/2014 to 6/4/2015

Evidence of Completion
Report card grades and test scores throughout the school year.

G9. Gray Middle will increase the passing rate on the End-of-Course assessment for Algebra 1 students from 93% in 2013-14 to 95% in 2014-15. 1a

G040484

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	95.0

Resources Available to Support the Goal 2

- Cross curriculum with reading and writing

- Springboard curriculum

- Note taking skills

- Project based instruction

- Real world connections

- Wide range of assessments

- Instructional strategies

- Print rich environment

- Florida Standards Teacher

- Peer classroom observations

- Thinking Majps

Targeted Barriers to Achieving the Goal 3

- Creating lessons without a resource material correlated to the new Florida Standards.

Plan to Monitor Progress Toward G9. 8

Classroom Walkthroughs
FAIR data
Florida Standards Teacher reports
Literacy Coach's reports

Person Responsible

Greg Smallridge

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Walkthrough Academic Services Instructional Visit Look for Checklist. (green sheets)
FAIR data Literacy coach reports FCAT Math and Reading results

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. Starting the week of September 22nd the students will participate in the first of 5 lessons, BullyProofing Your School, to have 100% completion by the end of March 2015, as evidenced by either lesson plans, classroom walk-throughs or student artifacts. `1`

🔍 G042068

G1.B1 Working bullying lessons into the school day throughout the school year. `2`

🔍 B103802

G1.B1.S1 We will have trainings during faculty/staff meetings and on Moodle under safety. The week of September 22nd, we will use a Wednesday schedule and the last hour will be used for a school-wide bullying lesson. This will take place on five separate days during the school year. `4`

🔍 S114939

Strategy Rationale

The more that students and teachers understand what bullying is, how to recoginze it and how to intervene, the safer the environment will become.

Action Step 1 `5`

The first of five teacher lead bullying lessons for students will begin the week of September 22, 2014.

Person Responsible

Stephanie Rhodes

Schedule

Every 6 Weeks, from 9/22/2014 to 3/31/2015

Evidence of Completion

Lesson plans, classroom walkthroughs, and student artifacts

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

Five grade level specific bullying lessons.

Person Responsible

Stephanie Rhodes

Schedule

Every 2 Months, from 9/22/2014 to 3/31/2015

Evidence of Completion

Lesson plans, student artifacts, classroom walkthroughs

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

Effectiveness will be tracked on referral forms and in our share folder we have excel documents that tracks violations and consequences.

Person Responsible

Stephanie Rhodes

Schedule

Every 2 Months, from 9/22/2014 to 6/4/2015

Evidence of Completion

Evidence for effectiveness will be documented on referral forms with violations and consequences.

G2. Gray Middle will increase the number of students in the lowest 25% making learning gains in reading from 62% in 2013-14 to 67% in 2014-15. 1

🔑 G040477

G2.B1 1. Lack of experience with new Language Arts Florida Standards. 2

🔑 B097884

G2.B1.S1 The new Florida Standards Teacher and the Literacy Coach will work together to ensure all teachers understand the New Florida Standards and how to best prepare instruction. 4

🔑 S109219

Strategy Rationale

The better prepared our teachers are in developing lessons based on the New Florida Standards the better our students will perform on the New Florida Standards Assessment.

Action Step 1 5

Deliver professional development in implementing the New Florida Standards.

Person Responsible

Linda Delaney

Schedule

Weekly, from 8/11/2014 to 8/13/2014

Evidence of Completion

Faculty Training Agendas

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

Observation of PLCs, Observation of classroom instruction, review of lesson plans, weekly meeting with Literacy Coach and Florida Standards teacher for implementation of professional development.

Person Responsible

Natalie Heitman

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PD Sign in sheets, PD materials produced by trainers, Lesson Plans, PLC Meeting Notes, Classroom Walkthrough data, TEAM Assessment observations and conference notes.

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

FAIR-FS Assessments (level 1s, 2s, and 3s) and mini-assessment data will be monitored through PLCs. classroom observation, Lesson Plan review, walkthrough data review, and student data review.

Person Responsible

Natalie Heitman

Schedule

Monthly, from 9/3/2014 to 6/4/2015

Evidence of Completion

PD Documentation, Coach's logs, Classroom observation data, Lesson Plan documentation, Classroom Walkthrough data, and student achievement data.

G3. Discipline: We will decrease the number of students receiving out-of-school suspensions from a total of 66 in 2013-14 to 50 in 2014-15. The percentage of students receiving an out-of-school suspension would decrease from 6.5% in 2013-14 to 4.7% in 2014-15 `1`

🔑 G040478

G3.B1 Inconsistent use of PBS school wide `2`

🔑 B097887

G3.B1.S1 Faculty and Staff Training on Positive Behavioral Support. `4`

🔑 S109221

Strategy Rationale

Faculty and staff buy-in to a Positive Behavioral Support system is imperative to create incentives for positive student behavior. We believe that when students are recognized and rewarded for positive behavior, Out-of-School Suspensions will decrease. Parent Communication via website, newsletter, expectation letter, and phone call out system will be utilized to advertise the program.

Action Step 1 `5`

Present training to teachers and staff.

Person Responsible

Stephanie Rhodes

Schedule

Monthly, from 9/3/2014 to 9/3/2014

Evidence of Completion

Agenda, Sign in

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Training is completed. Teachers are implementing strategies

Person Responsible

Stephanie Rhodes

Schedule

Weekly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Agenda, sign in, observation of training, students are provided incentives for positive behavior. Gator bucks are collected and displayed by grade level in the cafeteria to create competition between grade levels. Discipline reports on out-of-school suspensions are monitored by the Assistant Principal, Stephanie Rhodes and reports are shared with the Administrative team and with the faculty and staff.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Number of referrals and out-of-school suspensions will decrease. The number of Gator Bucks collected will increase in all grade levels as compared to last school year.

Person Responsible

Stephanie Rhodes

Schedule

Monthly, from 9/3/2014 to 6/4/2015

Evidence of Completion

PBS data, Discipline data

G4. Gray Middle will increase the percentage of ELL (CELLA) students who are proficient in Writing from 21% in 2013-14 to 30% in 2014-15. [1]

G040479

G4.B5 ELL students need extended time, before or after school for one on one turoring to make up for the language barrier. [2]

B105324

G4.B5.S1 Gray Middle School will provide tutoring for ELL students starting September 15, 2014 every morning from 8:30 - 9:00 in all subject areas. [4]

S116625

Strategy Rationale

Since the ELL students will receive bilingual instruction/tutoring every morning, students will be less likely to fall behind and more likely to improve writing skills used in all subject areas.

Action Step 1 [5]

ELL tutoring will start on September 15, 2014 and will be offered Monday through Friday for the 2014-15 school year.

Person Responsible

Pam Chateauneuf

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Student Artifacts, Attendance Documents, Student Grades

Plan to Monitor Fidelity of Implementation of G4.B5.S1 [6]

Administration will oversee the tutoring program and will monitor student progress with the assistantce of the three grade level guidance counselors. Students writing proficiency will be closely monitored on a daily basis through their ELA teachers. A bilingual teaching assistant will also be assigned to classrooms where she may help ELL students.

Person Responsible

Pam Chateauneuf

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Student Artifacts, CELLA scores, Teacher Assessments

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 `7`

Classroom Walkthroughs will be conducted by aministration, the Literacy Coach and the Florida Standards teacher to monitor the effectiveness of the program.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Student performance on teacher assessments, Write Score data, CWT by administration, Literace coach and Florida Standards Teacher.

G5. Gray Middle will increase the number of students in the lowest 25% making learning gains in Math from 64% in 2013-14 to 69% in 2014-15. [1]

🔑 G040480

G5.B1 Understanding and implementing the new Florida Standards. [2]

🔑 B097895

G5.B1.S1 Use the new Florida Standards Teacher to help the mathematics teachers implement the Florida Standards in lesson planning and delivery. [4]

🔑 S109226

Strategy Rationale

Student achievement levels on the New Florida Standards Assessment (FSA) will be directly linked to the teacher's ability to plan effectively in the delivery and implementation of the new standards.

Action Step 1 [5]

FAIR-FS data provides information on progress toward the new Florida Standards . Classroom walkthroughs will be conducted and lesson plans monitored by administration and the Florida Standards teacher. Learning goals and scales will be used along with the Math Flip Book and online Florida Standards Modules suggested by Lake County Schools. Suggested county assessments will be used to monitor progress.

Person Responsible

Michelle Sorrells

Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Literacy Coach reports Florida Standards Teacher reports Skyward Lesson plans Student work Learning Goals Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G5.B1.S1 [6]

Classroom Walkthroughs, Lesson plans, and PLC meetings

Person Responsible

Greg Smallridge

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Walkthrough Academic Services Instructional Visit Look for Checklists, Lesson plans, and PLC minutes.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Lake Benchmark Mini Assessments
Lake Benchmark Assessments
FAIR-FS Data
Teacher and County Assessments

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lake Benchmark Assessments and Mini Assessments are available in print Fair Data and
Write Score data is provided by the Literacy Coach

G6. Gray Middle School will increase the percentage of students who are proficient in Science from 62% in 2013-14 to 67% in 2014-15. `1`

🔑 G040481

G6.B1 1. Some students have a language barrier ELL (no English) `2`

🔑 B097900

G6.B1.S1 Increase knowledge of vocabulary strategies `4`

🔑 S109229

Strategy Rationale

Action Step 1 `5`

Provide a before tutoring program for ELL students on a weekly basis and a tutoring program for
all students after school with high qualified teachers from all four core curriculum areas.

Person Responsible

Greg Smallridge

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Use of Classroom Walkthrough Academic Services Instructional Visit Look for Checklist for teacher feedback.
Use of vocabulary strategies will be documented through PLC minutes, Lesson Plans, work samples
These will be monitored along with observations of vocabulary instruction in classrooms.
Teachers will share student work and discuss in department and grade level PLC.

Person Responsible

Greg Smallridge

Schedule

On 6/4/2015

Evidence of Completion

PLC minutes, Lesson Plans, Classroom Walkthroughs and observations, Common Plan Observations, Student work samples

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Teachers review Student work, Literacy coach and administrators will observe classroom instruction for implementation of vocabulary strategies - monitoring for desired effect with students.
Teacher assessment data and formative assessments will be monitored for effectiveness.

Person Responsible

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Student work samples, student grades, student responses in classroom learning activities and student assessment performance.

G6.B1.S2 Get training on EBSCO and use it consistently 4

S109230

Strategy Rationale

Action Step 1 5

Training/retraining in EBSCO

Person Responsible

Schedule

Evidence of Completion

PLC Minutes

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Review PLC minutes, observe PLC meeting

Person Responsible

Schedule

Evidence of Completion

Documented in PLC Minutes

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Observe classrooms - look for - teachers implementing leveled text that uses new vocabulary from EBSCO resource

Person Responsible

Schedule

Evidence of Completion

review of walkthrough/classroom observation data and lesson plans as documentation of completion by December 20, 2013

G6.B1.S3 Build database of FCAT questions [4]

S109231

Strategy Rationale

Action Step 1 [5]

Set up a folder on the share drive to house a database of questions. Each teacher can post questions at least 1 time every 2 weeks - so all can share them.

Person Responsible

Schedule

Evidence of Completion

Review of FCAT Science Question folder on Share file.

Plan to Monitor Fidelity of Implementation of G6.B1.S3 [6]

Science chair will monitor the database and make certain that all questions will be useful for increasing student academic vocabulary and skills.

Person Responsible

Schedule

Evidence of Completion

SCience FCAT Question folder in share file is being updated regularly with all participating

Plan to Monitor Effectiveness of Implementation of G6.B1.S3 [7]

Review of Benchmark scores

Person Responsible

Schedule

Evidence of Completion

Benchmark scores

G7. STEM: Increase student engagement in STEM activities in science classrooms. Gray Middle will have 100% of it's 6th and 7th grade students create Science Fair Projects and 8th grade students will create Science Fair Projects by class. [1]

🔍 G040482

G7.B1 1. Teachers have little experience with STEM education. [2]

🔍 B097901

G7.B1.S1 1. Research STEM and discuss in department PLC, attend district trainings, and create and information database in the share folder. [4]

🔍 S109232

Strategy Rationale

The more STEM research teachers share and discuss in department PLCs, the greater the increase will be in STEM activities in science classrooms. This should translate into greater Science and Math scores in state assessments.

Action Step 1 [5]

Research STEM
Discuss in PLC
Attend District Training
Create Data Base in share folder

Person Responsible

William Skelton

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

PLC meeting minutes Truenorthlogic registraion Data Base in Share Folder

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Classroom Walkthroughs
Department PLC Meetings Attendance
STEM Professional Development training implementation into classroom
Information Data base

Person Responsible

Schedule

Evidence of Completion

Classroom Walkthrough Academic Services Instructional Visit Checklist (green sheets) PLC
meeting minutes Truenorthlogic registration Information Data Base

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

The administrator will conduct classroom walkthroughs and is assigned to conduct the TEAM
evaluation on the science teachers.

Person Responsible

William Skelton

Schedule

On 5/1/2015

Evidence of Completion

Science Fair Projects

G8. CTE: Gray Middle School is offering Introduction to information technology for the first time and our goal is to meet the CAP academy's standards of a passing rate of at lease 50% on the CIW Internet Business Associates Certification Exam. 1

🔍 G040483

G8.B1 The Intraoduction to information technology course is being taught at Gray Middle for the first time by our Business Teacher. 2

🔍 B097905

G8.B1.S1 Gray Middle School will combine it's CAP Academy with the CAP Academy at South Lake High School (SLH). It will include the IT teacher from SLH, a core academic teacher from both schools and community members. Open communication with Lake County Career and Technical Education program specialists will also be a valuable resource for our business teacher. 4

🔍 S109233

Strategy Rationale

The CAP academy will offer support and an experienced IT High School teacher that our business teacher will use as a resource.

Action Step 1 5

The CAP academy will meet twice during the 2014-15 School year.

Person Responsible

William Skelton

Schedule

Evidence of Completion

Completed lists

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

The Assistant Principal in charge of our Business Teacher's TEAM evaluation will monitor for Fidelity during the CAP academy meetings. He will be an active member.

Person Responsible

William Skelton

Schedule

Evidence of Completion

Meeting minutes and sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

A comparison will be made with the SLH IT program course grades and with the Clermont Middle IT course grades to monitor for effectiveness.

Person Responsible

William Skelton

Schedule

Quarterly, from 10/21/2014 to 6/4/2015

Evidence of Completion

Report card grade distribution percentages for Gray middle, Clermont middle and for SLH.

G9. Gray Middle will increase the passing rate on the End-of-Course assessment for Algebra 1 students from 93% in 2013-14 to 95% in 2014-15. 1

🔑 G040484

G9.B1 Creating lessons without a resource material correlated to the new Florida Standards. 2

🔑 B097907

G9.B1.S1 The New Florida Standards Teacher will assist the Mathematics teachers in lesson planning and lesson delivery for the new Florida Standards. 4

🔑 S109234

Strategy Rationale

The success level that students have on the Florida Standards Assessment is directly correlated to the teacher's ability to lesson plan effectively and to deliver the material in an understandable way that all students experience success in mastering the standards.

Action Step 1 5

Training has been provided to all math teachers in understanding the new Florida Standards by the Mathematics Department Head, Michelle Sorrells and additional training will be offered throughout the school year by the Florida Standards Teacher, Mrs. Delaney.
Reserve PLC time for training.
Classroom Walkthroughs/Feedback to teachers
Florida Standards Teacher assists with lesson planning and delivery.

Person Responsible

Greg Smallridge

Schedule

Biweekly, from 8/18/2014 to 8/28/2014

Evidence of Completion

PLC minutes, Classroom Walkthrough Academic Services Instructional Visit Look for Checklist (green sheet), Lesson plans documented, FAIR data, Sign in Sheets

Plan to Monitor Fidelity of Implementation of G9.B1.S1 `6`

Classroom Walkthroughs
Lesson plan checks
PLC meeting minutes
Common Planning visits

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Walkthrough Academic Services Instructional Visit Look for Checklist.(Green Sheets) Lesson plans on esembler PLC meeting minutes turned into administration Common planning visits

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Teachers review student work, Literacy coach, Florida Standards teacher and admnistrators will observe classroom instruction for Implementation of reading strategies - monitoring for desired effect with students.
FAIR data

Person Responsible

Greg Smallridge

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

classroom walkthroughs FAIR data Literacy Coach reports Standards Teacher reports EOC pass rate

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Deliver professional development in implementing the New Florida Standards.	Delaney, Linda	8/11/2014	Faculty Training Agendas	8/13/2014 weekly
G3.B1.S1.A1	Present training to teachers and staff.	Rhodes, Stephanie	9/3/2014	Agenda, Sign in	9/3/2014 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1	FAIR-FS data provides information on progress toward the new Florida Standards . Classroom walkthroughs will be conducted and lesson plans monitored by administration and the Florida Standards teacher. Learning goals and scales will be used along with the Math Flip Book and online Florida Standards Modules suggested by Lake County Schools. Suggested county assessments will be used to monitor progress.	Sorrells, Michelle	9/4/2014	Literacy Coach reports Florida Standards Teacher reports Skyward Lesson plans Student work Learning Goals Classroom Walkthroughs	5/29/2015 monthly
G6.B1.S1.A1	Provide a before tutoring program for ELL students on a weekly basis and a tutoring program for all students after school with high qualified teachers from all four core curriculum areas.	Smallridge, Greg	9/15/2014	Student work samples	6/4/2015 weekly
G6.B1.S2.A1	Training/retraining in EBSCO		PLC Minutes	one-time	
G6.B1.S3.A1	Set up a folder on the share drive to house a database of questions. Each teacher can post questions at least 1 time every 2 weeks - so all can share them.		Review of FCAT Science Question folder on Share file.	once	
G7.B1.S1.A1	Research STEM Discuss in PLC Attend District Training Create Data Base in share folder	Skelton, William	8/18/2014	PLC meeting minutes Truenorthlogic registraion Data Base in Share Folder	6/4/2015 weekly
G8.B1.S1.A1	The CAP academy will meet twice during the 2014-15 School year.	Skelton, William	Completed lists	semiannually	
G9.B1.S1.A1	Training has been provided to all math teachers in understanding the new Florida Standards by the Mathematics Department Head, Michelle Sorrells and additional training will be offered throughout the school year by the Florida Standards Teacher, Mrs. Delaney. Reserve PLC time for training. Classroom Walkthroughs/Feedback to teachers Florida Standards Teacher assists with lesson planning and delivery.	Smallridge, Greg	8/18/2014	PLC minutes, Classroom Walkthrough Academic Services Instructional Visit Look for Checklist (green sheet), Lesson plans documented, FAIR data, Sign in Sheets	8/28/2014 biweekly
G1.B1.S1.A1	The first of five teacher lead bullying lessons for students will begin the week of September 22, 2014.	Rhodes, Stephanie	9/22/2014	Lesson plans, classroom walkthroughs, and student artifacts	3/31/2015 every-6-weeks
G4.B5.S1.A1	ELL tutoring will start on September 15, 2014 and will be offered Monday through Friday for the 2014-15 school year.	Chateauneuf, Pam	9/15/2014	Student Artifacts, Attendance Documents, Student Grades	6/4/2015 daily
G1.MA1	The progress will be monitored by the administration, literacy coach, Florida standards teacher, and Guidance Counselors during classroom walkthroughs and lesson plan review.	Rhodes, Stephanie	9/22/2014	Classroom walkthrough data, lesson plans	3/31/2015 every-6-weeks
G1.B1.S1.MA1	Effectiveness will be tracked on referral forms and in our share folder we have excel documents that tracks violations and consequences.	Rhodes, Stephanie	9/22/2014	Evidence for effectiveness will be documented on referral forms with violations and consequences.	6/4/2015 every-2-months
G1.B1.S1.MA1	Five grade level specific bullying lessons.	Rhodes, Stephanie	9/22/2014	Lesson plans, student artifacts, classroom walkthroughs	3/31/2015 every-2-months
G2.MA1	FAIR-FS assessments, mini-assessment data will be monitored for progress. If progress is not being made, classroom observations and	Heitman, Natalie	9/3/2014	FAIR-FS assessments and mini-assessment data.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	observations/participation in common plan with data review, lesson study will be implemented to determine changes needed.				
G2.B1.S1.MA1	FAIR-FS Assessments (level 1s, 2s, and 3s) and mini-assessment data will be monitored through PLCs. classroom observation, Lesson Plan review, walkthrough data review, and student data review.	Heitman, Natalie	9/3/2014	PD Documentation, Coach's logs, Classroom observation data, Lesson Plan documentation, Classroom Walkthrough data, and student achievement data.	6/4/2015 monthly
G2.B1.S1.MA1	Observation of PLCs, Observation of classroom instruction, review of lesson plans, weekly meeting with Literacy Coach and Florida Standards teacher for implementation of professional development.	Heitman, Natalie	8/18/2014	PD Sign in sheets, PD materials produced by trainers, Lesson Plans, PLC Meeting Notes, Classroom Walkthrough data, TEAM Assessment observations and conference notes.	6/4/2015 weekly
G3.MA1	Number of students receiving referrals will decrease and the number of out-of-school suspensions will decrease.	Rhodes, Stephanie	9/3/2014	PBS data, Discipline Data	6/4/2015 monthly
G3.B1.S1.MA1	Number of referrals and out-of-school suspensions will decrease. The number of Gator Bucks collected will increase in all grade levels as compared to last school year.	Rhodes, Stephanie	9/3/2014	PBS data, Discipline data	6/4/2015 monthly
G3.B1.S1.MA1	Training is completed. Teachers are implementing strategies	Rhodes, Stephanie	9/3/2014	Agenda, sign in, observation of training, students are provided incentives for positive behavior. Gator bucks are collected and displayed by grade level in the cafeteria to create competition between grade levels. Discipline reports on out-of-school suspensions are monitored by the Assistant Principal, Stephanie Rhodes and reports are shared with the Administrative team and with the faculty and staff.	6/4/2015 weekly
G4.MA1	Observe teachers using reading and writing strategies Review students samples, review Write Score Data - comparing results over time. If results are questionable or not positive adjustments will be in professional development goals and adjustments made to instruction based on type of problems revealed,	Rhodes, Stephanie	9/3/2014	Write Score Data, Student Sample comparison over time and CWT data	6/4/2015 monthly
G4.B5.S1.MA1	Classroom Walkthroughs will be conducted by aministration, the Literacy Coach and the Florida Standards teacher to monitor the effectiveness of the program.	Chateauneuf, Pam	9/15/2014	Student performance on teacher assessments, Write Score data, CWT by administration, Literace coach and Florida Standards Teacher.	6/4/2015 weekly
G4.B5.S1.MA1	Administration will oversee the tutoring program and will monitor student progress with the assistantce of the three grade level guidance counselors. Students writing proficiency will be closely monitored on a daily basis through their ELA teachers. A bilingual teaching assistant will also be assigned to classrooms where she may help ELL students.	Chateauneuf, Pam	9/15/2014	Student Artifacts, CELLA scores, Teacher Assessments	6/4/2015 daily
G5.MA1	Lake Benchmark Mini Assessments provide information on progress	Sorrells, Michelle	8/18/2014	Literacy Coach reports, Classroom Walkthrough feedback	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	toward the Lake Benchmark Assessments. FAIR-FS data will be provided by the Literacy Coach, Natalie Heitman. Classroom Walkthroughs will be conducted and Lesson plans will be monitored by administration.				
G5.B1.S1.MA1	Lake Benchmark Mini Assessments Lake Benchmark Assessments FAIR-FS Data Teacher and County Assessments		8/18/2014	Lake Benchmark Assessments and Mini Assessments are available in print Fair Data and Write Score data is provided by the Literacy Coach	6/4/2015 weekly
G5.B1.S1.MA1	Classroom Walkthroughs, Lesson plans, and PLC meetings	Smallridge, Greg	8/18/2014	Classroom Walkthrough Academic Services Instructional Visit Look for Checklists, Lesson plans, and PLC minutes.	6/4/2015 weekly
G6.MA1	LBA, Mini Assessments, student work samples If Progress is not evident or is questionable adjustments will be made to instruction.		8/18/2014	Science Mini-Assessment Data, student grades, LBA. Student work samples with improvement over time. Lesson plans, classroom walkthrough data.	6/4/2015 one-time
G6.B1.S1.MA1	Teachers review Student work, Literacy coach and administrators will observe classroom instruction for implementation of vocabulary strategies - monitoring for desired effect with students. Teacher assessment data and formative assessments will be monitored for effectiveness.		9/15/2014	Student work samples, student grades, student responses in classroom learning activities and student assessment performance.	6/4/2015 weekly
G6.B1.S1.MA1	Use of Classroom Walkthrough Academic Services Instructional Visit Look for Checklist for teacher feedback. Use of vocabulary strategies will be documented through PLC minutes, Lesson Plans, work samples These will be monitored along with observations of vocabulary instruction in classrooms. Teachers will share student work and discuss in department and grade level PLC.	Smallridge, Greg	9/15/2014	PLC minutes, Lesson Plans, Classroom Walkthroughs and observations, Common Plan Observations, Student work samples	6/4/2015 one-time
G6.B1.S2.MA1	Observe classrooms - look for - teachers implementing leveled text that uses new vocabulary from EBSCO resource		review of walkthrough/ classroom observation data and lesson plans as documentation of completion by December 20, 2013	once	
G6.B1.S2.MA1	Review PLC minutes, observe PLC meeting		Documented in PLC Minutes	once	
G6.B1.S3.MA1	Review of Benchmark scores		Benchmark scores	once	
G6.B1.S3.MA1	Science chair will monitor the database and make certain that all questions will be useful for increasing student academic vocabulary and skills.		SCience FCAT Question folder in share file is being updated regularly with	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			all participating		
G7.MA1	Each step of creating a Science Fair Project; Question, Hypothesis, Design and Condudct an Experiment, Analyze the Results of the Experiment, and Draw a Conclusion will be monitored by the science teachers and monitored by the Assistant Principal during classroom walkthroughs.	Skelton, William	9/4/2014	Student work samples of STEM projects, lesson plans, classroom walkthrough data and Science Fair Projects.	weekly
G7.B1.S1.MA1	The administrator will conduct classroom walkthroughs and is assigned to conduct the TEAM evaluation on the science teachers.	Skelton, William	9/4/2014	Science Fair Projects	5/1/2015 one-time
G7.B1.S1.MA1	Classroom Walkthroughs Department PLC Meetings Attendance STEM Professional Development training implementation into classroom Information Data base			Classroom Walkthrough Academic Services Instructional Visit Checklist (green sheets) PLC meeting minutes Truenorthlogic registration Information Data Base	one-time
G8.MA1	Every grading period student report card grades will be examined to determine progress toward meeting the goal.	Skelton, William	10/21/2014	Report card grades and test scores throughout the school year.	6/4/2015 quarterly
G8.B1.S1.MA1	A comparison will be made with the SLH IT program course grades and with the Clermont Middle IT course grades to monitor for effectiveness.	Skelton, William	10/21/2014	Report card grade distribution percentages for Gray middle, Clermont middle and for SLH.	6/4/2015 quarterly
G8.B1.S1.MA1	The Assistant Principal in charge of our Business Teacher's TEAM evaluation will monitor for Fidelity during the CAP academy meetings. He will be an active member.	Skelton, William	Meeting minutes and sign-in sheets.	semiannually	
G9.MA1	Classroom Walkthroughs FAIR data Florida Standards Teacher reports Literacy Coach's reports	Smallridge, Greg	8/18/2014	Classroom Walkthrough Academic Services Instructional Visit Look for Checklist. (green sheets) FAIR data Literacy coach reports FCAT Math and Reading results	6/4/2015 weekly
G9.B1.S1.MA1	Teachers review student work, Literacy coach, Florida Standards teacher and admnistrators will observe classroom instruction for Implementation of reading strategies - monitoring for desired effect with students. FAIR data	Smallridge, Greg	8/18/2014	classroom walkthroughs FAIR data Literacy Coach reports Standards Teacher reports EOC pass rate	6/4/2015 weekly
G9.B1.S1.MA1	Classroom Walkthroughs Lesson plan checks PLC meeting minutes Common Planning visits		8/18/2014	Classroom Walkthrough Academic Services Instructional Visit Look for Checklist.(Green Sheets) Lesson plans on esembler PLC meeting minutes turned into administration Common planning visits	6/4/2015 weekly

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. Starting the week of September 22nd the students will participate in the first of 5 lessons, BullyProofing Your School, to have 100% completion by the end of March 2015, as evidenced by either lesson plans, classroom walk-throughs or student artifacts.

G1.B1 Working bullying lessons into the school day throughout the school year.

G1.B1.S1 We will have trainings during faculty/staff meetings and on Moodle under safety. The week of September 22nd, we will use a Wednesday schedule and the last hour will be used for a school-wide bullying lesson. This will take place on five separate days during the school year.

PD Opportunity 1

The first of five teacher lead bullying lessons for students will begin the week of September 22, 2014.

Facilitator

Stephanie Rhodes

Participants

Gray Middle Faculty

Schedule

Every 6 Weeks, from 9/22/2014 to 3/31/2015

G2. Gray Middle will increase the number of students in the lowest 25% making learning gains in reading from 62% in 2013-14 to 67% in 2014-15.

G2.B1 1. Lack of experience with new Language Arts Florida Standards.

G2.B1.S1 The new Florida Standards Teacher and the Literacy Coach will work together to ensure all teachers understand the New Florida Standards and how to best prepare instruction.

PD Opportunity 1

Deliver professional development in implementing the New Florida Standards.

Facilitator

N. Heitman, Literacy Coach; G. Smallridge, Assistant Principal L. Delaney, Florida Standards Teacher

Participants

Gray Middle School Faculty

Schedule

Weekly, from 8/11/2014 to 8/13/2014

G5. Gray Middle will increase the number of students in the lowest 25% making learning gains in Math from 64% in 2013-14 to 69% in 2014-15.

G5.B1 Understanding and implementing the new Florida Standards.

G5.B1.S1 Use the new Florida Standards Teacher to help the mathematics teachers implement the Florida Standards in lesson planning and delivery.

PD Opportunity 1

FAIR-FS data provides information on progress toward the new Florida Standards . Classroom walkthroughs will be conducted and lesson plans monitored by administration and the Florida Standards teacher. Learning goals and scales will be used along with the Math Flip Book and online Florida Standards Modules suggested by Lake County Schools. Suggested county assessments will be used to monitor progress.

Facilitator

Mrs. Sorrells, Math Department Chair Mr. Smallridge, Assistant Principal Mrs. Heitman, Literacy Coach

Participants

All Math teachers, support facilitator teachers and Co-teachers assigned to math classrooms.

Schedule

Monthly, from 9/4/2014 to 5/29/2015

G6. Gray Middle School will increase the percentage of students who are proficient in Science from 62% in 2013-14 to 67% in 2014-15.

G6.B1 1. Some students have a language barrier ELL (no English)

G6.B1.S2 Get training on EBSCO and use it consistently

PD Opportunity 1

Training/retraining in EBSCO

Facilitator

Participants

Science Dpt Chair, Sarah Schlussel

Schedule

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**