2013-2014 SCHOOL IMPROVEMENT PLAN

Gray Middle School

205 E MAGNOLIA ST
Groveland, FL 34736
352-429-3322
http://lake.k12.fl.us/gms

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	62%

Alternative/ESE Center	Charter School	Minority Rate
No	No	53%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

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

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Gray Middle School

Principal

Dean Haack

School Advisory Council chair

Tricia Blunt

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sarah Schlussel	Science Department Chair
Charles Eaton	Math Department Chair
Natalie Jackson	Language Arts Department Chair
Kathy Black	Social Studies Department Chair
Casey Ferguson	Electives Department Chair
Natalie Hietman	Literacy Coach
Kimberly Wright	ESE Specialist
Caroline Golay	Guidance Department Chair
Greg Smallridge	Assistant Principal
Stephanie Rhodes	Assistant Principal
Tessie Osteen	Assistant Principal

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The School Advisory Council is made up of 8 non-school board employees and seven LCS employees including the Principal. The membership reflects the ethhic and racial make-up of our school. The council has a Chair, Tricia Blunt (parent), Co-Chair-Kim Bates (parent), Amy Torres and a Secretary. Membership includes a local business owner.

Involvement of the SAC in the development of the SIP

School Improvment Plan was discussed with SAC members in the first SAC meeting of the 2013-14 school year. School Data was presented and a gallery walk by all SAC members followed. Stations were set up representing each targetted improvement area in the SIP. SAC members worked with school leadership team members at each station to review goals, action plan and monitoring plan for each area. SAC members were able to question, make suggestions and provide input at each station.

Activities of the SAC for the upcoming school year

For the 2013-14 school year SAC will be involved in the following activities: Provide input to the school improvement plan, review progress monitoring data and provide input, participate in a safey walk of the campus, provide input for our parent night activities, assist with budget. They will provide input to our school wide Bullying program.

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

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dean Haack		
Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	Ed. Specialist Degree - Educational Leadership - All Levels M.S. Degree in Speech Pathology B.S. Degree in Audiology and Speech Pathology Florida DOE Professional Certification in: Educational Leadership - All Levels School Principal - All Levels Speech Impaired - K-12
Performance Record	2012-13 Principal Gray Middle School Grade B; Reading decreased from 64 to 59%; Math Decreased from 58 to 51%; Algebra 1 EOC 92% Proficiency; Science Increased from 65 to 66%; Writing Decreased from 80 to 49% ; Middle School Acceleration Points increased from 40 to 41% ;Met AYP for Reading Gains and Math Gains in lowest 25% 11/12 Assistant Principal Leesburg High School (Correct II School) Grade C Reading Proficiency: 42%, Math Proficiency: 49%, Writing Proficiency: 23%. Reading AYP: 59%, Math AYP: 35%, Lowest Quartile AYP Reading: 67%. Lowest Quartile Math: 54%. 10/11 Assistant Principal Leesburg High School (Correct II School) Grade C Reading Proficiency: Total population: decreased from 42% to 33%, White: decreased from 49% to 40%, Black: decreased from 26% to 22%, Economically Disadvantaged: decreased from 33% to 27%, Math Proficiency: Total population: decreased from 69% to 65%, White: decreased from 76% to 74%, Black: decreased from 49% to 42%, Economically Disadvantaged: decreased from 64% to 59%, Writing: Total population: decreased from 95% to 94%, White: maintained at 95%, Black: decreased from 94% to 89%, Economically Disadvantaged: decreased from 94% to 92%, Students with Disabilities: decreased from 80% to 67%. 09/10 Assistant Principal Leesburg High School (Correct II School – Lowest 5% School) Reading Proficiency: 40%, Math Proficiency: 72%, Writing Proficiency: 74%. Reading AYP: 41%, Math AYP: 67%, Lowest Quartile AYP Reading: 42%. Lowest Quartile Math: 58%. – LHS was D school for previous 7 years.and one of Florida's Lowest 5% Schools for student achievement. 08/09 Assistant Principal Tavares High School Grade B 07/08 Assistant Principal Tavares High Grade B 06/07 Assistant Principal Tavares High Grade B

Stephanie Rhodes		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials

Performance Record

2012-13 Assistant Principal Gray Middle School
Grade B; Reading decreased from 64 to 59%; Math Decreased from 58 to 51%; Algebra 1 EOC 92% Proficiency; Science Increased from 65 to 66%; Writing Decreased from 80 to 49% ; Middle School Acceleration Points increased from 40 to 41% ;Met AYP for Reading Gains and Math Gains in lowest 25%
2011-12 Assistant Principal Gray Middle School
Grade A; Reading Proficiency 64%; Math Proficiency 58%;Science Proficiency 65%; Writing Proficiency 80%
Assistant Principal of ERMS in 2010-2011:
Grade: A, Reading Proficiency: 74%, Math Proficiency: 78%, Science Proficiency: 64%, Writing Proficiency: 94%. AYP: 85%, Total, White, Black, Economically Disadvantaged and SWD did not make AYP in reading. Black students did not make AYP in math.
ESE Specialist of ERMS in 2009-2010:
Grade A: 74% met high standards in reading and 74% met high standards in math. In writing, 98% of the students met high standards with 84% scoring a 4 or higher. In science, 61% met high standards. Of the students identified in the lowest quartile, 70% made learning gains in reading and 75% in math.

Greg Smallridge		
Asst Principal	Years as Administrator: 11	Years at Current School: 0

Credentials	Bachelor and Master degrees from University of Central Florida. Certified in the state of Florida in School Principal (all levels), Math (5-9), Math (6-12)
Performance Record	Carver Middle School SY 2012: School Grade-C (544 points) FCAT % meeting high standards: Reading-49%; Math-47% Writing-77%; Science-49% FCAT% making learning gains: Reading-59%, Math-51% LQ Reading-65%; Math-58% AYP—Met 77% Carver Middle School SY 2011: School Grade – B (503 points) FCAT % meeting high standards: Reading – 63%; Math – 63%; Writing – 89%; Science – 46% FCAT % making learning gains: Reading – 55%; Math – 61%; LQ Reading – 61%; LQ Math – 65% AYP – Met 77% of criteria Carver Middle School SY 2010: School Grade – A (532 points) FCAT % meeting high standards: Reading – 69%; Math – 67%; Writing – 89%; Science – 54% FCAT % making learning gains: Reading – 62%; Math – 66%; LQ reading – 66%; LQ math – 59% AYP – Met 77% of criteria

Tessie Osteen		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Bachelors in Elementary Education Masters in Educational Leadership Reading Endorsement ESOL Endorsement Education Leadership Endorsement
Performance Record	As Literacy Coach, raised Reading FCAT scores at GES by 15%. As 3rd grade chair, raised 3rd grade math scores by 35 points in 2 years.

Instructional Coaches

of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Natalie Heitman		
Full-time / School-based	Years as Coach: 0	Years at Current School: 7

Areas	Reading/Literacy
Credentials	B.A. Philosophy, The University of South Florida Middle Grades English (5-9), Florida Teacher Certified Reading Endorsed ESE Certified ELL Certified 7 years experience teaching Reading
Performance Record	2012-13 Grade B; Reading decreased from 64 to 59%; Writing Decreased from 80 to 49% ; Met AYP for Reading Gains lowest 25% 2011-12 Grade A; Reading Proficiency 64%; Writing Proficiency 80%

Classroom Teachers

# of classroom teachers

58

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

97%

 # certified in-field

56, 97%

 # ESOL endorsed

16, 28%

 # reading endorsed

7, 12%

 # with advanced degrees

15, 26%

 # National Board Certified

2, 3%

 # first-year teachers

7, 12%

 # with 1-5 years of experience

27, 47%

 # with 6-14 years of experience

15, 26%

 # with 15 or more years of experience

9, 16%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Principal and Assistant Principals are involved in hiring personnel for Gray Middle School. Several of the teacher we lost last school year were commuting a distance to work here and felt they could no longer afford to continue so they sought positions in other districts. During the hiring process this year we focused on teachers who were qualified, who expressed a desire to commit to our school and community and who lived a reasonable distance from GMS or planned to re-locate to this area. All GMS teachers are certified teachers. Two of our teachers are not teaching in field and not highly qualified. Our ESE EBD teacher is required to be certified in ESE k-12 and all content areas (Language Arts, Math, Science, Social Studies and Reading for Middle Grades) in order to be considered In-Field and Highly Qualified. It is quite difficut to find any teacher who meets these requirements. The second teacher who is out of field and not highly qualified is a reading teacher who has appropriate certification to teach 6th grade reading but must obtain Reading Endorsement to be certified and highly qualified to teach 7th grade reading. She is enrolled in the reading endorsement competencies. Both teachers will work on obtaining necessary certification.
Our Assistant Principal, Mr. Smallridge 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

On August 8, 2013, all of the 16 new teachers to Gray were asked to come in for an orientation in our Media Center. At this orientation the Principal Mrs. Haack informed the new teachers of the school and district initiatives and gave them insight on our school culture. The bookkeeper explained how to fill out a leave form and a monies collected form and provided all of the new teachers with examples. Next the teachers were given their classroom keys by the Assistant Principal Mr. Smallridge and the teachers were given a tour of the campus by a Guidance Counselor, Mrs. Brauman. The day ended

with a technology training by Mrs. Woodley to show new teachers how to use all available technology in the classroom. Each new teacher was given an experienced teacher as a mentor who teaches in the same subject area. Monthly new teacher meetings are lead by Mr. Smallridge, 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Using the GMS form for "At Risk for Failure of a Class", Teachers document interventions with students in core instruction. Names of students who are not successful are brought to the problem solving/MTSS team for discussion, parents are included. Brainstorming leads to new interventions and these results are graphed. The MTSS team continues to meet about the students as needed to determine if the interventions are successful or if students need to move to higher tier of interventions. Student data is used to make these decisions and plan for next steps. If the problem continues special program may be considered.
Administrators review grades data to determine student success rates in each class in order to monitor for effective core instruction. (At Risk of Failure Report)

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school based leadership team consistently monitors student achievement data and provides intervention opportunities to students as needed. Progress is monitored and interventions are adjusted based on student growth data.
The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. The school-based MTSS leadership team meets with each grade level at least once a month to discuss student concerns. An action plan is then created to address these concerns. Guidance counselors coordinate these meetings with their grade level assistant principal and supporting data and concerns are reviewed to determine at which tier academic/behavioral issues should be addressed. Plans for all tier 2 and tier 3 students are developed and recorded by the MTSS team and progress monitoring by teachers is brought back to the next meeting for further discussion. The ESE department becomes directly involved when a student progresses to tier 3. Data is consistently leveraged to adjust the action plan and to address new areas of concern.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Lake Benchmark Assessments, FCAT score, Grades, Discipline data, attendance data, for grades, mini assessment data
Sources - AS400, FCAT Star, eSembler Write Score, FIDO, PMRN, Edusoft, FAIR, EOC Exams, and Discipline Reports.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Inservice for teachers on MTSS (School Psychologist), Collaborative Cohort capacity builders to bring back to faculty. Collaborative work by teachers in common plan PLCs.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 7,260

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 will have extended learning time provided for homework and additional tutoring before, during and after school throughout the school year. A Learning Center will be offered before school from 8:45 – 9:05 and Academic Wednesday will be offered from 3:30 – 5:30 every Wednesday. PENDA, Read 180, E2020, and Common Core Instructional Materials, Differentiated Instructional Strategies, REV it up Vocabulary, WOW I'm a Writer, 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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Write Score, 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.

Who is responsible for monitoring implementation of this strategy?

Admimistrators will monitor for implementation weekly.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dean Haack	Principal
Tessie Osteen	Asst Principal
Natalie Heitman	Literacy Coach
Bridgitte Woodley	Media Specialist
Michelle Sorrells	Math Teacher
Natalie Jackson	ELA Teacher
Emily Pope	Science Teacher
Adrienne Sebeste	Social Studies Teacher

How the school-based LLT functions

The LLT is a voluntary organization of like-minded educators who value and support literacy across all content areas. Representation from all departments comprise the membership which works together to develop, support, model, and implement school wide literacy goals and initiatives. The LLT will have continued dialogue in a variety of formats each month. Meetings will be scheduled as well as small group discussions, electronic communications, and other forms of communication throughout the year.
The role of the LLT is to support teaching and learning for the entire school community. The team strives to enhance an embedded culture of literacy in our school wide efforts to ensure all students are Common Core and College and Career Ready. This team values a spirit and commitment of collaboration and collegiality.
The function of the LLT is to provide support to all instructors in the classroom, to enhance and recognize student writers and readers, and to share best practices in literacy.

Major initiatives of the LLT

The major initiatives of the LLT this year incorporate 4 major areas: Common Core/College and Career Ready; Developing and sustaining a progress monitoring plan; Fostering family/community support, and; Student Engagement/Motivation. Within these 4 major areas, we will develop and implement various initiatives that promote literacy school wide.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Gray Middle School ensures that every teacher contributes to the reading improvement of every student though the use of various tools, such as, but not limited to the following: professional development in reading instructional strategies for common plan times, PLCs, and faculty meetings; school literacy leadership team and initiatives, and; NGCAR-PD certified teachers, etc. These initiatives are monitored through classroom walk-throughs and TEAM evaluations.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	59%	No	69%
American Indian				
Asian	68%	44%	No	71%
Black/African American	51%	39%	No	56%
Hispanic	56%	50%	No	60%
White	73%	69%	No	76%
English language learners	34%	15%	No	41%
Students with disabilities	45%	20%	No	51%
Economically disadvantaged	57%	48%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	609	59%	64%
Students scoring at or above Achievement Level 4	308	57%	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		48%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	580	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	147	60%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	56%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		26%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	160	49%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		55%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	51%	No	68%
American Indian				
Asian	58%	39%	No	63%
Black/African American	50%	30%	No	55%
Hispanic	55%	41%	No	60%
White	72%	63%	No	75%
English language learners	37%	15%	No	43%
Students with disabilities	43%	24%	No	49%
Economically disadvantaged	56%	40%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	440	51%	56%
Students scoring at or above Achievement Level 4	187	21%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	523	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	121	49%	54%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	155	44%	49%
Middle school performance on high school EOC and industry certifications	155	44%	49%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%		No	68%
American Indian				
Asian	58%		No	63%
Black/African American	50%		No	55%
Hispanic	55%		No	60%
White	72%		No	75%
English language learners	37%		No	43%
Students with disabilities	43%		No	49%
Economically disadvantaged	56%		No	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	53%	58%
Students scoring at or above Achievement Level 4	61	39%	44%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	220	63%	66%
Students scoring at or above Achievement Level 4	132	38%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		48%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		12
Participation in STEM-related experiences provided for students	1030	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	431	41%	46%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0		
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	33%	

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	42	4%	3%
Students who fail a mathematics course	5	1%	0%
Students who fail an English Language Arts course	6	1%	0%
Students who fail two or more courses in any subject	5	1%	0%
Students who receive two or more behavior referrals	200	20%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	142	14%	12%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parental involvment through
1. Adding a Literacy/Showcase evening event to inform parents on how they may assist with learning at home in the areas of Reading, Math, Science and Social Studies. (one event each semester)
2. addition of INSYNC onine educational resources parents and students access from home.
3. Literacy Articles added to School Newsletter
4. Encourage parents to volunteer more at school through the Newsletter, Website, Marquee, and Call Out System

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of Parent volunteers from 228 to 250	228	22%	27%

Area 10: Additional Targets

Additional targets for the school

In order to improve safety and discipline in our school we will reduce the number of students receiving out of school suspension through Positive Behavior Support Programs

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the number of students suspended out of school	356	35%	32%

Goals Summary

G1. Reading The Gray Middle School Reading goal is to increase students' comprehension of complex text through the use of close reading strategies and to increase students' abilities to apply analytical and critical thinking skills to text and real-world tas

G2. Discipline: We will decrease the number of students receiving ISS from 200 to 0 and the number receiving OSS from 356 to 321.

G3. Writing - Student Achievement in the area of writing will improve when teachers increase writing opportunities in all subjects and implement writing instruction that requires students to apply critical and analytical thinking skills to real-world tasks

G4. Math: Increase student comprehension of rigorous mathematics text by using strategies and applying them to real world task.

G5. Science - Student achievement in Science will improve when students increase science-specific literacy skills and comprehension of academic vocabulary commonly found in science test questions and textbooks.

G6. STEM: Increase student engagement in STEM activities in science classrooms.

G7. CTE To prepare students for industry certification exam in Computer Sciences Academy.

G8. Algebra 1: Increase student understanding of complex text by using problem solving strategies to solve problems involving application, analysis and synthesis.

Goals Detail

G1. Reading The Gray Middle School Reading goal is to increase students' comprehension of complex text through the use of close reading strategies and to increase students' abilities to apply analytical and critical thinking skills to text and real-world tas

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- 1. Intensive Reading Blocks 2. Literacy Coach 3. Thinking Maps Training 4. CRISS Strategies 5. PLC/Common Planning 6. C2 Cohort Capacity Builders 7. Kagan/Cooperative Group training 8. AVID Strategies

Targeted Barriers to Achieving the Goal

- 1a. Proficiency: Lack of training in close reading strategies for Content Area teachers 1b. Learning Gains: Lack of training in close reading strategies for Reading/Content Area teachers 1c. Learning Gains, lowest 25%ile: Lack of training in close reading strategies for Reading/Content Area teachers 1c. Learning Gains, lowest 25%ile: motivation/engagement (especially 8th grade)

Plan to Monitor Progress Toward the Goal

LBA, FAIR 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 or Persons Responsible

Who - Natalie Heitmant, Literacy Coach. Assistant Principal responsible for Reading Achievement

Target Dates or Schedule:

bi-weekly for LBA mini-assessment and BOY, MOY and EOY for FAIR.

Evidence of Completion:

Increased student achievement in the area of reading will be evident in LBA, FAIR assessments, mini-assessment data.

G2. Discipline: We will decrease the number of students receiving ISS from 200 to 0 and the number receiving OSS from 356 to 321.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Loss of Privilege Lunch
- School Wide Expectations and Consequences
- Weekly Detention & Wednesday School

Targeted Barriers to Achieving the Goal

- Inconsistent use of PBS school wide

Plan to Monitor Progress Toward the Goal

Number of students receiving referrals decreases

Person or Persons Responsible
administrators and PBS team

Target Dates or Schedule:
Monthly

Evidence of Completion:
PBS data, Discipline Data

G3. Writing - Student Achievement in the area of writing will improve when teachers increase writing opportunities in all subjects and implement writing instruction that requires students to apply critical and analytical thinking skills to real-world tasks

Targets Supported

- Writing

Resources Available to Support the Goal

- 1.C2 Collaborative Cohort: Lake Writes 2.Write Score 3. Wow! I'm a Writer 4. Rev It Up 5. Springboard 6. Write Source 7. Leadership Team 8. Literacy Newsletter 9. Faculty Meetings 10. Common Core Appendix C 11. AVID Strategies

Targeted Barriers to Achieving the Goal

- 1. Not all teachers trained at Lake Writes and Teachers need help with writing instruction for their content areas

Plan to Monitor Progress Toward the Goal

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 or Persons Responsible
Literacy Team, administration.

Target Dates or Schedule:
Weekly

Evidence of Completion:
Student achievement in writing will improve when.. as evidenced by Write Score Data, Student Sample comparison over time.

G4. Math: Increase student comprehension of rigorous mathematics text by using strategies and applying them to real world task.

Targets Supported

Resources Available to Support the Goal

- 1.Cross curriculum with reading 2.Vary instructional routine 3.Notetaking skills 4.Project based instruction 5.Peer classroom observations 6.Real world connections 7.Wide range of assessments 8.Instructional strategies 9.Print rich environment

Targeted Barriers to Achieving the Goal

- 1.Reading comprehension

Plan to Monitor Progress Toward the Goal

Lake Benchmark Mini Assessments provide information on progress toward the Lake Benchmark Assessments and FCAT Math. FAIR and Write Score data provides information on progress toward the FCAT Writes. Classroom Walkthroughs will be conducted and Lesson plans will be checked on esembler.

Person or Persons Responsible

Mr. Smallridge, Assstant Principal Mrs. Heitman, Literacy Coach

Target Dates or Schedule:

Lake Benchmark Mini Assessments are Weekly and Lake Benchmark Assessments are 3 times a year. FAIR and Write Score data are three times a year. Classroom Walkthroughs are conducted weekly and lesson plans are checked weekly.

Evidence of Completion:

Esembler, Edusoft and Literacy Coach reports.

G5. Science - Student achievement in Science will improve when students increase science-specific literacy skills and comprehension of academic vocabulary commonly found in science test questions and textbooks.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

Resources Available to Support the Goal

- 1. EBSCO 2. CRISS training 3. Online translators; Rosetta stone 4. Thinking maps 5. AVID

Targeted Barriers to Achieving the Goal

- Inadequate Academic Vocabulary 1. Some students have a language barrier (no English) 2. Many students have poor reading skills 3. Students come to us with few experiences with academic and science vocabulary 4. Students come to us with limited background knowledge

Plan to Monitor Progress Toward the Goal

LBA, Mini Assessments, student work samples If Progress is not evident or is questionable adjustments will be made to instruction.

Person or Persons Responsible

Science Department Chair, Lit Coach, Admin responsible for Science Achievement and all admin.

Target Dates or Schedule:

bi-weekly, BOY, MOY, EOY.

Evidence of Completion:

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

G6. STEM: Increase student engagement in STEM activities in science classrooms.

Targets Supported

Resources Available to Support the Goal
- 1. STEM coordinator
- 2. Online resources for STEM education
- 3. Textbook resources

Targeted Barriers to Achieving the Goal
- 1. Teachers have little experience with STEM education

Plan to Monitor Progress Toward the Goal

Teachers engage students in STEM activities.

Person or Persons Responsible
Science Department Chair, Admin responsible for Science Achievement

Target Dates or Schedule:
Monthly,

Evidence of Completion:
Student work samples of STEM projects, lesson plans, classroom walkthrough data.

G7. CTE To prepare students for industry certification exam in Computer Sciences Academy.

Targets Supported

Resources Available to Support the Goal
- 1.Keyboarding Classroom with sufficient number of computers
- Certified instructor to teach exam pre-requisite courses
- Clearly Defined CAP Academy goals
- CIW Training Materials

Targeted Barriers to Achieving the Goal
- Curriculum availability to train students for industry certification exam.

Plan to Monitor Progress Toward the Goal

Review list and budget with Principal -provide resource list and budget to Assistant Principal responsible for Textbook order and Program Specialist for CTE

Person or Persons Responsible
Dept Chair, Ferguson and Admin for CTE, Smallridge

Target Dates or Schedule:
by March 15, 2014

Evidence of Completion:
Resources are ordered

G8. Algebra 1: Increase student understanding of complex text by using problem solving strategies to solve problems involving application, analysis and synthesis.

Targets Supported

Resources Available to Support the Goal

- 1.Cross curriculum with reading 2.Training 3.Vary instructional routine 4.Notetaking skills 5.Project based instruction 6.Peer classroom observations 7.Real world connections 8.Wide range of assessments 9.Instructional strategies 10.Print rich environment

Targeted Barriers to Achieving the Goal

- Translating from words/phrases to mathematical expressions.

Plan to Monitor Progress Toward the Goal

Classroom Walkthroughs Lake Benchmark Mini Assessments Lake Benchmark Assessments FAIR data FCAT Reading Data FCAT Math Data

Person or Persons Responsible

Mr. Smallridge, Assistant Principal I Mrs. Heitman, Literacy Coach Administration

Target Dates or Schedule:

Classroom Walkthroughs- weekly Lake Benchmark Mini Assessments- weekly Lake Benchmark Assessments- 3 times yearly FAIR data - 3 times yearly FCAT Math and Reading data - once yearly

Evidence of Completion:

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

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Reading The Gray Middle School Reading goal is to increase students' comprehension of complex text through the use of close reading strategies and to increase students' abilities to apply analytical and critical thinking skills to text and real-world tas

G1.B1 1a. Proficiency: Lack of training in close reading strategies for Content Area teachers 1b. Learning Gains: Lack of training in close reading strategies for Reading/Content Area teachers 1c. Learning Gains, lowest 25%ile: Lack of training in close reading strategies for Reading/Content Area teachers 1c. Learning Gains, lowest 25%ile: motivation/engagement (especially 8th grade)

G1.B1.S1 Literacy coach and Language Arts department chair will deliver professional development in close reading strategies through monthly PLCs and faculty meetings.

Action Step 1

Deliver professional development in close reading strategies

Person or Persons Responsible

Literacy coach and Language Arts department chair

Target Dates or Schedule

Monthly PLCs and faculty meetings.

Evidence of Completion

PLC Meeting Notes and Faculty Meeting Agendas

Facilitator:

N. Heitman, Literacy Coach; N. Jackson, Lang. Arts Dpt Chair;

Participants:

Literacy coach and Language Arts department chair

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

Observation of PLC, Observation of classroom instruction, review of lesson plans, weekly meeting with Literacy Coach for implementation of PD and implemetation of Close Reading Strategies in classroom instruction (all classes)

Person or Persons Responsible

Tessie Osteen, Administrator for Language Arts and Reading, N. Heitman, Literacy Coach

Target Dates or Schedule

Weekly (lesson plans, Coach's log), Bi-Weekly (classroom instruction observtion), Monthly (PLC Meeting notes)

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 G1.B1.S1

Classroom observation, Lesson Plan review, walkthrough data review, student data review (mini-assessment, FAIR, LBA)

Person or Persons Responsible

Literacy Coach, Assistant Principal responsible for Reading Achievement.

Target Dates or Schedule

bi-weekly

Evidence of Completion

Teachers will effectively use Close Reading Strategies during instruction as evidenced by PD Documentation, Coach's logs, Classroom observation data, Lesson Plan documentation, classroom, Walktrhough data, and student achievement data.

G1.B1.S2 All Social studies teachers will enroll in NGCAR-PD training under Susan Dupree at South Lake High School to be completed by December 2013.

Action Step 1

Teachers will participate in and Complete NGCAR-PD training and Practicum

Person or Persons Responsible

Susan Dupree will train all GMS Social Studies Teachers in NGCAR-PD Natalie Heitman, Literacy coach will facilitate on campus practicum in coordination with Susan Dupree from January to March 2014.

Target Dates or Schedule

Training dates: Sept 17, Sept 24, Oct 15, Oct 22, Nov 5, Nov 19, Dec 3, Dec. 10. Practicum January to March 2014.

Evidence of Completion

PD Logs, Coach's logs

Facilitator:

NGCAR-PD

Participants:

Susan Dupree will train all GMS Social Studies Teachers in NGCAR-PD Natalie Heitman, Literacy coach will facilitate on campus practicum in coordination with Susan Dupree from January to March 2014.

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

Lit Coach will Participate in training, review PD logs/PD sign in. Coach's log.

Person or Persons Responsible

Literacy Coach - Natalie Heitman and Assistant Principal responsiblefor Reading Achievement - Tessie Osteen, Social Studies Department Head, Anthony Deck

Target Dates or Schedule

Bi-weekly Coach's Log and Monthly - PD sign in sheet - training to be completed by March 2014

Evidence of Completion

PD Sign in logs, Coaches Log show evidence that teacher's have completed this phase of training. Classroom Walkthrough data, lesson plans show evidence that teachers are implementing reading strategies from the training.

Plan to Monitor Effectiveness of G1.B1.S2

LBA, FAIR 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 or Persons Responsible

Literacy Coach, Natalie Heitman and Assistant Principal responsible for Reading Achievement, Social Studies Department Head, Anthony Deck.

Target Dates or Schedule

bi-weekly

Evidence of Completion

Teachers will effectively use Reading Strategies during instruction as evidenced by Coach's logs, Classroom observation data, Lesson Plan documentation, classroom, Walktrhough data, PLC Meeting Notes and student achievement data.

G2. Discipline: We will decrease the number of students receiving ISS from 200 to 0 and the number receiving OSS from 356 to 321.

G2.B1 Inconsistent use of PBS school wide

G2.B1.S1 Faculty Staff Training

Action Step 1

Present training to teachers and staff

Person or Persons Responsible

Admin/PBS team

Target Dates or Schedule

Pre-planning

Evidence of Completion

agenda, sign in

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

training is completed. Teachers are implementing strategies

Person or Persons Responsible

Principal

Target Dates or Schedule

Pre-planning

Evidence of Completion

agenda, sign in, observation of training, students are provided incentives for positive behavior

Plan to Monitor Effectiveness of G2.B1.S1

Number of Referrals decreases

Person or Persons Responsible

administrators

Target Dates or Schedule

monthly

Evidence of Completion

PBS data, Discipline data

G3. Writing - Student Achievement in the area of writing will improve when teachers increase writing opportunities in all subjects and implement writing instruction that requires students to apply critical and analytical thinking skills to real-world tasks

G3.B1 1. Not all teachers trained at Lake Writes and Teachers need help with writing instruction for their content areas

G3.B1.S1 Provide training of writing strategies at faculty meetings/PLCs

Action Step 1

In Faculty Meetings present "Lit Happens" which includes reading and writing strategies that all teachers can implement in their classroom regardless of subject in PLCs - more direct instruction of a specific strategy to focus on, how to implement in class, and what the targeted outcomes are Develop presentations to educate staff Review presentations Assist teachers with lessons that promote literacy

Person or Persons Responsible

Faculty meetings: Natalie Jackson, Amber Green, and Natalie Heitman PLCs: Natalie Jackson, Amber Green, and Natalie Heitman

Target Dates or Schedule

Monthly at Faculty Meeings Monthly PLC Meetings

Evidence of Completion

Faculty Meeting Agendas and PLC Meeting notes will document implementation of trainings.

Facilitator:

Writing PD - "Lit Happens" and PLC writing topics

Participants:

Faculty meetings: Natalie Jackson, Amber Green, and Natalie Heitman PLCs: Natalie Jackson, Amber Green, and Natalie Heitman

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

Department administrators will attend PLCs to observe trainings and offer feedback to mentors. Mentors will ask teachers to bring student samples to PLC to determine effectiveness of strategy implementation, as well as offer suggestions or answer questions.

Person or Persons Responsible

Heitman, Literacy Coach, Osteen- the Assistant Principal responsible for Writing Achievement, Natalie Jackson-Lang Arts Dept Head and Amber Green-C2 Capacity Builder, and administration

Target Dates or Schedule

Monthly trainings Monthly Monitor review

Evidence of Completion

Teachers of all classes will provide real-world writing opportunities that apply critical and analytical thinking across all content areas as evidenced by observation of PLC, observation of classroom instruction, review of lesson plans, weekly meeting with Literacy Coach for implementation of PD and implemetation of writing tasks and teaching strategies.

Plan to Monitor Effectiveness of G3.B1.S1

Administration and leadership team will evaluate effectiveness of PD from teacher feedback during leadership team meetings, observation of instructional strategies in classroom, review of student work samples and track progress of students via eSembler grades on writing tests.

Person or Persons Responsible

Administration and leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will participate in training and implement effective writing lessons that are real- world application tasks that promote critical and analytical thinking as evidenced by lesson plans, classroom walkthroughs, PLC observations, leadership team meeting notes.

G4. Math: Increase student comprehension of rigorous mathematics text by using strategies and applying them to real world task.

G4.B1 1.Reading comprehension

G4.B1.S1 Involve reading coach to introduce content area reading strategies

Action Step 1

Provide PD on Reading Strategies for Math Word Problems Introduce classroom strategies, practice in class, and feedback. Reserve monthly PLC time for training. Introduce students to a variety of real world problems.

Person or Persons Responsible

Mr. Eaton, Math department head Mr. Smallridge, Assistant Principal Mrs. Heitman, Literacy Coach

Target Dates or Schedule

Classroom strategies will be implemented daily and PLC meetings will be monthly.

Evidence of Completion

Classroom strategies will be observed during Classroom Walkthroughs and Lesson Plans. PLC meeting minutes will be taken and turned into the Assistant Principal.

Facilitator:

Mr. Eaton, Math department head Mr. Smallridge, Assistant Principal Mrs. Heitman, Literacy Coach

Participants:

all Math teachers, support facilitator teachers and ESE Co-teachers assigned to math classrooms

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom Walkthroughs, Lesson plans, and PLC meetings

Person or Persons Responsible

Mr. Smallridge, Assistant Principal Mrs. Heitman, Literacy Coach

Target Dates or Schedule

Classroom Walkthroughs and lesson plans are monitored weekly and PLC meeting are Monthly.

Evidence of Completion

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

Plan to Monitor Effectiveness of G4.B1.S1

Lake Benchmark Mini Assessments Lake Benchmank Assessments FAIR Data FCAT Data Write Score Data

Person or Persons Responsible

Mr. Smallridge, Assistant Principal Mrs. Heitman, Literacy Coach

Target Dates or Schedule

Lake Benchmark Mini Assessments are weekly Lake Benchmark Assessments are three times a year FAIR Data - 3 times a year Write Score Data - 3 times a year

Evidence of Completion

Lake Benchmark Assessments and Mini Assessments are on Edusoft Fair Data and Write Score data is provided by the Literacy Coach

G5. Science - Student achievement in Science will improve when students increase science-specific literacy skills and comprehension of academic vocabulary commonly found in science test questions and textbooks.

G5.B1 Inadequate Academic Vocabulary 1. Some students have a language barrier (no English) 2. Many students have poor reading skills 3. Students come to us with few experiences with academic and science vocabulary 4. Students come to us with limited background knowledge

G5.B1.S1 Increase knowledge of vocabulary strategies

Action Step 1

Share strategies for vocabulary development and their effectiveness

Person or Persons Responsible

Literacy Coach and Science Dept Chair

Target Dates or Schedule

During monthly department PLC

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G5.B1.S1

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 or Persons Responsible

Science Department Chair and Literacy Coach, ESE Specialist, Administrator, D. Haack. all administrators

Target Dates or Schedule

bi-weekly, monthly reveiw of data

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B1.S1

Teachers review Student work, lit coach and administrators will observe classroom instruction for implementation of vocabulary strategies - monitoring for desired effect with students. Discuss progress with science teachers (monthly PLCs). Review this data and determine instructional adjustments needed.

Person or Persons Responsible

Science Dept Chair, Lit Coach, Admin responsible for Science Achievement, D. Haack, Administrators.

Target Dates or Schedule

bi-weekly

Evidence of Completion

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

G5.B1.S2 Get training on EBSCO and use it consistently

Action Step 1

Training/retraining in EBSCO

Person or Persons Responsible

Science Dpt Chair, Sarah Schlussel

Target Dates or Schedule

Once during department PLC - September 27, 2013

Evidence of Completion

PLC Minutes

Facilitator:

Participants:

Science Dpt Chair, Sarah Schlussel

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Review PLC minutes, observe PLC meeting

Person or Persons Responsible

Haack, Admin for Science department

Target Dates or Schedule

Sept 27, 2013

Evidence of Completion

Documented in PLC Minutes

Plan to Monitor Effectiveness of G5.B1.S2

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

Person or Persons Responsible

Haack, Admin for Science Dept

Target Dates or Schedule

bi-weekly -

Evidence of Completion

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

G5.B1.S3 Build database of FCAT questions

Action Step 1

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 or Persons Responsible

Sarah Schlussel, Science Dpt Chair

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Review of FCAT Science Question folder on Share file.

Plan to Monitor Fidelity of Implementation of G5.B1.S3

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

Person or Persons Responsible

Schlussel, Dept Chair, ADmin, Haack

Target Dates or Schedule

weekly

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B1.S3

Review of Benchmark scores

Person or Persons Responsible

Science Dpt Chair and Admin for Science - Haack

Target Dates or Schedule

Bi-Weekly mini Assessment BOY, Midyear and End of year

Evidence of Completion

Benchmark scores

G6. STEM: Increase student engagement in STEM activities in science classrooms.

G6.B1 1. Teachers have little experience with STEM education

G6.B1.S1 1. Research STEM and discuss in department PLC, attend district trainings, and create and information database in the share folder.

Action Step 1

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

Person or Persons Responsible

Mrs. Schlussel, STEM Coordinator

Target Dates or Schedule

Research STEM - immediately and ongoing research PLC meetings-monthly District Trainings- all available on training dates Create Data Base/Share Folder immediately and ongoing

Evidence of Completion

PLC meeting minutes Truenorthlogic registraion Data Base in Share Folder

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

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

Person or Persons Responsible

Mrs. Schlussel, STEM Coordinator Mrs. Haack, Principal Mr. Smallridge, Assistant Principal Mrs. Rhodes, Assistant Principal Mrs. Osteen, Assistant Principal

Target Dates or Schedule

Classroom Walkthrough-Weekly Department PLC Meetings-monthly STEM Professionl Training-C2 Collaborative Cohort trainings Information Data Base - Immediate and ongoing

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 G6.B1.S1

Person or Persons Responsible

Mrs. Schlussel, STEM Coordinator Mrs. Haack, Principal Mr. Smallridge, Assistant Principal Mrs. Rhodes, Assistant Principal Mrs. Osteen, Assistant Principal

Target Dates or Schedule

Evidence of Completion

G7. CTE To prepare students for industry certification exam in Computer Sciences Academy.

G7.B1 Curriculum availability to train students for industry certification exam.

G7.B1.S1 research and compile a list of curriculum and resources needed to obtain curriculum for student learning. Determine School level and district level responsibility for providing specific resources.

Action Step 1

Correspond with Gray Middle School principal and Lake County Career and Technical Education program specialists for compiling information on funding and ordering of curriculum and resource needs

Person or Persons Responsible

CTE Dept Chair and CTE Computer Sciences Teacher, Admin for CTE, Mr. Smallridge

Target Dates or Schedule

by November 30,2013

Evidence of Completion

Completed lists

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

review resource list with Admin for CTE and Program Specialist for CTE.

Person or Persons Responsible

Dept Chair, Ferguson and Admin for CTE, Smallridge

Target Dates or Schedule

by December 20, 2013

Evidence of Completion

Meeting notes are evidence that review has been completed

Plan to Monitor Effectiveness of G7.B1.S1

review resource list and budget

Person or Persons Responsible

Admin responsible for CTE

Target Dates or Schedule

December 20, 2013

Evidence of Completion

Meeting notes are evidence that review has been completed

G8. Algebra 1: Increase student understanding of complex text by using problem solving strategies to solve problems involving application, analysis and synthesis.

G8.B1 Translating from words/phrases to mathematical expressions.

G8.B1.S1 Utilize Literacy Coach to introduce content area reading strategies to the math department.

Action Step 1

Reserve PLC time for training. Classroom Walkthroughs/Feedback to teachers Assist with lesson planning.

Person or Persons Responsible

Mrs. Heitman, Literacy Coach

Target Dates or Schedule

PLC meetings-monthly Classroom Walkthroughs/Feedback -weekly Lesson planning assistance\ weekly through common planning.

Evidence of Completion

PLC minutes Classroom Walkthrough Academic Services Instructional Visit Look For Checklist (green sheet) Lesson plans documented on esembler.

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

Classroom Walkthroughs Lesson plan checks PLC meeting minutes Common Planning visits

Person or Persons Responsible

Mrs. Haack, Principal Mr. Smallridge, Assistant Principal I Mrs.Rhodes, Assistant Principal Mrs. Osteen, Assistant Principal Mrs. Wright, ESE specialist Mrs. Heitman, Literature Coach

Target Dates or Schedule

Classroom Walkthroughs - weekly Lesson plan checks- weekly PLC meeting minutes- monthly Common planning visits - bi-weekly

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 G8.B1.S1

Lake Benchmark Mini Assessments data Lake Benchmark Assessments data Teachers review student work, Literacy coach and admnistrators will observe classroom instruction for implementation of reading strategies - monitoring for desired effect with students. FAIR data FCAT Reading data FCAT Math data

Person or Persons Responsible

Mrs. Haack, Principal Mr. Smallridge, Assistant Principal I Mrs. Rhodes, Assistant Principal Mrs. Osteen, Assistant Principal Mrs. Wright, ESE specialist Mrs. Heitman, Literacy Coach

Target Dates or Schedule

Lake Benchmark Mini Assessments-weekly Lake Benchmark Assessment -3 times yearly Teachers review students work- daily Classroom Walkthroughs- weekly FAIR data - 3 times yearly FCAT Reading data - annually FCAT Math data- annually

Evidence of Completion

edusoft classroom walkthroughs FAIR data FCAT Reading data FCAT Math data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SAI funds in the amount of $20,509.00 should be provided to our school. 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 will have extended learning time provided for homework and additional tutoring before, during and after school throughout the school year. A Learning Center will be offered before school from 8:45 – 9:05 and Academic Wednesday will be offered from 3:30 – 5:30 every Wednesday. PENDA, Read 180, E2020, and Common Core Instructional Materials, Differentiated Instructional Strategies, REV it up Vocabulary, WOW I'm a Writer, AR Books, and Classroom Libraries will be utilized to assist students in problem areas. Write Score, 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. This data will also be used for Progress Monitoring for Tier 2 interventions.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Reading The Gray Middle School Reading goal is to increase students' comprehension of complex text through the use of close reading strategies and to increase students' abilities to apply analytical and critical thinking skills to text and real-world tas

G1.B1 1a. Proficiency: Lack of training in close reading strategies for Content Area teachers 1b. Learning Gains: Lack of training in close reading strategies for Reading/Content Area teachers 1c. Learning Gains, lowest 25%ile: Lack of training in close reading strategies for Reading/Content Area teachers 1c. Learning Gains, lowest 25%ile: motivation/engagement (especially 8th grade)

G1.B1.S1 Literacy coach and Language Arts department chair will deliver professional development in close reading strategies through monthly PLCs and faculty meetings.

PD Opportunity 1

Deliver professional development in close reading strategies

Facilitator

N. Heitman, Literacy Coach; N. Jackson, Lang. Arts Dpt Chair;

Participants

Literacy coach and Language Arts department chair

Target Dates or Schedule

Monthly PLCs and faculty meetings.

Evidence of Completion

PLC Meeting Notes and Faculty Meeting Agendas

G1.B1.S2 All Social studies teachers will enroll in NGCAR-PD training under Susan Dupree at South Lake High School to be completed by December 2013.

PD Opportunity 1

Teachers will participate in and Complete NGCAR-PD training and Practicum

Facilitator

NGCAR-PD

Participants

Susan Dupree will train all GMS Social Studies Teachers in NGCAR-PD Natalie Heitman, Literacy coach will facilitate on campus practicum in coordination with Susan Dupree from January to March 2014.

Target Dates or Schedule

Training dates: Sept 17, Sept 24, Oct 15, Oct 22, Nov 5, Nov 19, Dec 3, Dec. 10. Practicum January to March 2014.

Evidence of Completion

PD Logs, Coach's logs

G3. Writing - Student Achievement in the area of writing will improve when teachers increase writing opportunities in all subjects and implement writing instruction that requires students to apply critical and analytical thinking skills to real-world tasks

G3.B1 1. Not all teachers trained at Lake Writes and Teachers need help with writing instruction for their content areas

G3.B1.S1 Provide training of writing strategies at faculty meetings/PLCs

PD Opportunity 1

In Faculty Meetings present "Lit Happens" which includes reading and writing strategies that all teachers can implement in their classroom regardless of subject in PLCs - more direct instruction of a specific strategy to focus on, how to implement in class, and what the targeted outcomes are Develop presentations to educate staff Review presentations Assist teachers with lessons that promote literacy

Facilitator

Writing PD - "Lit Happens" and PLC writing topics

Participants

Faculty meetings: Natalie Jackson, Amber Green, and Natalie Heitman PLCs: Natalie Jackson, Amber Green, and Natalie Heitman

Target Dates or Schedule

Monthly at Faculty Meeings Monthly PLC Meetings

Evidence of Completion

Faculty Meeting Agendas and PLC Meeting notes will document implementation of trainings.

G4. Math: Increase student comprehension of rigorous mathematics text by using strategies and applying them to real world task.

G4.B1 1.Reading comprehension

G4.B1.S1 Involve reading coach to introduce content area reading strategies

PD Opportunity 1

Provide PD on Reading Strategies for Math Word Problems Introduce classroom strategies, practice in class, and feedback. Reserve monthly PLC time for training. Introduce students to a variety of real world problems.

Facilitator

Mr. Eaton, Math department head Mr. Smallridge, Assistant Principal Mrs. Heitman, Literacy Coach

Participants

all Math teachers, support facilitator teachers and ESE Co-teachers assigned to math classrooms

Target Dates or Schedule

Classroom strategies will be implemented daily and PLC meetings will be monthly.

Evidence of Completion

Classroom strategies will be observed during Classroom Walkthroughs and Lesson Plans. PLC meeting minutes will be taken and turned into the Assistant Principal.

G5. Science - Student achievement in Science will improve when students increase science-specific literacy skills and comprehension of academic vocabulary commonly found in science test questions and textbooks.

G5.B1 Inadequate Academic Vocabulary 1. Some students have a language barrier (no English) 2. Many students have poor reading skills 3. Students come to us with few experiences with academic and science vocabulary 4. Students come to us with limited background knowledge

G5.B1.S2 Get training on EBSCO and use it consistently

PD Opportunity 1

Training/retraining in EBSCO

Facilitator

Participants

Science Dpt Chair, Sarah Schlussel

Target Dates or Schedule

Once during department PLC - September 27, 2013

Evidence of Completion

PLC Minutes

Appendix 2: Budget to Support School Improvement Goals