

Lake County Schools

Gray Middle School



2017-18 School Improvement Plan

Gray Middle School

205 E MAGNOLIA ST, Groveland, FL 34736

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	No	63%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Gray Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

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

2. School Environment

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

Gray Middle School has a culture in which everyone is treated equitably. The teachers and students start four mornings with a thirty 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, Bilingual Parent Night, etc. Our SAC and PTO represent all ethnic groups and their support, input, and guidance is welcomed and encouraged.

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

When 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 are equipped to respond to any discipline or emergency situations. Students expressed their feeling of security at school as recorded

in data from the student climate survey. Throughout the day, teachers have the ability to contact the front office in order to call for assistance from administration or the school resource deputy. Classrooms are also equipped with phones so that administrators and first responders can be called in the case of a critical emergency. All visitors are required to enter the school through the main office, sign in using the Raptor system, and wait for an escort if approved to enter the campus. During the year, the entire school population rehearses procedures for fire, tornado, bomb, and intruder issues. After the academic day is complete, faculty and staff again work together to supervise all students in the pick-up areas. A routine has been established to limit the number of students congregated in any one area while waiting for transportation home. Administration ensures that the entry points to the school are secure and remain visible to handle any issues that arise. Teachers and administrators on duty are equipped with radios to answer students' questions and ensure an appropriate response time.

c. 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 and expectations posted in common areas and in each classroom to help 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 Intervention Supports (PBIS) which is a school-wide behavior support system. PBIS is proactive, educative, and reinforcement-based. PBIS is structured to provide additional support for those who need extra encouragement. As positive behaviors are reinforced, negative behaviors are significantly reduced.

- Proactive: PBIS prevents inappropriate behaviors by developing consistent procedures and teaching practices and expectations.
- Educative: The PBIS model teaches students appropriate behaviors through continuous modeling and practice of expectations.
- Reinforcement-Based: Students are consistently rewarded for demonstrating exceptional behavior.

The PBIS team includes teachers and other school staff. Over the summer, the PBIS team developed a mission statement and one year goal for Gray Middle School:

“We want to promote and reinforce positive GATOR behavior and decrease UNGator behavior by engaging all stakeholders in the implementation of Positive Behavior Intervention Supports (PBIS).”

Having a clear school-wide understanding of the GATOR expectations and rules by implementing the GATOR reward buck system with fidelity by all stakeholders

The PBIS team meets on a monthly basis to discuss, plan and share data in order to strengthen our system and meet our specific goal. Students are rewarded with Gator Bucks for meeting Gator Expectations. Students are then able to redeem their Gator Bucks during lunches for various rewards. Surveys are given to students and staff to help us identify items that they want in their Gator Store or identify other ways they can redeem Gator bucks.

Gray Middle School's expectations are shared with staff, parents, teachers and the community. Our school team developed the following to identify our GATORS.

Gifted
Always in attendance
Task Oriented
Over Achievers
Respectful
Striving to move Gray from good to great
WE ARE GATORS!

The PBIS team has collaborated with R&A to teach our students and staff what it means to be G.A.T.O.R in various settings and how it supports the reduction of school wide discipline.

Parent brochures will be posted on our school's website and on Peachjar with information on Parents, We Need You! There are several ways you can help:

- Review the GATOR expectations with your student.
- Reinforce these expectations at home.
- At home reward good behavior with verbal praise.
- Consider using Gator Bucks at home to reward your student.
- Join PTO (Parent Teacher Organization) or SAC (School Advisory Council), get involved.
- Complete GMS surveys therefore providing invaluable input.
- Be a part of the positive atmosphere we are creating at Gray Middle by talking to us about PBIS.
- Go on the school website to see what wonderful things are happening at GMS and how you can be involved.

d. 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 four days with a Repair and Accelerate (R&A) period. During this time, the teachers meet with the students to provide them a strong start of their school day including social and emotional support. They organize their AVID binders, make sure they have their agendas, listen and help solve any issues that could prevent learning throughout the day, complete bullying and respect activities, and students participate on Fridays a What I Need (WIN) period. During WIN the student attend the class of his/her choice for repair or acceleration. Providing these opportunities for student helps to be 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Early Warning 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

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	33	37	38	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	40	37	29	0	0	0	0	106
Course failure in ELA or Math	0	0	0	0	0	0	7	22	14	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	0	0	0	86	105	84	0	0	0	0	275
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	35	39	31	0	0	0	0	105

c. 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.

R&A activities occur four mornings a week to assist students.

MTSS/RtI, PBIS, Time provided to teachers for collaboration; Tutoring; AVID Binders; Bullying and Respect lessons, etc.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

We are not a title one school.

2. 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 involvement through

1. Meet and Greet! event held on August 8th, from 10:30 am - Noon to orient parents and students to a new schedule and set of teachers.
2. INSYNC online educational resources parents and students access from home
3. AVID parent night
4. Encourage parents to volunteer more at school through the Newsletter, Website, Marquee, and Call Out System
5. Gator Expo
6. PTO
7. SAC
8. Bilingual Parent Night
9. Open House

These events help bring the local community members and school personnel together to empower our students for excellence.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Chateaufneuf, Pam	Principal
Smallridge, Greg	Assistant Principal
Skelton, William	Assistant Principal
Rhodes, Stephanie	Assistant Principal
Miller, Matthew	Teacher, K-12
Messer, Jessica	Teacher, Career/Technical
Jones, Christine	Teacher, K-12
Marshburn, Bridgitte	Instructional Media
Roca, Yamilisa	Guidance Counselor
Alaniz, Reanna	Teacher, K-12
Curry, Denise	Other
Hausmann, Kristy	Instructional Coach
Hacker, Megan	Teacher, K-12

b. Duties

1. 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.

Leadership Academy - The administration and the Literacy Coach share with the appropriate school based personnel information concerning the Florida Standards, Professional Development, literacy, PLCs, and PBIS.

Other (ESE School Specialist) - The ESE School Specialist acts as a coach, mentor, teacher trainer for differentiating instruction, adapting assessments and behavioral interventions.

2. 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 Multi-Tiered System of Support approach represents a process for assessing and maximizing the opportunity for students who are struggling in any content area. MTSS emphasizes the importance of effective and responsive instruction and early intervention for all students. Core Teachers who observe students struggling will document interventions attempted using the GMS form "At Risk for Failure of a Class". Additionally, administrators continually review students' grades, attendance, and discipline to determine student success rates in each class and monitor effective core instruction. If students continue to struggle, or are identified using the Early Warning system, the student and their parents will be invited to the Problem Solving/MTSS team for brainstorming and discussion. If deemed necessary, Tier 2 interventions will be instituted with fidelity and will be monitored 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. Monitoring meetings occur at least monthly.

Gray Middle has SAI funds in the amount of \$17,993.00 for the 2017-18 school year. Sixth, seventh, and eighth grade students who are at risk 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. The KHAN academy, Achieve 3000, Edgenuity, Moby Max, Blended Learning, BYOD, Personalized Learning, Differentiated Instructional Strategies, AR Books, R&A, 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: Moby Max, AR, Benchmark Assessments, and students grades will be analyzed by Guidance Counselors, Administrators, Teachers and the MTSS Team to determine the effectiveness of the Learning Center.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ryan Milchman	Teacher
Anthony Gismonde	Teacher
Pam Chateaufneuf	Principal
LaShawn Irvin	Education Support Employee
Ashley Irvin	Teacher
Julie Hall	Parent
Maria Ramirez	Parent
Holly Sigler	Parent
Ricky Sigler	Student
Grisel Santiago	Teacher
Crystal Winsey	Parent
Amanda Perez	Parent
Barbara Jimenez	Parent
Peggy Staudigl-Martinez	Student
Diane Neuhauser	Parent
Kathy Werner	Education Support Employee
Mary Ellen Gordon	Teacher
Reanna Alaniz	Teacher
Rachel Marletta	Parent
Daniella DeBenedittis	Parent
Vickey Panos	Parent
Ashley Cain	Parent
Yeimi Larios	Parent
Adel Rameriz	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the 2016-17 school year, Gray Middle School emailed a copy of the School Improvement Plan to the SAC members prior to the SAC meeting. This gave additional time to the SAC members to come prepared with questions and suggestions at the meeting. The SIP was then presented to the SAC and the administration answered questions and noted 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.

b. Development of this school improvement plan

During the first week of school, Principal Chateaufeuf distributed the previous year's School Improvement Plan to the Leadership team. The Leadership team consists of the Principal, three Assistant Principals, Literacy Coach, all Department Heads and the Media Specialist. All of the Department Heads and the Literacy Coach, 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 faculty for review before submitting to the district for review.

c. Preparation of the school's annual budget and plan

The annual budget was discussed with the SAC on September 18, 2017. The SAC members gave their input on the budget and the members agreed with allocation of the funds.

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

Gray Middle School received \$ 2,262.19 to start the SAC budget for the 2016-17 school year. Later, on November 1, 2016 we received an additional \$2,705.64. The SAC met on November 3, 2016 and the Principal, Ms. Chateaufeuf recommended we use the funds to purchase awards and pay for the printing of programs and invitations. The SAC voted and approved the use of the funds for the Awards Ceremonies. \$654.03 was used for the awards ceremonies. The remaining funds were carried over to the 2017-18 school year. We will continue to seek the financial support of our SAC in regards to our awards and promotion ceremonies, Gator Camp and GATOR Expo.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Chateaufeuf, Pam	Principal
Krebs, Faith	Teacher, K-12
Boone, Christine	Teacher, K-12
Gordon, Maryellen	Teacher, K-12
Alaniz, Reanna	Teacher, K-12
Wentzell, Jennifer	Guidance Counselor
Werner, Kathy	Paraprofessional
Hausmann, Kristy	Instructional Coach
Skelton, William	Assistant Principal
Larosa, Michaela	Teacher, K-12
Feistamel, Luke	Teacher, K-12
Smith, Kimberly	Teacher, K-12
Sanabria, Sara	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major initiatives of the Literacy Leadership Team this year incorporates five major areas: Florida Standards/College and 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, the Literacy Leadership Team will develop and implement various initiatives that promote literacy school wide. The Literacy Leadership team will implement all initiatives through the support and development of authentic literacy in all curricula.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

GMS is using flexible scheduling to provide all teachers with two full plan periods every day. Every Tuesday, GMS has grade level Department PLCs and every Wednesday Interdisciplinary grade level PLCs . 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.

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

The 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 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 meetings with new teachers. They are assigned a teacher mentor. They are allotted plan time with

teachers of their content area and common planning with teachers who teach the same subject (PLC). The school and the district instructional coach try to provide them with the support they need to succeed in the classroom.

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

All new teachers are 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 the Assistant Principal (TQR). At each monthly new teacher meeting, the Professional Educational Competencies (PEC) are reviewed, Authentic Literacy, School Culture, and Remediation and Acceleration is discussed, and professional development opportunities are given. Since all teachers have a common planning period with their grade level core teachers, new teachers have a daily opportunity to work with their mentor on the School Based Mentor Checklist. The Assistant Principal met with all of the new teachers to Gray on Wednesday, August 2nd to orient the new teachers to Gray Middle School. The new teachers were given a tour of the school grounds by an assistant principal, a technology training by the media specialist, and were given keys to their rooms to get a jump start before the rest of the faculty returned that following Monday. A New Teacher PLC has been implemented to provide support and training. This group meets monthly.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

GMS provides Collaborative Time to our teachers to collaborate and develop cognitively complex tasks. Teachers meet collaboratively during and after school hours to develop common assessments, review and develop unit plans, and mini-tasks as laid out in the district blueprints, scope and sequence, and/or listed on C-Palms. The district teacher coach, mentors, and administration will meet on a regular basis with the new teachers to offer assistance with materials, services, etc. on an individual basis and as a team.

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. Administrators' conduct regular Learning Walks and check the posted learning goal is aligned with the Scope and Sequence and Blueprints for the Florida Standards.

Every Tuesday, GMS has grade level Department PLCs and every Wednesday Interdisciplinary grade level PLCs. 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.

The model is to provide first year, new to GMS or struggling teachers additional time to collaborate and develop cognitive complex tasks which include authentic literacy (reading, writing, thinking and talking). Teachers will meet collaboratively during and after school hours to develop common assessments, to review and develop unit plans and mini-tasks as laid out on the district blueprints,

scope and sequence, and/or listed on c-Palms. The district teacher coach, mentors, literacy coach and administrators will meet on a regular basis with the teachers to offer assistance with materials, services, etc. on an individual basis and as a team. We started this program last year and the number of new teachers at GMS has decreased. The needs we are trying to meet are two-fold. We are trying to retain teachers and at the same time offer the teachers the extra training and support for them to grow. In providing this extra support, our teachers will be equipped with the skills to meet the needs of all our gators, thus, raising student achievement.

Approximate number of teachers: 8

Approximate number of hours per teacher (this will fluctuate based on teacher need): 8-9 hours

Focus: To develop cognitive complex tasks which include authentic literacy

b. Instructional Strategies

1. 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 intervention instruction in Reading for students who do not meet grade level Reading expectations.

Description: Students who are deemed behind one or more grade levels in Reading are placed in a 1 hour Reading intervention class. The data used to determine placement comes from previous FSA ELA scores and FAIR-FS scores and other factors. The students will receive instruction that includes evidence-based best practices, Achieve 3000 instructional technology, Kagan Cooperative Structures, Thinking Maps, and various other strategies to improve achievement.

Person Responsible: Kristy Hausmann, Literacy Coach; Intensive Reading Teachers – Mary Ellen Gordon, Anne Montgomery, and Megan Romano.

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 monthly progress; teacher assessments for daily/weekly progress.

2. 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: 19,530

Extended learning time will be provided for the Grade Recovery program during the school year to students who are failing in a core subject in grades 6, 7, and 8. Grade Recovery will be offered after school every Thursday for one and a half hours and for two Saturday mornings for four hours each after each report card to help these students. Five core academic teachers are used for this program. Two Math, one Social Studies, one Science and one ELA teacher are used for the program. Any students who receive an "F" grade on a report card are required to attend and make up assignments to have their class averages increased. Core teachers are required to make personalized folders with make-up work for each of their failing students. The teachers are also required to send a letter home to the parents explaining the program and to make personal phone calls to the parents. When the students are finished with the Grade Recovery assignments, the folders are returned to the core teacher. The teacher then grades the work and puts in a grade change request. This program takes the place of a Summer School program. PD was available to all teachers on constructing a Grade Recovery personalized folder and grading.

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

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.

Strategy: Extended School Day

Minutes added to school year: 12,000

Teachers will provide additional writing opportunities during the school day. They will be able to provide these opportunities by participating in a writing team to analyze data, develop the activity, grade with feedback and then provide in class time to edit/rewrite. By doing this, the writing skills of a student will increase thus overall increasing student achievement.

Strategy Rationale

Since writing is a vital part of the education of a student and it is found across all content areas, the stronger the student is in writing the overall performance in all content area will be positive.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Chateauneuf, Pam, chateauneufp@lake.k12.fl.us

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

ELA Teachers will keep a detailed chart of each writing activity by following the FSA rubric. Teachers will then make the necessary adjustments in their daily objectives to cover any weak or areas of need improvements.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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. We provide the opportunity for structure articulation meetings for students with disabilities both incoming and or outgoing which creates a seamless continuation of services reducing the likelihood of regression.

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.

b. College and Career Readiness

1. 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 and High School Credit. Copy CTE

Gray is offering Spanish I to 7th grade students for High School Credit and Spanish II to eighth grade students.

All of Gray's 7th and 8th grade students took the PSAT, paid for by the Florida Partnership.

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

Gray Middle School is offering two career and technical education programs that have industry certifications (NRFSP, CIW IBA). The first course offered to students is Introduction to Information Technology and the program is in its third year and students earn high school credit. Also, our Fundamentals of Culinary Careers course has an industry certification. Agriscience is our last CTE course but does not have an industry certification.

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.

3. 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 Introduction to Information Technology (IT). The IT teacher has earned his certification to become a CAP academy.

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Teachers will use programs such as, Repair & Accelerate (R&A), MTSS, Grade Recovery, flexible schedule and YMCA to intervene in the academic progress of students.
- G2.** GMS will foster a positive and comprehensive understanding of cultural, social and behavioral expectations.
- G3.** With high expectations, teachers will plan & deliver standards-based instruction and authentic literacy experiences in all content areas for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will use programs such as, Repair & Accelerate (R&A), MTSS, Grade Recovery, flexible schedule and YMCA to intervene in the academic progress of students. **1a**

 G091482

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	57.0
FSA Mathematics Achievement	66.0
FSA Science Achievement	61.0
Civics EOC Pass	77.0
Algebra I EOC Pass Rate	96.0

Targeted Barriers to Achieving the Goal **3**

- Inconsistent use and lack of teacher knowledge in using available intervention programs and Learner Portfolios.
- Gray Middle School has eight new teachers, three of which are first year teachers in Lake County, who have no experience in using GMS's available intervention programs or learning portfolios.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Literacy Coach
- Repair & Accelerate (R & A)
- MTSS
- Grade Recovery
- Flexible Schedule
- YMCA tutoring
- PBIS
- ESE School Specialist
- Guidance Counselors
- Administrators
- Grade Recovery Program

Plan to Monitor Progress Toward G1. 8

Attendance participation for WIN Fridays, Grade Recovery, and YMCA tutoring will be monitored by the Leadership Team and Learning Walks would be conducted by administration to gather data on the progress of Flexible Scheduling. MTSS data would be reported to administration by Guidance counselors in a monthly Guidance meeting.

Person Responsible

Pam Chateaufneuf

Schedule

Monthly, from 8/21/2017 to 5/14/2018

Evidence of Completion

MTSS data, Learning Walks' data, WIN Fridays data, and YMCA tutoring attendance

G2. GMS will foster a positive and comprehensive understanding of cultural, social and behavioral expectations. 1a

G089362

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 06	12.0
Attendance Below 90% Grade 07	13.0
Attendance Below 90% Grade 08	8.0
1+ Suspensions Grade 06	5.0
1+ Suspensions Grade 07	3.0
1+ Suspensions Grade 08	1.0
2+ Behavior Referrals	12.0

Targeted Barriers to Achieving the Goal 3

- Limitations on system for planning, reviewing and utilizing PBIS data.
- Lack of understanding of cultural differences and commonalities and a lack of knowledge of cultural, social and behavioral expectations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators
- Florida Standards Teacher
- Literacy Coach
- Instructional Coachs for New Teachers
- MTSS process
- iPD Training
- PBIS
- ESE School Specialist
- Guidance Counselors

Plan to Monitor Progress Toward G2. 8

During the monthly Leadership Team meetings, Early Warning Systems data and student artifacts will be monitored for progress.

Person Responsible

Pam Chateauneuf

Schedule

Monthly, from 9/11/2017 to 5/17/2018

Evidence of Completion

Early Warning Systems Data, Student Artifacts

G3. With high expectations, teachers will plan & deliver standards-based instruction and authentic literacy experiences in all content areas for all students. 1a

G089363

Targets Supported 1b

Indicator	Annual Target
Course Failures Mathematics	11.0
CTE Industry Certification Exam Passing Rate	95.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of, and lack of, teacher knowledge in best practices for authentic literacy and standards-based instruction in all content areas.
- Restriction in schedule for teachers to observe and work with their peers during classroom instruction time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators
- MTSS process
- Literacy Coach
- ESE School Specialist
- Guidance Counselors
- iPD (Collaborative Planning time)
- Curriculum Blueprints
- Test Item Specifications
- Flip Book
- Progress Monitoring Data
- Monthly Professional Development
- Flexible Schedule
- Personalized Learning Launch Grant
- CPALMS
-

Plan to Monitor Progress Toward G3. 8

Learning walks' data, Lake Standards Assessments data for Math, ELA, Civics and Science, teacher made assessments, Grade Level Documentation forms, and/or Interdisciplinary Documentation forms will be monitored during weekly administration meetings and/or monthly Leadership Team meetings to determine progress towards our goal.

Person Responsible

Pam Chateaufneuf

Schedule

Monthly, from 9/11/2017 to 5/17/2018

Evidence of Completion

Learning walks' data; Lake Standards Assessments data for Math, ELA, Civics, and Science; Teacher made assessments; Grade Level Documentation forms, and Interdisciplinary Documentation forms.

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. Teachers will use programs such as, Repair & Accelerate (R&A), MTSS, Grade Recovery, flexible schedule and YMCA to intervene in the academic progress of students. **1**

 G091482

G1.B1 Inconsistent use and lack of teacher knowledge in using available intervention programs and Learner Portfolios. **2**

 B244831

G1.B1.S1 We will utilize weekly grade level meetings as well as professional development (PD) in order to ensure all teachers understand how to implement the intervention programs and use the Learner Portfolios to track consistency in implementation. **4**

 S259607

Strategy Rationale

If teachers utilize weekly grade level meetings and participate in professional development on Gray Middle School's intervention programs and learner portfolios, the more students will benefit academically as evidenced by report card grades and standardized test scores.

Action Step 1 **5**

Leadership team members will communicate expectations and examples of the implementation of intervention programs during Monday grade level meetings.

Team leaders will track and monitor their team intervention progress through Learner Portfolios, MTSS documentation, Grade Recovery data, EWS data and team failure lists.

Person Responsible

Pam Chateauf

Schedule

Weekly, from 8/28/2017 to 5/17/2018

Evidence of Completion

Learner portfolios, MTSS documentation, Grade Recovery data, EWS data and team failure lists.

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

Leadership team will use Monday grade level meetings for team leaders to report intervention program progress and discuss areas of concern or celebrate areas of success.

Person Responsible

Pam Chateaufeuf

Schedule

Weekly, from 8/28/2017 to 5/21/2018

Evidence of Completion

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

Administration will compare failure lists with grade recovery attendance and completions and grade change differences in Skyward. Learner portfolios will be used to track consistency in implementation.

Person Responsible

Pam Chateaufeuf

Schedule

Quarterly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Teacher generated Failure lists, Learner portfolios

G1.B2 Gray Middle School has eight new teachers, three of which are first year teachers in Lake County, who have no experience in using GMS's available intervention programs or learning portfolios. **2**

 B246289

G1.B2.S1 Gray Middle School will have, "New to Gray" monthly meetings to help new teachers become acclimated to the new school setting. These meetings will also target understanding of intervention programs and learning portfolios. The first meeting was on August 2nd and subsequent meetings will be every fourth Tuesday of each month. **4**

 S259622

Strategy Rationale

The more support time given to new teachers outside of school hours to help them understand how to use available intervention programs and learning portfolios, the more likely students will benefit from these academic programs and portfolios.

Action Step 1 **5**

An assistant principal will send Invitations to the new teachers, write agendas and conduct the training for new teachers on the available intervention programs and learning portfolios. These meeting will be on the 4th Tuesday of each month throughout the school year.

Person Responsible

Greg Smallridge

Schedule

Monthly, from 8/2/2017 to 5/22/2018

Evidence of Completion

New to Gray agendas, Attendance sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Administration will conduct Learning Walks during R&A, and during regular class time in the new teachers' classrooms to check for fidelity. Guidance counselors will closely monitor the MTSS process and referrals to YMCA tutoring. Grade recovery will be closely monitored by an assistant principal by comparing failure reports to Team Grade Recovery notification to parent reports and observations during Grade Recovery.

Person Responsible

Greg Smallridge

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Learning Walks' Data, MTSS Data, Failure Reports

Plan to Monitor Effectiveness of Implementation of G1.B.2.S1 7

Since the effectiveness of the program is measured by the academic progress of students, Report Card grades and Standardized test scores will be monitored for the effectiveness at reducing the barrier.

Person Responsible

Greg Smallridge

Schedule

On 6/4/2018

Evidence of Completion

Lake Standards Assessments data, Report Card Grades, Standardized Test Scores

G2. GMS will foster a positive and comprehensive understanding of cultural, social and behavioral expectations. 1

G089362

G2.B1 Limitations on system for planning, reviewing and utilizing PBIS data. 2

B238025

G2.B1.S1 Gray Middle School will have weekly grade level meetings to analyze PBIS data and plan for incentives for positive behavior. 4

S250732

Strategy Rationale

If teachers implement weekly grade level meetings to analyze PBIS data and plan for incentives for positive behavior, then we will decrease the past limitations on the use of this data and increase positive student behaviors.

Action Step 1 5

GMS has doubled the planning time for all teachers, enabling teachers to meet as a grade level and as departments which will increase their time to analyze PBIS data and plan for implementation for incentives. Teachers will record meeting minutes on the Grade Level Documentation Meeting form. The grade level meetings will also be attended by either an Administrator, ESE School Specialist, Literacy Coach, or Guidance Counselor.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 8/28/2017 to 5/16/2018

Evidence of Completion

The Grade Level Meeting Documentation form, PBIS data and Learning walk data.

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

The Administration, Literacy Coach, ESE School Specialist, or Guidance Counselors will attend weekly grade level meetings to monitor the fidelity of implementation of the planning, reviewing and utilization of PBIS data and the implementation of incentives (Gator bucks) for positive behavior. Administration will conduct Learning walks to observe the fidelity of implementation of the incentives (gator bucks) in the classrooms.

Person Responsible

Pam Chateauneuf

Schedule

Monthly, from 9/5/2017 to 5/17/2018

Evidence of Completion

The Grade Level Meeting Documentation form, Teacher Phone Contact logs, PBS and EWS data comparison to previous school year.

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

The effectiveness of our strategy will be monitored by survey data and during the weekly grade level meetings by either a guidance counselor, administrator, literacy coach or ESE school specialist and in the classrooms by administrative observations.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 9/13/2017 to 5/16/2018

Evidence of Completion

PBIS survey data, EWS data

G2.B2 Lack of understanding of cultural differences and commonalities and a lack of knowledge of cultural, social and behavioral expectations. **2**

 B238026

G2.B2.S1 We will implement a weekly mentoring program with at risk students according to the EWS data during repair and accelerate. **4**

 S250733

Strategy Rationale

If we implement counseling time during Repair & Accelerate for at risk students utilizing EWS data, we will increase student attendance, positive student behaviors, and create a safe and supportive environment.

Action Step 1 **5**

The listed students on the EWS data sheets will be divided between the four administrators, three guidance counselors, literacy coach, and/or ESE school specialist. These students will be called into the respective offices weekly during Repair & Accelerate for counseling.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 9/4/2017 to 5/17/2018

Evidence of Completion

Counseling Log, Parent Phone Contact Log, EWS and PBS data.

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

The action plan will be monitored for fidelity of implementation by each contributing member submitting their EWS Counseling and Parent Contact logs to the principal on a monthly basis.

Person Responsible

Pam Chateauneuf

Schedule

Monthly, from 9/12/2017 to 5/17/2018

Evidence of Completion

EWS Counseling Log and Parent Contact Log.

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

The effectiveness of the strategies will be monitored by the Leadership Team. The EWS and PBS data will be compared to the previous year's data.

Person Responsible

Pam Chateaufneuf

Schedule

Monthly, from 9/12/2017 to 5/17/2018

Evidence of Completion

EWS Counseling Logs, Parent Contact Logs, EWS attendance improvement and a decrease in discipline incidents.

G2.B2.S2 All teachers will teach a series of lessons on Citizenship, Responsibility, Respect and Bullying during Repair & Accelerate time as evidenced by lesson plans, learning walks, and student artifacts. 4

 S250734

Strategy Rationale

If we implement lessons on Citizenship, Responsibility, Respect and Bullying during Repair & Accelerate time, then we should increase positive student behavior, and students' knowledge of cultural, social and behavioral expectations.

Action Step 1 5

The R&A teachers will teach a series of lessons during the 30 minutes of the R&A time on cultural, social and behavioral expectations.

Person Responsible

Stephanie Rhodes

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Lesson Plans, Learning Walks, Student Artifacts

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The series of lessons on Citizenship, Responsibility, Respect, and Bullying will be monitored for fidelity by Learning Walks conducted by administration.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Students Artifacts, Lesson Plans, Learning Walks

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The effectiveness will be monitored by analyzing discipline data, learning walks by administration during R & A and student artifacts.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Learning walk data, discipline data, student artifacts.

G3. With high expectations, teachers will plan & deliver standards-based instruction and authentic literacy experiences in all content areas for all students. 1

G089363

G3.B1 Inconsistent use of, and lack of, teacher knowledge in best practices for authentic literacy and standards-based instruction in all content areas. 2

B238029

G3.B1.S1 The 2017-18 master schedule gives all teachers two plan periods daily to collaborate, understand, plan and differentiate standards-based instruction and authentic literacy experiences. 4

S250737

Strategy Rationale

If all teachers have more time to collaborate to understand, plan, deliver and differentiate for standards based instruction and authentic literacy experiences, then the lessons will be more effective in achieving student proficiency in the Florida Standards.

Action Step 1 5

The Literacy Coach and administration will have additional time as a result of the new schedule to collaborate with core and elective teachers to assist them in differentiating standards based instruction emphasizing authentic literacy experiences and cognitively complex tasks in their lessons. Due to flexible scheduling, teachers and students will have more options for teaching and learning.

Person Responsible

Pam Chateauneuf

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Lesson Plans, Learning Walks, Student Artifacts, Grade Level Meeting Documentation form, Interdisciplinary Documentation form, TEAM observation data.

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

The core and elective lesson plans will be monitored, learning walks will be conducted by school administrators and the Literacy Coach, and students artifacts will be analyzed during iPD. The collaborative time will be monitored by administration and the Literacy Coach.

Person Responsible

Pam Chateaufneuf

Schedule

Quarterly, from 8/21/2017 to 5/17/2018

Evidence of Completion

Lesson Plans, Learning Walks' Data, Student Artifacts, TEAM Observations, Grade Level Meeting Documentation form, and/or Interdisciplinary Documentation form.

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

Lesson plans, learning walks' data, and student artifacts will be monitored to measure teacher expertise in standards based instruction.

Person Responsible

Pam Chateaufneuf

Schedule

Weekly, from 8/21/2017 to 5/17/2018

Evidence of Completion

Lesson plans, learning walks' data, and/or student artifacts.

G3.B2 Restriction in schedule for teachers to observe and work with their peers during classroom instruction time. **2**

 B238030

G3.B2.S1 The 2017-18 master schedule allows for flexible scheduling that enables teachers to work, observe, and co-teach during classroom instruction time and allows students to increase or decrease time in classes as needed. **4**

 S250739

Strategy Rationale

If teachers have more time to work, observe and teach with one another, then the greater their ability to differentiate standards based instruction and plan for authentic literacy experiences. Students would also have choices in increasing or decreasing time to meet their learning needs thus increasing their proficiency.

Action Step 1 **5**

ELA and Social Studies classrooms are close in proximity as are Math and Science classrooms. The core teachers not only have increased time to plan together, they have flexible scheduling that allows them to teach together during class time on interdisciplinary units and learn best practices from each other. Teachers also can increase or decrease lesson time by planning together. Teachers will have the ability to allow students to spend more time on standards that are challenging as students can go back and forth between classes as approved by the core teachers.

Person Responsible

Pam Chateaufneuf

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Lesson plans, Learning walks, TEAM assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Learning walks will be conducted by administration and the Literacy Coach. Teacher made tests, student artifacts, TEAM assessments and/or LSA data will be monitored.

Person Responsible

Pam Chateaufneuf

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Lesson plans, student artifacts, learning walks' data, TEAM assessments and/or LSA data.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

The effectiveness of the strategy will be monitored with learning walks by the Literacy Coach and the Administration.

Person Responsible

Pam Chateaufneuf

Schedule

Quarterly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Learning walks' data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M361857	Attendance participation for WIN Fridays, Grade Recovery, and YMCA tutoring will be monitored by...	Chateauneuf, Pam	8/21/2017	MTSS data, Learning Walks' data, WIN Fridays data, and YMCA tutoring attendance	5/14/2018 monthly
G2.B1.S1.A1 A327521	GMS has doubled the planning time for all teachers, enabling teachers to meet as a grade level and...	Chateauneuf, Pam	8/28/2017	The Grade Level Meeting Documentation form, PBIS data and Learning walk data.	5/16/2018 weekly
G2.B1.S1.MA1 M343141	The effectiveness of our strategy will be monitored by survey data and during the weekly grade...	Chateauneuf, Pam	9/13/2017	PBIS survey data, EWS data	5/16/2018 weekly
G3.B2.S1.MA1 M343152	The effectiveness of the strategy will be monitored with learning walks by the Literacy Coach and...	Chateauneuf, Pam	8/17/2017	Learning walks' data.	5/17/2018 quarterly
G2.B1.S1.MA1 M343142	The Administration, Literacy Coach, ESE School Specialist, or Guidance Counselors will attend...	Chateauneuf, Pam	9/5/2017	The Grade Level Meeting Documentation form, Teacher Phone Contact logs, PBS and EWS data comparison to previous school year.	5/17/2018 monthly
G2.MA1 M343149	During the monthly Leadership Team meetings, Early Warning Systems data and student artifacts will...	Chateauneuf, Pam	9/11/2017	Early Warning Systems Data, Student Artifacts	5/17/2018 monthly
G2.B2.S1.MA1 M343143	The effectiveness of the strategies will be monitored by the Leadership Team. The EWS and PBS data...	Chateauneuf, Pam	9/12/2017	EWS Counseling Logs, Parent Contact Logs, EWS attendance improvement and a decrease in discipline incidents.	5/17/2018 monthly
G2.B2.S1.MA1 M343144	The action plan will be monitored for fidelity of implementation by each contributing member...	Chateauneuf, Pam	9/12/2017	EWS Counseling Log and Parent Contact Log.	5/17/2018 monthly
G2.B2.S1.A1 A327522	The listed students on the EWS data sheets will be divided between the four administrators, three...	Chateauneuf, Pam	9/4/2017	Counseling Log, Parent Phone Contact Log, EWS and PBS data.	5/17/2018 weekly
G3.B1.S1.MA1 M343150	Lesson plans, learning walks' data, and student artifacts will be monitored to measure teacher...	Chateauneuf, Pam	8/21/2017	Lesson plans, learning walks' data, and/or student artifacts.	5/17/2018 weekly
G3.B1.S1.MA1 M343151	The core and elective lesson plans will be monitored, learning walks will be conducted by school...	Chateauneuf, Pam	8/21/2017	Lesson Plans, Learning Walks' Data, Student Artifacts, TEAM Observations, Grade Level Meeting Documentation form, and/or Interdisciplinary Documentation form.	5/17/2018 quarterly
G3.B1.S1.A1 A327525	The Literacy Coach and administration will have additional time as a result of the new schedule to...	Chateauneuf, Pam	8/17/2017	Lesson Plans, Learning Walks, Student Artifacts, Grade Level Meeting Documentation form, Interdisciplinary Documentation form, TEAM observation data.	5/17/2018 weekly
G3.MA1 M343154	Learning walks' data, Lake Standards Assessments data for Math, ELA, Civics and Science, teacher...	Chateauneuf, Pam	9/11/2017	Learning walks' data; Lake Standards Assessments data for Math, ELA, Civics, and Science; Teacher made assessments; Grade Level Documentation forms, and Interdisciplinary Documentation forms.	5/17/2018 monthly
G3.B2.S1.MA1 M343153	Learning walks will be conducted by administration and the Literacy Coach. Teacher made tests,...	Chateauneuf, Pam	8/17/2017	Lesson plans, student artifacts, learning walks' data, TEAM assessments and/or LSA data.	5/17/2018 weekly
G2.B2.S2.MA1 M343145	The effectiveness will be monitored by analyzing discipline data, learning walks by administration...	Chateauneuf, Pam	8/17/2017	Learning walk data, discipline data, student artifacts.	5/17/2018 weekly
G2.B2.S2.A1 A327523	The R&A teachers will teach a series of lessons during the 30 minutes of the R&A time on cultural,...	Rhodes, Stephanie	8/17/2017	Lesson Plans, Learning Walks, Student Artifacts	5/17/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.MA1 M343146	The series of lessons on Citizenship, Responsibility, Respect, and Bullying will be monitored for...	Chateauneuf, Pam	8/17/2017	Students Artifacts, Lesson Plans, Learning Walks	5/17/2018 weekly
G1.B1.S1.A1 A341609	Leadership team members will communicate expectations and examples of the implementation of...	Chateauneuf, Pam	8/28/2017	Learner portfolios, MTSS documentation, Grade Recovery data, EWS data and team failure lists.	5/17/2018 weekly
G3.B2.S1.A1 A327526	ELA and Social Studies classrooms are close in proximity as are Math and Science classrooms. The...	Chateauneuf, Pam	8/17/2017	Lesson plans, Learning walks, TEAM assessments	5/17/2018 weekly
G1.B1.S1.MA1 M361854	Leadership team will use Monday grade level meetings for team leaders to report intervention...	Chateauneuf, Pam	8/28/2017		5/21/2018 weekly
G1.B2.S1.A1 A341630	An assistant principal will send Invitations to the new teachers, write agendas and conduct the...	Smallridge, Greg	8/2/2017	New to Gray agendas, Attendance sheets	5/22/2018 monthly
G1.B2.S1.MA1 M361874	Administration will conduct Learning Walks during R&A, and during regular class time in the new...	Smallridge, Greg	8/28/2017	Learning Walks' Data, MTSS Data, Failure Reports	6/1/2018 weekly
G1.B1.S1.MA1 M361856	Administration will compare failure lists with grade recovery attendance and completions and grade...	Chateauneuf, Pam	10/16/2017	Teacher generated Failure lists, Learner portfolios	6/1/2018 quarterly
G1.B2.S1.MA1 M361876	Since the effectiveness of the program is measured by the academic progress of students, Report...	Smallridge, Greg	10/16/2017	Lake Standards Assessments data, Report Card Grades, Standardized Test Scores	6/4/2018 one-time

V. Professional Development Opportunities

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

G1. Teachers will use programs such as, Repair & Accelerate (R&A), MTSS, Grade Recovery, flexible schedule and YMCA to intervene in the academic progress of students.

G1.B1 Inconsistent use and lack of teacher knowledge in using available intervention programs and Learner Portfolios.

G1.B1.S1 We will utilize weekly grade level meetings as well as professional development (PD) in order to ensure all teachers understand how to implement the intervention programs and use the Learner Portfolios to track consistency in implementation.

PD Opportunity 1

Leadership team members will communicate expectations and examples of the implementation of intervention programs during Monday grade level meetings. Team leaders will track and monitor their team intervention progress through Learner Portfolios, MTSS documentation, Grade Recovery data, EWS data and team failure lists.

Facilitator

Participants

Schedule

Weekly, from 8/28/2017 to 5/17/2018

G1.B2 Gray Middle School has eight new teachers, three of which are first year teachers in Lake County, who have no experience in using GMS's available intervention programs or learning portfolios.

G1.B2.S1 Gray Middle School will have, "New to Gray" monthly meetings to help new teachers become acclimated to the new school setting. These meetings will also target understanding of intervention programs and learning portfolios. The first meeting was on August 2nd and subsequent meetings will be every fourth Tuesday of each month.

PD Opportunity 1

An assistant principal will send Invitations to the new teachers, write agendas and conduct the training for new teachers on the available intervention programs and learning portfolios. These meeting will be on the 4th Tuesday of each month throughout the school year.

Facilitator

Greg Smallridge

Participants

New teachers to Gray Middle

Schedule

Monthly, from 8/2/2017 to 5/22/2018

G2. GMS will foster a positive and comprehensive understanding of cultural, social and behavioral expectations.

G2.B1 Limitations on system for planning, reviewing and utilizing PBIS data.

G2.B1.S1 Gray Middle School will have weekly grade level meetings to analyze PBIS data and plan for incentives for positive behavior.

PD Opportunity 1

GMS has doubled the planning time for all teachers, enabling teachers to meet as a grade level and as departments which will increase their time to analyze PBIS data and plan for implementation for incentives. Teachers will record meeting minutes on the Grade Level Documentation Meeting form. The grade level meetings will also be attended by either an Administrator, ESE School Specialist, Literacy Coach, or Guidance Counselor.

Facilitator

See attachment

Participants

Gray Middle School Faculty

Schedule

Weekly, from 8/28/2017 to 5/16/2018

VI. Technical Assistance Items

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

G3. With high expectations, teachers will plan & deliver standards-based instruction and authentic literacy experiences in all content areas for all students.

G3.B1 Inconsistent use of, and lack of, teacher knowledge in best practices for authentic literacy and standards-based instruction in all content areas.

G3.B1.S1 The 2017-18 master schedule gives all teachers two plan periods daily to collaborate, understand, plan and differentiate standards-based instruction and authentic literacy experiences.

TA Opportunity 1

The Literacy Coach and administration will have additional time as a result of the new schedule to collaborate with core and elective teachers to assist them in differentiating standards based instruction emphasizing authentic literacy experiences and cognitively complex tasks in their lessons. Due to flexible scheduling, teachers and students will have more options for teaching and learning.

Facilitator

Pam Chateauneuf

Participants

Core Curriculum Teachers

Schedule

Weekly, from 8/17/2017 to 5/17/2018

VII. Budget

1	G1.B1.S1.A1	Leadership team members will communicate expectations and examples of the implementation of intervention programs during Monday grade level meetings. Team leaders will track and monitor their team intervention progress through Learner Portfolios, MTSS documentation, Grade Recovery data, EWS data and team failure lists.	\$0.00
2	G1.B2.S1.A1	An assistant principal will send Invitations to the new teachers, write agendas and conduct the training for new teachers on the available intervention programs and learning portfolios. These meeting will be on the 4th Tuesday of each month throughout the school year.	\$0.00
3	G2.B1.S1.A1	GMS has doubled the planning time for all teachers, enabling teachers to meet as a grade level and as departments which will increase their time to analyze PBIS data and plan for implementation for incentives. Teachers will record meeting minutes on the Grade Level Documentation Meeting form. The grade level meetings will also be attended by either an Administrator, ESE School Specialist, Literacy Coach, or Guidance Counselor.	\$0.00
4	G2.B2.S1.A1	The listed students on the EWS data sheets will be divided between the four administrators, three guidance counselors, literacy coach, and/or ESE school specialist. These students will be called into the respective offices weekly during Repair & Accelerate for counseling.	\$0.00

5	G2.B2.S2.A1	The R&A teachers will teach a series of lessons during the 30 minutes of the R&A time on cultural, social and behavioral expectations.	\$0.00
6	G3.B1.S1.A1	The Literacy Coach and administration will have additional time as a result of the new schedule to collaborate with core and elective teachers to assist them in differentiating standards based instruction emphasizing authentic literacy experiences and cognitively complex tasks in their lessons. Due to flexible scheduling, teachers and students will have more options for teaching and learning.	\$0.00
7	G3.B2.S1.A1	ELA and Social Studies classrooms are close in proximity as are Math and Science classrooms. The core teachers not only have increased time to plan together, they have flexible scheduling that allows them to teach together during class time on interdisciplinary units and learn best practices from each other. Teachers also can increase or decrease lesson time by planning together. Teachers will have the ability to allow students to spend more time on standards that are challenging as students can go back and forth between classes as approved by the core teachers.	\$0.00
Total:			\$0.00