

St. Johns County School District

# Gamble Rogers Middle School



2016-17 School Improvement Plan

## Gamble Rogers Middle School

6250 US HIGHWAY 1 S, St Augustine, FL 32086

<http://www-grms.stjohns.k12.fl.us/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Middle School 6-8	Yes	48%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	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 was approved by the St. Johns County School Board on 9/29/2016.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Northeast	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No	None	

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

Gamble Rogers Middle School will inspire good character and a passion for lifelong learning in all students, creating well educated and caring contributors to the world.

##### b. Provide the school's vision statement

Gamble Rogers Middle School will be a progressive school in which students are prepared to achieve at their highest level, preparing them for college and career, surrounded by an engaged community that is proud of its educational accomplishments.

#### 2. School Environment

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

GRMS welcomes the surrounding community to be a part of the school community. We host family nights, band concerts, drama performances, and student art shows in conjunction with our PTO and AVID, when students, families and community members are invited to enjoy a fun evening of dinner and activities. This is a time for the school staff to interact with the invested parties of our school community in a relaxed atmosphere and build relationships that are beneficial to all.

Our teachers and staff work hard to build relationships with our students.

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

GRMS strives to create a peaceful atmosphere for our students. Throughout the school day students are valued as the essential part of our school. Before, during and after school staff members are assigned duty stations. This allows students to become familiar with the staff members and learn that safety is a priority.

Before school staff members greet students as they exit buses and vehicles. After entering the building, the students are supervised while eating breakfast in the cafeteria and while waiting for dismissal to class.

During school, staff members, including all classroom teachers, are in the hallways during transition times and visible to students.

After school, staff members escort students to the appropriate buses and assigned staff members supervise students who leave school with a parent/guardian.

GRMS WEB (Where Everybody Belongs) 8th grade students mentor 6th grade students to help them become more comfortable with the transition to middle school. These student build relationships that last throughout the school year. When conflicts arise WEB students provide peer mediation to quickly and calmly diffuse the situation before it can become more serious disrupting the school day.

**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**

Students at GRMS are expected to follow the behavior guidelines set forth in the student code of conduct. If a student does not adhere to these guidelines, disciplinary actions must be taken. Teachers are asked to handle minor infractions within the classroom setting. These minor infractions are recorded, by the classroom teacher, in a shared data file. When a student has engaged in a fifth minor infraction, the student is then referred to the dean's office for consequences. If a student engages in a major infraction, the student is immediately referred to the dean's office for appropriate consequences.

Students who do not engage in disruptive behavior and meet the academic requirements of the classroom are given the opportunity to attend an additional enrichment/elective class period for 30 minutes, twice a week.

**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 who are in need of social and emotional support are given great consideration at GRMS. If a student's needs require counseling, our guidance counselors are available to the students at all times. We also provide counseling sessions, for individuals and groups, with a mental health counselor or the school guidance counselors as needed on a student by student basis. Some students are also provided a safety plan that outlines the staff members available to the student when certain needs arise. Teachers consult with the Behavior Specialist to write and monitor student behavior intervention plans created through the MTSS/RTi process.

### **3. Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

We implemented a mentoring program for these students and have seen marked improvement of these indicators for students on the EWS list provided by the state.

**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	21	41	36	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	5	36	50	0	0	0	0	91
Course failure in ELA or Math	0	0	0	0	0	0	2	18	13	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	57	79	68	0	0	0	0	204

**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	9	37	44	0	0	0	0	90

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

At Gamble Rogers Middle School we have the following intervention strategies in place for all students:

- \* Each Wednesday and Thursday we use an altered bell schedule to allow for a 30 minute intervention/enrichment block. Students who are in need of academic intervention are placed in small groups for re-teach and extended learning time. Students who are not in need of academic intervention are placed in enrichment groups during the same block of time.
- \* 6th and 7th grade teachers are also piloting a program this school year that will formatively assess students on critical standards every two weeks. Students who are demonstrating a need, will then be given a 45 minute block of time to work with the classroom teacher in a small group setting, those who have demonstrated proficiency will then have a 45 minute enrichment time.
- \* We have a math coach who is focusing on student-centered coaching within the math class using the new Florida Standards for math. The intervention focus is the utilization of the new MFAS performance tasks.
- \* We have instituted a school-wide, articulated writing plan for each grade level. The purpose of this plan is to increase students' ability to create thoughtful, well-crafted pieces of writing appropriate to each grade level.
- \* We currently have 4 teachers who are assigned as Co-teachers to support our lowest readers in the content areas. These teachers have shared responsibility for planning and instruction within these classrooms, ultimately providing our students more opportunities for success

**B. Family and Community Engagement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307819>.



**2. Description**

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

**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**

The GRMS PTO, SAC, as well as staff members, collaborate with local businesses and community members to locate and obtain monetary and tangible donations to be used for purchasing rewards that in turn promote student achievement. Community members volunteer their time to mentor students, lead non-academic clubs, etc.

The following business partners continue to contribute resources to GRSM:

- Northrop Grumman
- Carlise Technologies
- St. Augustine Garden Club

**C. Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Bergamasco, Greg	Principal
Donlan, Debra	Assistant Principal
Davis, Michelle	Instructional Coach

**b. Duties**

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

- Greg Bergamasco- Principal and school leader
- Debra Donlan - Assistant Principal and school leader and MTSS member
- Ashley Wimpelberg - Guidance Counselor and MTSS team member
- Barbara Seaton - Guidance Counselor and MTSS team member
- Michelle Davis - ILC and MTSS team member
- Dan Killian - School Psychologist and MTSS team member
- Patrick Halloran - Dean for behavior infractions and MTSS team member
- Renee Downey- Testing Coordinator
- Josie Bokowski- Behavior Specialist and MTSS team member

**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**

Grade level teams review data of the students assigned to their teams who are not responding to classroom interventions. The team refers students who are struggling academically, or with behaviors to the MTSS team for review. The district has assigned a behavior specialist to the school to assist

the team with behavior concerns. The school has hired an academic intervention specialist to provide intensive interventions for students. The MTSS team meets twice weekly to review and progress monitor active RtI plans.

#### Title I, Part A

Gamble Rogers Middle School is a Title I school-wide model due to the 48% poverty rate as measured by the free and reduced lunch population. This federal program is coordinated under the direction of district Title I administration. All compliance measures are implemented and documented through the Title I Work Papers and the St. Johns County School District County Administration.

#### Title I, Part C

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. These services are provided and monitored by SJCS District Federal Programs in conjunction with guidance and administration.

#### Title II

Title II funds will support the delivery of Professional Development for the 2016-2017 school year.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. District staff works closely with our Guidance Department to help ensure appropriate support and compliance is provided.

#### Title IX, Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

Gamble Rogers Middle School will utilize the projected SAI funds through the use of targeted staff support. SAI

Is used to supply our school with a testing/technology coordinator and Spanish teacher. The testing coordinator helps support our targeted feedback through the development of our formative assessment project. The testing coordinator helps develop and train our staff in the use of formative assessment data and how to analyze that data in real time. The beginning Spanish teacher supports the instruction of struggling readers in the following ways:

1. The teacher is aware of all the reading levels in her classroom
2. The teacher attends professional development to increase her knowledge of instructional strategies
3. The teacher will incorporate the high yield instructional strategies into her classroom
4. The teacher uses her Spanish Instruction to support the deeper understanding of the structure of English/Reading. When students are able to deconstruct the building blocks of one language the understanding of another becomes greater

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Tracy Melgard	Parent
Greg Bergamasco	Principal
Nicole Bohanan	Teacher
Pamela Dahl	Teacher
Lynda Garrett	Teacher
Elizabeth Heffner	Teacher
Teresa Carr Dillinger	Parent
Alexandra Phillips	Business/Community
Rosslyn Rewitzer	Parent
Kelly Hunter	Parent
Dawn Boles	Parent
Ed Albanesi	Parent
Jan Anderson	Parent
Ashley Banks	Teacher
Heather Barnes	Parent
Renee Downey	Teacher
Sonya Garner	Education Support Employee
Sarah McMahon	Parent
Clara Monzon	Parent
Thelma Myers	Parent
Meta Powell	Parent
Winston Radford	Parent
Mike Riggins	Teacher
Ana Williams	Parent
Annette Williams	Parent

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

Each year the SIP is presented to the SAC Committee before being presented to the school board. SAC is then given the opportunity to make suggestions for the plan. Those suggestions are taken into account before the plan is finalized.

*b. Development of this school improvement plan*

The SAC committee reviews the plan and chooses areas of initiative to fund which align to school improvement goals.

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

SAC reviews the Title 1 budget and makes recommendations and feedback regarding the budget.

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

SAC funds technology based classroom on line learning (Brain Pop) (\$1,800), Environmental Science supplies (\$1,000), Spanish teachers TDE day and Cultural Awareness Traveling Suitcase Exhibit (\$500)

**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

**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
Bergamasco, Greg	Principal
Donlan, Debra	Assistant Principal
Davis, Michelle	Instructional Coach

**b. Duties**

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

The major initiatives include providing professional development to improve the implementation of high yield instructional learning strategies and strengthening the collaboration process through Professional Learning Communities. One focus of the PLC process is the creation of common assessments and scales for targeted standards within all subject areas.

For the 2016-17 all teachers will receive professional development to increase collaborative learning within their classrooms and increasing student engagement.

GRMS promotes literacy through our Stingray Success Intervention Block on Wednesday and Thursday of each week. Students are given time to increase their literacy skill through small groups in the content area classes and well as an enrichment period in the media center.

Our students are involved in an Independent Reading Program. Students visit the media center every three weeks to obtain books and participate in learning centers that support reading strategies and comprehension.

Student increase their writing literacy through the school-wide implementation of AVID WICOR strategies in all content areas.

**D. Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

At GRMS we employ the PLC process, where teachers meet 2-3 times monthly, encouraging collaboration and team building between our teachers. We also use the team approach to our grade level scheduling to build relationship between students and teachers. Grade level content area teachers are also given common planning time throughout the week.

Each grade level has two co-teachers who work with each content area. These teachers are equally responsible for the planning and instruction in these classes. Co-teachers remain in the classroom for the entire period.

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

District's hiring portal screens applicants for highly qualified status - those qualifying may be interviewed for vacant positions.

To maintain and retain personnel the district provides new teacher mentoring. The school provides professional development and coaching for all instructional personnel.

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

All new teachers are assigned a mentor from their like content area. Mentor teachers have demonstrated leadership within the school. Once a month new teacher meet with the Assistant Principal presenting best practices.

# **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***

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to

review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

## **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**

We use data to determine our students with the most need for reading intervention and place them in our co-taught Language Arts, Social Studies, Science and Math classrooms to offer them the extra support needed to increase their content area skills. These are our level 1 and 2 students who are also dis-fluent and have a history of low test scores, not meeting the standards for a proficient reader. Co-Teachers in these classrooms are certified in the content areas they serve, and continually introduce, model and practice research based strategies that are designed to meet each student's educational needs.

When students have been identified as struggling in reading, but not placed in a co-taught classroom, we place these students with a Reading Endorsed or NGCAR-PD teacher in another content area who can provide appropriate instruction to students regarding reading strategies and increased reading success. These are level 1 students who are fluent and do NOT have a history of low test scores and level 2 students.

Our formative assessment program includes 6th, 7th, and 8th grade classes. These teachers will use All-In-Learning that will streamline the assessment and data collection process, providing teachers with data that is then used to create small groups. Those students who are struggling are then placed in a small group for a 45 minute reteach session.

This year we are continuing a twice weekly, 30-minute mini-block (Stingray Success) that will ensure those students who are struggling have extra time with the classroom teacher.

Teachers will attend TDE days with their PLCs where PD focused on collaborative learning will be discussed to introduce or refresh classroom strategies that can be implemented to increase engagement and collaboration among the students.

PLC teams review assessment and classroom data to inform instruction.

### **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:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

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

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

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

#### **1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

GRMS used the WEB program. This is a middle school program designed to encourage healthy decision making, good peer interactions and decisions that exemplify the six pillars of character.

For incoming 6th grade students we host a parent night in the spring, prior to their enrollment in the sixth grade.

For outgoing 8th grade students we host an Academy Showcase for the high schools many of our students attend.

At the beginning of the school we host grade-level assemblies to encourage students to make appropriate choices and to strive to do their best.

### 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**

N/A

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

N/A

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

N/A

#### **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 section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### 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.** To increase the use of AVID/WICOR instructional strategies to improve student proficiency in writing
- G2.** To increase the use of researched-based collaborative learning strategies to improve student proficiency levels in reading.
- G3.** To increase the use of research-based collaborative learning strategies to improve student proficiency in math.

## Strategic Goals Detail

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

**G1. To increase the use of AVID/WICOR instructional strategies to improve student proficiency in writing**

1a

G076814

**Targets Supported** 1b

Indicator	Annual Target
Level 1 - All Grades	60.0

**Targeted Barriers to Achieving the Goal** 3

- Student population including lack of readiness for school and SES levels

**Resources Available to Support the Goal** 2

- Social Worker, Guidance Counselors, Teacher-student mentoring program, Making Meaning (6th and 7th grades), Professional development, coaching with the ILC, Professional Learning Communities' process, AVID Coordinator

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

PLC Leader Meetings, Quarterly PLC TDE days

**Person Responsible**

Debra Donlan

**Schedule**

Monthly, from 8/29/2016 to 5/19/2017

**Evidence of Completion**

Teacher Artifacts Student Samples

**G2.** To increase the use of researched-based collaborative learning strategies to improve student proficiency levels in reading. 1a

G076815

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

**Targeted Barriers to Achieving the Goal** 3

- Student readiness for learning

**Resources Available to Support the Goal** 2

- Professional development, coaching with the ILC, Professional Learning Communities, the use of STAR testing data, intervention programs that offer re-teach in small groups and enrichment opportunities, and the services of the media specialist.

**Plan to Monitor Progress Toward G2.** 8

classroom formative assessments, Discovery Education, STAR Reading, quarterly assessments, end of course exams, and PLC meetings

**Person Responsible**

Greg Bergamasco

**Schedule**

Quarterly, from 8/29/2016 to 5/19/2017

**Evidence of Completion**

Formative assessment data

**G3.** To increase the use of research-based collaborative learning strategies to improve student proficiency in math. 1a

G076816

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of basic math skills

**Resources Available to Support the Goal** 2

- Math coach, district level professional development, school based professional development, MFAS used for formative assessments and guiding instruction, and Professional Learning Communities, weekly intervention block for skill review.

**Plan to Monitor Progress Toward G3.** 8

classroom formative assessments  
district formative assessments  
School-level formative assessments (MFAS)

**Person Responsible**

Greg Bergamasco

**Schedule**

Weekly, from 8/29/2016 to 5/19/2017

**Evidence of Completion**

assessment data

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase the use of AVID/WICOR instructional strategies to improve student proficiency in writing **1**

 G076814

**G1.B1** Student population including lack of readiness for school and SES levels **2**

 B201272

**G1.B1.S1** PLC's (including TDE days) Professional Development Teaming School Wide Writing norms Making Meaning **4**

 S212968

### Strategy Rationale

Administration, PLC Leaders and other Learning Leaders will monitor for fidelity.

### Action Step 1 **5**

PLC  
Professional Development

#### Person Responsible

Michelle Davis

#### Schedule

Quarterly, from 8/29/2016 to 5/19/2017

#### Evidence of Completion

Reflection & Data Chats, Teacher and student samples

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

Data Chat  
Observations  
Formative Assessment data  
Student samples

**Person Responsible**

Greg Bergamasco

**Schedule**

Quarterly, from 8/29/2016 to 5/19/2017

***Evidence of Completion***

Teacher Artifacts, student samples, and formative data

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

Ongoing observations

**Person Responsible**

Greg Bergamasco


**Schedule**

Weekly, from 8/15/2016 to 5/19/2017


***Evidence of Completion***

Observation notes student performance


**G2.** To increase the use of researched-based collaborative learning strategies to improve student proficiency levels in reading. **1**

 G076815

**G2.B1** Student readiness for learning **2**

 B201274

**G2.B1.S1** Provide opportunities for teachers to collaborate and share best practices, student data and formative assessment outcomes. Target gaps in student preparedness. **4**

 S212969

### Strategy Rationale

Teachers participate in PLC groups for collaboration , PLC team members share a common planning time, PLC teams will participate in TDE days to create instructional plans, create formative assessments, and receive PD containing strategies to address student engagement.

### Action Step 1 **5**

Writing in response to text across content areas.  
Timely feedback practices.  
Higher order questioning techniques  
Quarterly PD focused on collaborative learning and student engagement

#### Person Responsible

Michelle Davis

#### Schedule

Quarterly, from 8/29/2016 to 5/19/2017

#### Evidence of Completion

Increase student learning as determined by formative assessment data, student work samples, and increased student collaboration.

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

classroom walk-throughs, observations and conferences

#### Person Responsible

Debra Donlan

#### Schedule

Weekly, from 8/15/2016 to 5/19/2017

#### Evidence of Completion

iObservation data

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

PLC team meetings (TDE), PD focused on collaborative learning and student engagement.

**Person Responsible**

Michelle Davis


**Schedule**

Monthly, from 8/29/2016 to 5/19/2017

**Evidence of Completion**

common formative assessment data and data chats, strong teacher-developed instructional plans STAR, FSA, EOC data

**G2.B1.S2** Teachers will participate in travel to Adlai Stevenson High School to learn more about the PLC process from experts and its impact on student learning 4

 S225188

**Strategy Rationale**

In order for us to improve our process, we must collaborate with those who have become experts in the PLC collaborative process.

**Action Step 1 5**

Travel to Stevenson High School

**Person Responsible**

Greg Bergamasco

**Schedule**

On 9/30/2016

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Teachers will participate in travel to Adlai Stevenson High School to learn more about the PLC process from experts and its impact on student learning

**Person Responsible**

Greg Bergamasco

**Schedule**

On 9/30/2016

***Evidence of Completion***

An increased the use of researched-based collaborative learning strategies to improve student proficiency levels in all content areas through the PLC process.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Monitor the increase of PLC Process to increase Student proficiency in all content areas

**Person Responsible**

Greg Bergamasco

**Schedule**

Biweekly, from 10/3/2016 to 5/26/2017

***Evidence of Completion***

Formative Assesment data

**G3.** To increase the use of research-based collaborative learning strategies to improve student proficiency in math. 1

G076816

**G3.B1** Lack of basic math skills 2

B201276

**G3.B1.S1** Provide opportunities for students to practice basic skills and build proficiency. 4

S212970

### Strategy Rationale

Teachers continue to work together in the PLC process to increase student learning of targeted skills during class and Stingray Success intervention period.

### Action Step 1 5

writing to explain  
timely feedback  
skill practice  
higher order questioning

#### Person Responsible

Michelle Davis

#### Schedule

Weekly, from 8/29/2016 to 5/19/2017

#### Evidence of Completion

Improvement of student achievement as demonstrated through assessment data.

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

walk-throughs, informal and formal observations, conferences

#### Person Responsible

Greg Bergamasco

#### Schedule

Weekly, from 8/15/2016 to 5/19/2017

#### Evidence of Completion

I Observation data

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

Professional Learning Communities  
Formative assessment data

**Person Responsible**

Michelle Davis

**Schedule**

Monthly, from 8/29/2016 to 5/19/2017

***Evidence of Completion***

outcome of common assessments, teacher and student samples

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2016</b>					
G2.B1.S1.MA1 M258621	classroom walk-throughs, observations and conferences	Donlan, Debra	8/15/2016	iObservation data	5/19/2017 weekly
G3.B1.S1.MA1 M258624	walk-throughs, informal and formal observations, conferences	Bergamasco, Greg	8/15/2016	l Observation data	5/19/2017 weekly
G1.B1.S1.MA1 M258617	Ongoing observations	Bergamasco, Greg	8/15/2016	Observation notes student performance	5/19/2017 weekly
G1.MA1 M258619	PLC Leader Meetings, Quarterly PLC TDE days	Donlan, Debra	8/29/2016	Teacher Artifacts Student Samples	5/19/2017 monthly
G1.B1.S1.MA1 M258618	Data Chat Observations Formative Assessment data Student samples	Bergamasco, Greg	8/29/2016	Teacher Artifacts, student samples, and formative data	5/19/2017 quarterly
G1.B1.S1.A1 A265942	PLC Professional Development	Davis, Michelle	8/29/2016	Reflection & Data Chats, Teacher and student samples	5/19/2017 quarterly
G2.B1.S1.MA1 M258620	PLC team meetings (TDE), PD focused on collaborative learning and student engagement.	Davis, Michelle	8/29/2016	common formative assessment data and data chats, strong teacher-developed instructional plans STAR, FSA, EOC data	5/19/2017 monthly
G3.MA1 M258625	classroom formative assessments district formative assessments School-level formative assessments...	Bergamasco, Greg	8/29/2016	assessment data	5/19/2017 weekly
G2.B1.S1.A1 A265943	Writing in response to text across content areas. Timely feedback practices. Higher order...	Davis, Michelle	8/29/2016	Increase student learning as determined by formative assessment data, student work samples, and increased student collaboration.	5/19/2017 quarterly
G3.B1.S1.A1 A265944	writing to explain timely feedback skill practice higher order questioning	Davis, Michelle	8/29/2016	Improvement of student achievement as demonstrated through assessment data.	5/19/2017 weekly
G2.MA1 M258622	classroom formative assessments, Discovery Education, STAR Reading, quarterly assessments, end of...	Bergamasco, Greg	8/29/2016	Formative assessment data	5/19/2017 quarterly
G3.B1.S1.MA1 M258623	Professional Learning Communities Formative assessment data	Davis, Michelle	8/29/2016	outcome of common assessments, teacher and student samples	5/19/2017 monthly
G2.B1.S2.MA1 M286638	Teachers will participate in travel to Adlai Stevenson High School to learn more about the PLC...	Bergamasco, Greg	9/27/2016	An increased the use of researched-based collaborative learning strategies to improve student proficiency levels in all content areas through the PLC process.	9/30/2016 one-time
G2.B1.S2.A1 A286679	Travel to Stevenson High School	Bergamasco, Greg	9/28/2016		9/30/2016 one-time
G2.B1.S2.MA1 M286639	Monitor the increase of PLC Process to increase Student proficiency in all content areas	Bergamasco, Greg	10/3/2016	Formative Assesment data	5/26/2017 biweekly

## V. Professional Development Opportunities

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

**G1.** To increase the use of AVID/WICOR instructional strategies to improve student proficiency in writing

**G1.B1** Student population including lack of readiness for school and SES levels

**G1.B1.S1** PLC's (including TDE days) Professional Development Teaming School Wide Writing norms Making Meaning

### PD Opportunity 1

PLC Professional Development

#### Facilitator

Michelle Davis Teacher Leaders

#### Participants

All instructional Staff

#### Schedule

Quarterly, from 8/29/2016 to 5/19/2017

**G2.** To increase the use of researched-based collaborative learning strategies to improve student proficiency levels in reading.

**G2.B1** Student readiness for learning

**G2.B1.S1** Provide opportunities for teachers to collaborate and share best practices, student data and formative assessment outcomes. Target gaps in student preparedness.

### PD Opportunity 1

Writing in response to text across content areas. Timely feedback practices. Higher order questioning techniques Quarterly PD focused on collaborative learning and student engagement

#### Facilitator

ILC Assistant Principal District personnel School level staff

#### Participants

Classroom teachers

#### Schedule

Quarterly, from 8/29/2016 to 5/19/2017

**G2.B1.S2** Teachers will participate in travel to Adlai Stevenson High School to learn more about the PLC process from experts and its impact on student learning

**PD Opportunity 1**

Travel to Stevenson High School

**Facilitator**

Greg Bergamasco

**Participants**

Michelle Davis, Greg Bergamasco, Lauren Smith, Brian Radaker, & Edie Leitner

**Schedule**

On 9/30/2016

**G3.** To increase the use of research-based collaborative learning strategies to improve student proficiency in math.

**G3.B1** Lack of basic math skills

**G3.B1.S1** Provide opportunities for students to practice basic skills and build proficiency.

**PD Opportunity 1**

writing to explain timely feedback skill practice higher order questioning

**Facilitator**

ILC/Math Coach Assistant principal teachers district personnel

**Participants**

teacher

**Schedule**

Weekly, from 8/29/2016 to 5/19/2017

## VI. Technical Assistance Items

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

## VII. Budget

### Budget Data

1	G1.B1.S1.A1	PLC Professional Development				\$21,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0371 - Gamble Rogers Middle School	Title I Part A		\$10,000.00
<i>Notes: Professional Development TDE substitutes</i>						
			0371 - Gamble Rogers Middle School	Title I Part A		\$11,000.00
<i>Notes: Title 1 Budget was used to pay for AVID Summer Institute</i>						
2	G2.B1.S1.A1	Writing in response to text across content areas. Timely feedback practices. Higher order questioning techniques Quarterly PD focused on collaborative learning and student engagement				\$0.00
3	G2.B1.S2.A1	Travel to Stevenson High School				\$0.00
4	G3.B1.S1.A1	writing to explain timely feedback skill practice higher order questioning				\$0.00
					<b>Total:</b>	<b>\$21,000.00</b>