

North Marion Middle School



2014-15 School Improvement Plan

North Marion Middle School

2085 W HIGHWAY 329, Citra, FL 32113

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

80%

Alternative/ESE Center

No

Charter School

No

Minority

54%

School Grades History

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

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

North Marion Middle School will provide a quality academic program that prepares students to become responsible and successful in our global society.

Provide the school's vision statement

Striving for academic excellence in student performance through empowering students to take ownership of their learning.

School Environment

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

Information pertaining to our students' cultures is gathered through the 21st Century Program, Guidance Counselors, parent surveys and student surveys. This information is then used, by the respective areas, to establish activities/events that might incorporate cultural needs in them. The teacher/student relationship is built and fostered through community building activities within the classroom. Teachers are encouraged to greet each student at the door, and to get to know their students through a variety of activities. During PBS activities, it is recommended that teachers participate with students in order to continue to build on that relationship. Constant communication is also a focus in building that relationship; through the use of the student planner, Teleparent, phone calls and teacher websites. Teachers are encouraged to make a positive phone call home for every student. Teachers are also encouraged to participate in a Book Study, "Engaging Students with Poverty in Mind." NMMS is currently at 80% Free and Reduced lunch, therefore a majority of our students come from lower socioeconomic status and it would benefit our school to become familiar with this area.

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

Students are permitted to enter the cafeteria 40 minutes prior to the start of the school day, and enter the main building 20 minutes prior to the tardy bell. This allows for them to have safe place to be, with adult supervision. Students are made aware of the services provided by the guidance counselors, student management, the SRO, and media center. Teachers discuss the district bullying policy with their classes and encourage students to seek out assistance/guidance from any adult on campus when needed. Students are made aware of the incident report system used in Student Management, and are encouraged to write a report for any issues that might need mediation. Student management addresses every need on an individual basis. Students have an option to sign up for the 21st Century after-school program, where they are receiving enrichment activities while under adult supervision. There are a variety of adult sponsored sports, clubs and tutoring opportunities that occur throughout the year that students are encouraged to participate in. If a student is simply waiting for their ride to pick them up, after school, they are to remain in the courtyard for their safety.

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

NMMS has incorporated the Positive Behavior Support System. Teachers have had, and continue to receive, on-going training in the area of implementing the PBS system with fidelity. The Student Management Office supplies the teachers with "Colt Cash" to be distributed to students for demonstrating exemplary behaviors in the classroom and on campus. Students are able to use their Colt Cash at the PBS school-store, or at classroom stores, for a variety of items. Students are also recognized through our Days of Peace challenge, in which the grade-level with the fewest number of referrals for the week, are rewarded by being able to eat outside at lunch. In addition, students who receive no level 2 referrals for the quarter are able to attend a variety of PBS activities. Teachers are required to utilize our school infraction report to document any behavior concerns. It is our expectation that teachers are being pro-active and making necessary phone calls home; for both positive and negative situations. We utilize the MTSS model. A check-in/check-out program, for students on Tier II interventions is utilized with a staff mentor. NMMS incorporates the Colt Creed: Do What's Right, Do Your Best, Treat Others the Way You Want to Be Treated.

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

NMMS offers a variety of means for students dealing with social-emotional needs. The Guidance Office can refer students/parents to outside counseling agencies. The Guidance Office also identifies students who are in need of small-group counseling sessions, for a variety of reasons that take place on school campus/during school hours. In collaboration with the Student Management Office, the Guidance Office identifies students who need to participate in our mentor program. We have several teachers who volunteer to act as mentors to students throughout the year.

Early Warning Systems

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

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

The early warning system used is Performance Matters, which targets students' attendance rate below 90%, one or more suspensions, course failure in ELA or Math, and scoring level 1 on the FCAT in ELA or Math.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	23	23	26	72
One or more suspensions	26	33	26	85
Course failure in ELA or Math	7	10	14	31
Level 1 on statewide assessment	72	83	78	233

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Synergy Team meets regularly to discuss strategies to improve the academic performance of students identified by the early warning system. Students with attendance concerns receive parent notification via phone call and letter sent home. A social worker is also informed of students with attendance issues. Students with suspension issues are assigned to the mentor program, the check-in/check-out program and assigned to Positive Alternative to School Suspension. Students who failed ELA and/or Math are placed on the priority list for Synergy Meetings, where problem solving takes place. Recommendation for enrollment in the 21st Century program, or tutoring programs are discussed. Students who received a level 1 on reading or math assessment are scheduled in to intensive math/intensive reading programs.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

Yes

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/55810>.

Description

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

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

North Marion Middle School utilizes the Marion County Public Education Foundation in order to bridge relationships with community partners. At this time, Seminole Feed Store is our current business partner.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Kerley, John	Principal
Mobley, Dawn	Assistant Principal
Willis, Tara	Assistant Principal
Jones, Ronald	Dean
Freeman, Catalina	Administrative Support
Bailey, Jan	Instructional Coach

Duties

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

John Kerley - Site Administrator
 Dawn Mobley - Assistant Principal of Curriculum
 Tara Willis - Assistant Principal of Discipline
 Ronald Jones - Dean of Students
 Catalina Freeman - Title I Coordinator
 Jan Bailey - District Funded Math Coach

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

NMMS utilizes information from staffings, data meetings, synergy meetings, parent conferences, information from Grants and Federal Programs and district office information to align all available resources. Person Responsible – Mr. Kerley. Meetings will take as needed and as part of our Intervention Strategies. Mr. Kerley will track inventory of support, assignment of funding support, expenditures, and outcomes as it relates to problem solving activities.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jamerson, Clara	Parent
Monroe, Stacey	Parent
Whipper, Allison	Parent
Taddeo, Josphe	Parent
Roberts, Lori	Parent
Beard, Jackie	Parent
Jones, Ronald	Teacher
Edmondson, Kenneth	Teacher
Kerley, John	Principal
Vose, Belinda	Teacher
Joan Edwards	Teacher

Duties

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

Evaluation of last year's school improvement plan

At the first SAC meeting, held in October, SAC members reviewed a copy of the 2013-2014 proposed SIP and PIP. Suggested adjustments/corrections were taken into consideration and any necessary changes were made. During the last SAC meeting, held in April, members once again reviewed the effectiveness of the 2013-2014 SIP. Recommended changes were considered for the 2014-2015 SIP.

Development of this school improvement plan

SAC members were able to review the 2013-2014 SIP, as well as school grade data and make recommendations at the SAC meeting held in September, with consideration to our goals and targets.

Preparation of the school's annual budget and plan

SAC members were able to review the 2013-2014 SIP and school budget, as well as school grade data and make recommendations at the SAC meeting held in September, with consideration to our goals and targets.

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

NA

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Kerley, John	Principal
Mobley, Dawn	Assistant Principal
Bailey, Jan	Instructional Coach
Freeman, Catalina	Instructional Coach
Vose, Belinda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT team meets weekly to review and develop the implementation of campus wide literacy initiatives. Using student data, and teacher input, the LLT will align their goals and initiatives with the ELA SIP goals. The LLT will monitor and support the implementation of the reading program initiatives on campus and continue to research scientifically based reading instruction and strategies for continuous growth. Finally, the LLT will create and share school-wide initiatives and activities to promote literacy throughout the learning community.

Public and Collaborative Teaching

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

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

North Marion Middle School offered collaborative planning, during the summer, for teachers to come in and collaborate in their planning and instruction delivery. Teachers are also provided with monthly collaborative meetings to share concerns about data, curriculum and students. In addition, there are a variety of relationship building activities for teachers to participate in throughout the year.

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

1. New Teacher Mentoring Program - New Teacher Liaison
2. Professional Development Opportunities - Administration
3. Observe, monitor, coach and support teacher effectiveness with regular classroom walkthroughs - Administration
4. Provide additional curriculum resources and materials as needed - Administration
5. Allow for new teacher to observe highly effective teaching strategies in other classrooms - Administration

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

New Teacher Liaison - Catalina Freeman, meets with new teachers weekly to go over any questions, concerns, and thoughts. Weekly encouraging emails are sent to the new teachers.

Shelly Kerr is paired with Rachael Martin, both teach the Cambridge Magnet students. Mrs. Martin taught the same students last year and is familiar with the Cambridge standards and the FL standards.

Chris Bush is paired with Mark Lockley, both teach 8th grade math. Mr. Lockley is an experienced teacher with exceptional knowledge and strategies.

Greg Ramputi is paired with Lynnor Goodwin, both teach ESE. Mrs. Goodwin has been teaching ESE for a number of years and has experience in teaching all subjects.

Joan Edwards is paired with Ingrid Johnson, both teach math. Mrs. Johnson has been teaching middle school math for 2 years and taught the same students last year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All curriculum and materials are purchased through district funds/initiatives, which are aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

NMMS provides educational opportunities for students at the intensive, regular, advanced, and magnet level. Students are placed in these programs based on pre-set criteria that they must meet. Data from previous state assessments are also used to enable teachers to differentiate instruction. Intensive reading and math programs are used to supplement students who have difficulty mastering the skills at a proficient level. The advanced classes and magnet program classes provide extra supports and enrichment activities to students who are achieving at a higher level.

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: Summer Program

Minutes added to school year: 7,680

1. 21st Century Federal Grant Enrichment Program
2. Pre-planning teacher collaboration & professional development

Strategy Rationale

1. Enrich academic programs with hands on activities and field trips as well as credit recovery program.
2. Provide team teacher planning aligned to FSA and student engagement strategies.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Kerley, John, john.kerley@marion.k12.fl.us

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

1. State Assessments measuring learning gains
2. Teacher observation data to determine effectiveness

Student Transition and Readiness

PreK-12 Transition

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

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

NMMS visits the feeder-pattern elementary schools during the month of May to speak to the incoming 6th graders about the expectations of our school. We also invite the incoming 6th graders to an orientation event, in the month of May, in order to allow them a chance to acclimate with the new surroundings. In August we host an orientation event where the students receive their schedule and have an opportunity to visit their classes in addition to meeting their teachers. Students who are transitioning to the 9th grade are presented with information in regards to the many opportunities available to them for their high school choices. An assembly is held where the magnet program is discussed. During the month of May North Marion High School's administrative team and guidance counselors come to NMMS to discuss options at NMHS and to select classes for their 9th grade year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

In each of our CTE programs of study, professionals from around the county that can provide examples of real world application to these programs visit the classes throughout the year. For example, nationally renowned artist Michelle Stitzlein visited our 3D & Art history classes to show her art and speak about her career as an artist.

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

NMMS offers the following CTE courses: Introduction to Agriculture Science, Exploration of Agriculture Science, Agriculture Science Foundations, Career Occupations I, Career Occupations II, Orientations to Career Occupations, Introduction to Technology, Introduction to Audio Visual Arts, Fundamentals of Audio Visual Print Technology, Exploring Two Dimensional Art, Exploring Three Dimensional Art, and Introduction to Art History.

We do not offer any industry certifications at this time. However, we introduce and orientate students to the various programs available at the high school level that offer such certifications and attempt to guide students on the track to gaining them.

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers engage in professional development, and collaboration, to develop higher-order lessons and student engagement, then student learning gains will increase in reading, math & science.

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. If teachers engage in professional development, and collaboration, to develop higher-order lessons and student engagement, then student learning gains will increase in reading, math & science. 1a

G040769

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Reading - All Students	65.0
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Title I funds
- Technology infrastructure. (continuing to increase)
- Positive school climate/culture

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement in classrooms

Plan to Monitor Progress Toward G1. 8

Administrative Walk-throughs and District level year-long student performance data

Person Responsible

John Kerley

Schedule

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

Evidence of Completion

Administrative walk-through data as well as disaggregating student 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. If teachers engage in professional development, and collaboration, to develop higher-order lessons and student engagement, then student learning gains will increase in reading, math & science. **1**

 G040769

G1.B1 Lack of student engagement in classrooms **2**

 B098737

G1.B1.S1 "Train the trainer" Differentiated Instruction core academic area trainings by DOE and discussion of 8-step process to core academic area leads. **4**

 S110125

Strategy Rationale

Introduce student engagement activities to faculty to build the instructional strategy "tool box" of teachers. Increase level of questioning by teachers, questions posed by students and academic discussion among students.

Action Step 1 **5**

Differentiated Instruction professional development

Person Responsible

Dawn Mobley

Schedule

Monthly, from 8/4/2014 to 5/1/2015

Evidence of Completion

Sign in sheets, lesson plans, work samples, and administrative walk-throughs

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

Administrative Walk-throughs

Person Responsible

John Kerley

Schedule

Daily, from 9/8/2014 to 6/4/2015

Evidence of Completion

Observation of student engagement activities, higher-order questioning, students engaged in academic discussions.

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

Administrative walk-throughs and district level year-long student performance data

Person Responsible

John Kerley

Schedule

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

Evidence of Completion

Administrative walk-through data as well as disaggregating student data.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Differentiated Instruction professional development	Mobley, Dawn	8/4/2014	Sign in sheets, lesson plans, work samples, and administrative walk-throughs	5/1/2015 monthly
G1.MA1	Administrative Walk-throughs and District level year-long student performance data	Kerley, John	9/9/2014	Administrative walk-through data as well as disaggregating student data	6/4/2015 monthly
G1.B1.S1.MA1	Administrative walk-throughs and district level year-long student performance data	Kerley, John	9/9/2014	Administrative walk-through data as well as disaggregating student data.	6/4/2015 monthly
G1.B1.S1.MA1	Administrative Walk-throughs	Kerley, John	9/8/2014	Observation of student engagement activities, higher-order questioning, students engaged in academic discussions.	6/4/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers engage in professional development, and collaboration, to develop higher-order lessons and student engagement, then student learning gains will increase in reading, math & science.

G1.B1 Lack of student engagement in classrooms

G1.B1.S1 "Train the trainer" Differentiated Instruction core academic area trainings by DOE and discussion of 8-step process to core academic area leads.

PD Opportunity 1

Differentiated Instruction professional development

Facilitator

John Kerley, Dawn Mobley, Catalina Freeman, Jan Bailey

Participants

All Instructional Personnel

Schedule

Monthly, from 8/4/2014 to 5/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0