

Marion County Public Schools

North Marion Middle School



2017-18 Schoolwide Improvement Plan

North Marion Middle School

2085 W HIGHWAY 329, Citra, FL 32113

[no web address on file]

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2016-17 Title I School

Yes

**2016-17 Economically
Disadvantaged (FRL) Rate**
(as reported on Survey 3)

87%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white
on Survey 2)

55%

School Grades History

Year
Grade

2016-17
C

2015-16
C

2014-15
C*

2013-14
D

**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 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 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 North Marion Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 guidance counselors, parent 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, phone calls, and teacher websites. Teachers are encouraged to make a positive phone call home for every student. Teachers will participate in a book Study, "Grades Don't Matter" by Tony Donen to reinforce standards based instruction and grading. Students and parents will be informed regarding the way grading will change this year at Orientation, Open House, and are various Title 1 activities. NMMS is currently at 83% 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.

b. 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 20 minutes prior to the start of the school day, and enter the main building 20 minutes prior to the tardy bell. This allows for students 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. 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.

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.

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's infraction report to document any behavior concerns. It is the expectation that teachers are being pro-active and making necessary phone calls home; for both positive and negative situations. We utilize the Multi Tier Support System 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.

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.

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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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 system used is Skyward and Performance Matters, targets students' attendance rates below 90%, one or more suspensions, course failure in ELA or Math, and scoring level 1 on the FSA in ELA or Math.

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	12	18	21	0	0	0	0	51	
One or more suspensions	0	0	0	0	0	0	30	22	24	0	0	0	0	76	
Course failure in ELA or Math	0	0	0	0	0	0	11	30	23	0	0	0	0	64	
Level 1 on statewide assessment	0	0	0	0	0	0	92	100	99	0	0	0	0	291	

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	60	58	46	0	0	0	0	164	

c. 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. Students who received a level 1 on reading or math assessment are scheduled in to intensive math/intensive reading programs.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/422612>.

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.

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.

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
Mobley, Dawn	Principal
Willis, Tara	Assistant Principal
Smith, Donna	Dean
Jones, Cynthia	Instructional Coach
Greathouse, Matthew	Assistant Principal

b. Duties

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

Dawn Mobley - School Principal / Site Administrator
Tara Willis - Assistant Principal of Curriculum
Matthew Greathouse - Assistant Principal of Discipline
Donna Smith - Dean of Students / Title I Contact
Cynthia Jones - Content Area Specialist

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.

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 – Mrs. Mobley. Meetings will take place as needed and as part of our Intervention Strategies. Mrs. Mobley will track inventory of support, assignment of funding support, expenditures, and outcomes as it relates to problem solving activities.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jabaar Flukers	Parent
Donna Smith	Education Support Employee
Dawn Mobley	Principal
Willis, Tara	Education Support Employee
Jaden Flukers	Student
Matthew Greathouse	Education Support Employee
Paul Smith, Jr.	Parent
Ingrid Johnson	Parent
Karen Richardson	Parent
Steven Berrios	Parent
Shelby Tuck	Student

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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first SAC meeting, held in September, SAC members reveiwed a copy of the 2017-2018 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 2016-2017 SIP. Recommended changes were considered for the 2017-2018 SIP.

b. Development of this school improvement plan

SAC members were able to review the 2016-2017 SIP, as well as school grade data and make recommendations at the SAC meeting held in September, with consideration to our goals and targets.

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

SAC members were able to review the 2016-2017 SIP and school budget, as well as school grade data and make recommendations at the SAC meeting held in August, with consideration to our goals and targets.

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

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
Mobley, Dawn	Principal
Jones, Cynthia	Instructional Coach
Ogle, Amanda	Instructional Media
Willis, Tara	Assistant Principal

b. Duties

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

The LLT team meets monthly 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.

D. Public and Collaborative Teaching

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

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

Teachers are also provided with weekly 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.

2. 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

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

New Teacher Buddy Teacher Subject Area
Bonnie Huttenlocher Lori Warren Science
Jeanine Carsey Sandi Jablonski Math
Ian Jarnigan Marc Lockley Social Studies
Jesyka Alvarez Cynthia Jones Reading
Loleta Gosling Cynthia Jones Reading
Roy Newman Keith Melancon Social Studies
Eva Pollinger Rachael Martin Language Arts
Taquetta Campbell Katrina Hall Math

New teachers are paired with an experienced teacher from their subject area and/or teacher close in proximity.

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.

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

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

proficiency. The advanced classes and magnet program classes provide extra supports and enrichment activities to students who are achieving at a higher level.

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: Before School Program

Minutes added to school year:

1. Pre-planning teacher collaboration & professional development
2. Weekly collaboration for teachers - subject, grade level, and focus group
3. CARPD training for all Social Studies and Science teachers
4. Math district initiatives
5. Language Arts focus will be on grammar and mechanics
6. Writing across all subject areas

Strategy Rationale

1. 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

Mobley, Dawn, dawn.mobley@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

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, Â§ 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.

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 their 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.

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.

Marion County Public School implements standards provided by the state that are set to prepare students for success and prepare them for a competitive global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers, and life.

2. 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, Exp IT careers (coding), Fundamentals of Audio Visual Print Technology, Fundamentals of Visual and Media, Intro to Art History, Exploring Two Dimensional Art, Exploring Three Dimensional Art, Orientation to Health Occupations, Medical Skills, and Computer Apps I, II, III.

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 industry certifications.

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

The Florida Standards support the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning, that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

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, Â§ 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers engage in professional development & collaboration to develop higher order lesson plans with a focus on student engagement and higher order questioning, then 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"), 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. If teachers engage in professional development & collaboration to develop higher order lesson plans with a focus on student engagement and higher order questioning, then learning gains will increase in reading, math & science. 1a

G095895

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	72.0
Civics EOC Pass	75.0
Algebra I EOC Level 3	100.0
Geometry EOC Level 3	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement in classrooms
- Too much whole group instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Dawn Mobley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

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 & collaboration to develop higher order lesson plans with a focus on student engagement and higher order questioning, then learning gains will increase in reading, math & science. **1**

 **G095895**

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

 **B258091**

G1.B1.S1 Training will be provided in differentiated Instruction, data analysis, lesson planning, and a book study of "Grades Don't Matter" by Tony Donen **4**

 **S273217**

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. In addition, standards-based grading will be included and effectively communicated with students and parents.

Action Step 1 **5**

Differentiated Instruction professional development for all instructional staff focusing on standards based learning.

Person Responsible

Dawn Mobley

Schedule

Monthly, from 8/10/2017 to 5/25/2018

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

Dawn Mobley

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Observation of student engagement activities, higher-order questioning, students engaged in academic discussions. Teachers will inform students directly the standards based grading and mastery of the standard. Parents will be informed of standards based grading through open house, orientation, websites and school newsletter.

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

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

Person Responsible

Dawn Mobley

Schedule

Monthly, from 8/10/2017 to 5/25/2018


Evidence of Completion

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

G1.B2 Too much whole group instruction **2**

 B258092

G1.B2.S1 All social studies and science teachers will complete the CARPD coursework. **4**

 S273218

Strategy Rationale

Through the CARPD course work teachers will learn strategies to use in the classroom that focus on student lead activities to ensure mastery of standards. In addition, all instruction will be focused on Standards Based learning and instruction.

Action Step 1 **5**

Science and Socials Teachers will complete CARPD coursework

Person Responsible

Dawn Mobley

Schedule

Monthly, from 8/30/2017 to 5/25/2018

Evidence of Completion

Completion of CARPD assignments and trainings

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

classroom walkthroughs, completion of coursework, and individual teacher presentation

Person Responsible

Dawn Mobley

Schedule

Monthly, from 8/30/2017 to 5/25/2018

Evidence of Completion

PD(moodle requirements), completion of coursework, presentation of individual teachers

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

classroom walkthroughs, formal evaluations and trainings

Person Responsible

Dawn Mobley








Schedule

Monthly, from 8/30/2017 to 5/25/2018

Evidence of Completion

PD(moodle requirements), completion of coursework, presentation of individual teachers

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  M393181	Administrative Walk-throughs and District level year-long student performance data and state annual...	Mobley, Dawn	8/10/2017	Administrative walk-through data as well as disaggregating student data	5/25/2018 monthly
G1.B1.S1.MA1  M393177	Administrative walk-throughs and district level year-long student performance data	Mobley, Dawn	8/10/2017	Administrative walk-through data as well as disaggregating student data.	5/25/2018 monthly
G1.B1.S1.MA1  M393178	Administrative Walk-throughs	Mobley, Dawn	8/10/2017	Observation of student engagement activities, higher-order questioning, students engaged in academic discussions. Teachers will inform students directly the standards based grading and mastery of the standard. Parents will be informed of standards based grading through open house, orientation, websites and school newsletter.	5/25/2018 daily
G1.B1.S1.A1  A366746	Differentiated Instruction professional development for all instructional staff focusing on...	Mobley, Dawn	8/10/2017	Sign in sheets, lesson plans, work samples, and administrative walk-throughs	5/25/2018 monthly
G1.B2.S1.MA1  M393179	classroom walkthroughs, formal evaluations and trainings	Mobley, Dawn	8/30/2017	PD(moodle requirements), completion of coursework, presentation of individual teachers	5/25/2018 monthly
G1.B2.S1.MA1  M393180	classroom walkthroughs, completion of coursework, and individual teacher presentation	Mobley, Dawn	8/30/2017	PD(moodle requirements), completion of coursework, presentation of individual teachers	5/25/2018 monthly
G1.B2.S1.A1  A366747	Science and Socials Teachers will complete CARPD coursework	Mobley, Dawn	8/30/2017	Completion of CARPD assignments and trainings	5/25/2018 monthly

V. 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 & collaboration to develop higher order lesson plans with a focus on student engagement and higher order questioning, then learning gains will increase in reading, math & science.

G1.B1 Lack of student engagement in classrooms

G1.B1.S1 Training will be provided in differentiated Instruction, data analysis, lesson planning, and a book study of "Grades Don't Matter" by Tony Donen

PD Opportunity 1

Differentiated Instruction professional development for all instructional staff focusing on standards based learning.

Facilitator

Dawn Mobley, Tara Willis, Matthew Greathouse

Participants

All Instructional Personnel

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G1.B2 Too much whole group instruction

G1.B2.S1 All social studies and science teachers will complete the CARPD coursework.

PD Opportunity 1

Science and Socials Teachers will complete CARPD coursework

Facilitator

C. Jones

Participants

all science and social studies teachers and principal and APC

Schedule

Monthly, from 8/30/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Differentiated Instruction professional development for all instructional staff focusing on standards based learning.				\$242,056.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0491 - North Marion Middle School	Title I, Part A		\$130,773.00
			Notes: 1 Teacher 3 Paraprofessionals Grade Level Planning			
	6150	510-Supplies	0491 - North Marion Middle School	Title I, Part A		\$4,172.00
			Notes: Parent Involvement- Binders and agendas Postage for parent information			
	5100	510-Supplies	0491 - North Marion Middle School	Title I, Part A		\$9,301.00
			Notes: Consumable Materials - Assorted Supplies (Consumable/non-consumable)			
	5100	640-Furniture, Fixtures and Equipment	0491 - North Marion Middle School	Title I, Part A		\$16,319.00
			Notes: Technology			
	6400	310-Professional and Technical Services	0491 - North Marion Middle School	Title I, Part A		\$68,227.00
			Notes: Staff Development			
	5100	590-Other Materials and Supplies	0491 - North Marion Middle School	Title, I Part A		\$7,514.00
			Notes: Salaries for after school tutoring			
	6150	100-Salaries	0491 - North Marion Middle School	Title, I Part A		\$5,750.00
			Notes: Parent Liaison			
2	G1.B2.S1.A1	Science and Socials Teachers will complete CARPD coursework				\$0.00
Total:						\$242,056.00